



Alignment of



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



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WITH

**Alignment of *The Creative Curriculum*<sup>®</sup> for Preschool  
with  
*Pennsylvania Learning Standards for Early Childhood: Pre-Kindergarten***

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

## **References**

- Pennsylvania Department of Education. (2014). *Pennsylvania learning standards for early childhood: Pre-Kindergarten*. Harrisburg, PA: Author. Retrieved from <http://www.pakeys.org/uploadedContent/Docs/Career%20Development/2014%20Pennsylvania%20Learning%20Standards%20for%20Early%20Childhood%20PreKindergarten.pdf>
- Teaching Strategies, LLC. (2010). *The Creative Curriculum*<sup>®</sup> for preschool. Washington, DC: Author.

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**Balls Study**

**Secondary Criteria:** *Pennsylvania Learning Standards for Early Childhood: Pre-Kindergarten*

**Subject:** Early Childhood Education

**Grade:** Pre-Kindergarten

<b>SUBJECT / STANDARD AREA</b>	PA.AL.	Approaches to Learning Through Play (Pre-kindergarten)
<b>STANDARD AREA / STATEMENT</b>	AL.1.PK.	Constructing and Gathering Knowledge
<b>STANDARD</b>		Big Idea: Children actively construct knowledge through routines, play, practices, and language. Children use a variety of strategies to gather information based upon their own individualized approach to learning. Essential Questions: What strategies can be used to gather information? What can I learn from my every day experiences, including play?
<b>DESCRIPTOR / STANDARD</b>	AL.1.PK.A.	Curiosity and Initiative: Explore and ask questions to seek meaningful information about a growing range of topics, ideas and tasks.
<b>DESCRIPTOR</b>	AL.1.PK.A.4.	Ask questions to understand something (e.g. "How does that work?").  <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
<b>STANDARD AREA / STATEMENT</b>	AL.2.PK.	Organizing and Understanding Information
<b>STANDARD</b>		Big Idea: Strategies for filtering and organizing information are important to the learning process. Essential Questions: How do I decide what information/task to attend to? What strategies do I use to organize information?
<b>DESCRIPTOR / STANDARD</b>	AL.2.PK.A.	Engagement and Attention: Work toward completing a task, even if challenging, and despite interruptions.
<b>DESCRIPTOR</b>	AL.2.PK.A.1.	State when they are being distracted.  <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
<b>DESCRIPTOR</b>	AL.2.PK.A.2.	State when they are frustrated by a challenge.  <u>Balls Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud

		<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> <p>p. 52 Investigation 4 Day 2 Large Group</p> <p>p. 55 Investigation 4 Day 3 Read-Aloud</p> <p>p. 59 Investigation 4 Day 5 Choice Time</p> <p>p. 59 Investigation 4 Day 5 Read-Aloud</p> <p>p. 65 Investigation 5 Day 2 Small Group</p>
<b>STANDARD AREA / STATEMENT</b>	<b>AL.2.PK.</b>	<b>Organizing and Understanding Information</b>
<b>STANDARD</b>		Big Idea: Strategies for filtering and organizing information are important to the learning process. Essential Questions: How do I decide what information/task to attend to? What strategies do I use to organize information?
<b>DESCRIPTOR / STANDARD</b>	<b>AL.2.PK.B.</b>	<b>Task Analysis: Independently break simple tasks into steps and complete them one at a time.</b>
<b>DESCRIPTOR</b>	<b>AL.2.PK.B.1.</b>	<p>Attend and follow through on two step directions.</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>
<b>DESCRIPTOR</b>	<b>AL.2.PK.B.2.</b>	<p>Explain a routine sequence.</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>
<b>DESCRIPTOR</b>	<b>AL.2.PK.B.3.</b>	<p>Relate the steps necessary to complete a task or activity.</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. 61 Investigation 5 Outdoor Experiences p. 69 Investigation 5 Day 4 Small Group p. 83 Celebrating Learning Outdoor Experience
DESCRIPTOR	AL.2.PK.B.4.	Relate the desired outcome or end goal of a task or activity.  <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
STANDARD AREA / STATEMENT	AL.2.PK.	Organizing and Understanding Information
STANDARD		Big Idea: Strategies for filtering and organizing information are important to the learning process. Essential Questions: How do I decide what information/task to attend to? What strategies do I use to organize information?
DESCRIPTOR / STANDARD	AL.2.PK.D.	Patterning: Recognize and extend simple patterns.
DESCRIPTOR	AL.2.PK.D.1.	Identify patterns in the environment (e.g. stripes on a flag).  <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
STANDARD AREA / STATEMENT	AL.2.PK.	Organizing and Understanding Information
STANDARD		Big Idea: Strategies for filtering and organizing information are important to the learning process. Essential Questions: How do I decide what information/task to attend to? What strategies do I use to organize information?
DESCRIPTOR / STANDARD	AL.2.PK.E.	Memory: Retain and recall information presented over a short period of time.
DESCRIPTOR	AL.2.PK.E.1.	Relate information and/or experiences from the past.  <u>Balls Study</u> p. 17 Exploring the Topic Day 2 Large-Group Roundup p. 51 Investigation 4 Day 1 Small Group
DESCRIPTOR	AL.2.PK.E.2.	Remember and update simple information (e.g. one's place in a story, song or game if interrupted).  <u>Balls Study</u> p. 17 Exploring the Topic Day 2 Large-Group Roundup p. 51 Investigation 4 Day 1 Small Group
DESCRIPTOR	AL.2.PK.E.3.	Engage in memory games.  <u>Balls Study</u> p. 17 Exploring the Topic Day 2 Large-Group Roundup p. 51 Investigation 4 Day 1 Small Group
DESCRIPTOR	AL.2.PK.E.4.	Recall details from stories, events, and experiences.  <u>Balls Study</u> p. 17 Exploring the Topic Day 2 Large-Group Roundup p. 51 Investigation 4 Day 1 Small Group

STANDARD AREA / STATEMENT	AL.3.PK.	Applying Knowledge
STANDARD		Big Idea: Prior knowledge and experiences can be used to express and create new understandings. Essential Questions: How do I use what I already know to understand new things? How do I represent new understandings?
DESCRIPTOR / STANDARD	AL.3.PK.A.	Creativity: Use music, art and/or stories to express ideas, thoughts, and feelings.
DESCRIPTOR	AL.3.PK.A.1.	Reference 9.1.M.PK.E; 9.1.D.PK.E; 9.1.V.PK.E; 1.4.PK.M; 1.5.PK.E. <u>Balls Study</u> p. 18 Exploring the Topic Day 3 Choice Time p. 29 Investigation 1 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Small Group p. 46 Investigation 3 Day 2 Large Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 4 Read-Aloud p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group p.68 Investigation 5 Day 4 Large Group p.70 Investigation 5 Day 5 Choice Time
STANDARD AREA / STATEMENT	AL.3.PK.	Applying Knowledge
STANDARD		Big Idea: Prior knowledge and experiences can be used to express and create new understandings. Essential Questions: How do I use what I already know to understand new things? How do I represent new understandings?
DESCRIPTOR / STANDARD	AL.3.PK.B.	Invention: Produce and explain the purpose for a new creation.
DESCRIPTOR	AL.3.PK.B.1.	Engage in a variety of creative activities. <u>Balls Study</u> p. 18 Exploring the Topic Day 3 Choice Time p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 4 Read-Aloud p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group p.68 Investigation 5 Day 4 Large Group p.70 Investigation 5 Day 5 Choice Time
DESCRIPTOR	AL.3.PK.B.2.	Describe or draw a desired product (e.g. create a blueprint for a block structure). <u>Balls Study</u> p. 18 Exploring the Topic Day 3 Choice Time p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group

		<p>p. 57 Investigation 4 Day 4 Read-Aloud  p. 57 Investigation 4 Day 4 Small Group  p. 58 Investigation 4 Day 5 Large Group  p. 59 Investigation 4 Day 5 Choice Time  p. 59 Investigation 4 Day 5 Small Group  p. 67 Investigation 5 Day 3 Small Group  p. 69 Investigation 5 Day 4 Large-Group Roundup  p. 69 Investigation 5 Day 4 Read-Aloud  p. 69 Investigation 5 Day 4 Small Group  p. 70 Investigation 5 Day 5 Large Group  p.68 Investigation 5 Day 4 Large Group  p.70 Investigation 5 Day 5 Choice Time</p>
DESCRIPTOR	AL.3.PK.B.3.	<p>Answer questions to explain the purpose of a creation.</p> <p><u>Balls Study</u>  p. 18 Exploring the Topic Day 3 Choice Time  p. 38 Investigation 2 Day 2 Large Group  p. 39 Investigation 2 Day 2 Small Group  p. 52 Investigation 4 Day 2 Large Group  p. 57 Investigation 4 Day 4 Read-Aloud  p. 57 Investigation 4 Day 4 Small Group  p. 58 Investigation 4 Day 5 Large Group  p. 59 Investigation 4 Day 5 Choice Time  p. 59 Investigation 4 Day 5 Small Group  p. 67 Investigation 5 Day 3 Small Group  p. 69 Investigation 5 Day 4 Large-Group Roundup  p. 69 Investigation 5 Day 4 Read-Aloud  p. 69 Investigation 5 Day 4 Small Group  p. 70 Investigation 5 Day 5 Large Group  p.68 Investigation 5 Day 4 Large Group  p.70 Investigation 5 Day 5 Choice Time</p>
DESCRIPTOR	AL.3.PK.B.4.	<p>Show pride in a creation.</p> <p><u>Balls Study</u>  p. 18 Exploring the Topic Day 3 Choice Time  p. 38 Investigation 2 Day 2 Large Group  p. 39 Investigation 2 Day 2 Small Group  p. 52 Investigation 4 Day 2 Large Group  p. 57 Investigation 4 Day 4 Read-Aloud  p. 57 Investigation 4 Day 4 Small Group  p. 58 Investigation 4 Day 5 Large Group  p. 59 Investigation 4 Day 5 Choice Time  p. 59 Investigation 4 Day 5 Small Group  p. 67 Investigation 5 Day 3 Small Group  p. 69 Investigation 5 Day 4 Large-Group Roundup  p. 69 Investigation 5 Day 4 Read-Aloud  p. 69 Investigation 5 Day 4 Small Group  p. 70 Investigation 5 Day 5 Large Group  p.68 Investigation 5 Day 4 Large Group  p.70 Investigation 5 Day 5 Choice Time</p>
STANDARD AREA / STATEMENT	AL.4.PK.	Learning Through Experience
STANDARD		Big Idea: Experiences provide the context in which learning is constructed. Essential Questions: In what ways does an experience in one setting influence my learning and experiences in another setting? How do I learn from my mistakes and/or from challenging situations?
DESCRIPTOR / STANDARD	AL.4.PK.A.	Making Connections: Relate knowledge learned from one experience to a similar experience in a new setting.
DESCRIPTOR	AL.4.PK.A.1.	<p>Relate personal (e.g. home, cultural, community) experiences during play, and other school activities.</p> <p><u>Balls Study</u></p>



		<p>p. 17 Exploring the Topic Day 2 Mighty Minutes  p. 19 Exploring the Topic Day 3 Mighty Minutes  p. 20 Exploring the Topic Day 4 Large Group  p. 28 Investigation 1 Day 1 Large Group  p. 29 Investigation 1 Day 1 Mighty Minutes  p. 32 Investigation 1 Day 3 Large Group  p. 33 Investigation 1 Day 3 Mighty Minutes  p. 36 Investigation 2 Day 1 Large Group  p. 37 Investigation 2 Day 1 Mighty Minutes  p. 38 Investigation 2 Day 2 Large Group  p. 39 Investigation 2 Day 2 Mighty Minutes  p. 44 Investigation 3 Day 1 Large Group  p. 45 Investigation 3 Day 1 Mighty Minutes  p. 45 Investigation 3 Day 1 Read-Aloud  p. 46 Investigation 3 Day 2 Large Group  p. 53 Investigation 4 Day 2 Large-Group Roundup  p. 53 Investigation 4 Day 2 Mighty Minutes  p. 54 Investigation 4 Day 3 Large Group  p. 55 Investigation 4 Day 3 Choice Time  p. 55 Investigation 4 Day 3 Mighty Minutes  p. 56 Investigation 4 Day 4 Large Group  p. 58 Investigation 4 Day 5 Large Group  p. 62 Investigation 5 Day 1 Large Group  p. 63 Investigation 5 Day 1 Small Group  p. 65 Investigation 5 Day 2 Mighty Minutes  p. 66 Investigation 5 Day 3 Large Group  p. 67 Investigation 5 Day 3 Mighty Minutes  p. 69 Investigation 5 Day 4 Small Group  p. 71 Investigation 5 Day 5 Mighty Minutes  p. 71 Investigation 5 Day 5 Small Group  p. 86 Celebrating Learning Day 2 Large Group  p. 87 Celebrating Learning Day 2 Mighty Minutes  p.68 Investigation 5 Day 4 Large Group  p.84 Celebrating Learning Day 1 Large Groups</p>
<p>DESCRIPTOR</p>	<p>AL.4.PK.A.2.</p>	<p>Understand that appropriate activities and events may differ from home to school.</p> <p><u>Balls Study</u></p> <p>p. 17 Exploring the Topic Day 2 Small Group  p. 21 Exploring the Topic Day 4 Small Group  p. 23 Exploring the Topic Day 5 Small Group  p. 29 Investigation 1 Day 1 Choice Time  p. 29 Investigation 1 Day 1 Read-Aloud  p. 29 Investigation 1 Day 1 Small Group  p. 31 Investigation 1 Day 2 Small Group  p. 33 Investigation 1 Day 3 Read-Aloud  p. 33 Investigation 1 Day 3 Small Group  p. 37 Investigation 2 Day 1 Small Group  p. 39 Investigation 2 Day 2 Choice Time  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. 45 Investigation 3 Day 1 Small Group  p. 47 Investigation 3 Day 2 Small Group  p. 51 Investigation 4 Day 1 Read-Aloud  p. 51 Investigation 4 Day 1 Small Group  p. 52 Investigation 4 Day 2 Large Group  p. 55 Investigation 4 Day 3 Read-Aloud  p. 55 Investigation 4 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 Read-Aloud  p. 59 Investigation 4 Day 5 Small Group</p>

		<p>p. 63 Investigation 5 Day 1 Small Group  p. 65 Investigation 5 Day 2 Small Group  p. 67 Investigation 5 Day 3 Small Group  p. 69 Investigation 5 Day 4 Small Group  p. 71 Investigation 5 Day 5 Small Group  p. 85 Celebrating Learning Day 1 Small Group  p. 87 Celebrating Learning Day 2 Small Group  p.15 Exploring the Topic Day 1 Small Group  p.53 Investigation 4 Day 2 Small Group  p.70 Investigation 5 Day 5 Choice Time</p>
DESCRIPTOR	AL.4.PK.A.4.	<p>Practice skills learned in whole group demonstration or role play during center exploration.</p> <p><u>Balls Study</u>  p. 17 Exploring the Topic Day 2 Mighty Minutes  p. 19 Exploring the Topic Day 3 Mighty Minutes  p. 20 Exploring the Topic Day 4 Large Group  p. 28 Investigation 1 Day 1 Large Group  p. 29 Investigation 1 Day 1 Mighty Minutes  p. 32 Investigation 1 Day 3 Large Group  p. 33 Investigation 1 Day 3 Mighty Minutes  p. 36 Investigation 2 Day 1 Large Group  p. 37 Investigation 2 Day 1 Mighty Minutes  p. 38 Investigation 2 Day 2 Large Group  p. 39 Investigation 2 Day 2 Mighty Minutes  p. 44 Investigation 3 Day 1 Large Group  p. 45 Investigation 3 Day 1 Mighty Minutes  p. 45 Investigation 3 Day 1 Read-Aloud  p. 46 Investigation 3 Day 2 Large Group  p. 53 Investigation 4 Day 2 Large-Group Roundup  p. 53 Investigation 4 Day 2 Mighty Minutes  p. 54 Investigation 4 Day 3 Large Group  p. 55 Investigation 4 Day 3 Choice Time  p. 55 Investigation 4 Day 3 Mighty Minutes  p. 56 Investigation 4 Day 4 Large Group  p. 58 Investigation 4 Day 5 Large Group  p. 62 Investigation 5 Day 1 Large Group  p. 63 Investigation 5 Day 1 Small Group  p. 65 Investigation 5 Day 2 Mighty Minutes  p. 66 Investigation 5 Day 3 Large Group  p. 67 Investigation 5 Day 3 Mighty Minutes  p. 69 Investigation 5 Day 4 Small Group  p. 71 Investigation 5 Day 5 Mighty Minutes  p. 71 Investigation 5 Day 5 Small Group  p. 86 Celebrating Learning Day 2 Large Group  p. 87 Celebrating Learning Day 2 Mighty Minutes  p.68 Investigation 5 Day 4 Large Group  p.84 Celebrating Learning Day 1 Large Groups</p>
STANDARD AREA / STATEMENT	AL.4.PK.	Learning Through Experience
STANDARD		Big Idea: Experiences provide the context in which learning is constructed. Essential Questions: In what ways does an experience in one setting influence my learning and experiences in another setting? How do I learn from my mistakes and/or from challenging situations?
DESCRIPTOR / STANDARD	AL.4.PK.C.	Problem Solving: Attempt problem solving activities to achieve a positive outcome.
DESCRIPTOR	AL.4.PK.C.1.	<p>Try new ways to complete a familiar task.</p> <p><u>Balls Study</u>  p. 39 Investigation 2 Day 2 Choice Time  p. 71 Investigation 5 Day 5 Small Group</p>
DESCRIPTOR	AL.4.PK.C.2.	Attempt to complete a task in more than one way (e.g. using

		materials in new ways, trial and error, breaking tasks into steps) before asking for help or stopping due to frustration.  <u>Balls Study</u> p. 39 Investigation 2 Day 2 Choice Time p. 71 Investigation 5 Day 5 Small Group
DESCRIPTOR	AL.4.PK.C.3.	Ask questions to clarify problems.  <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
DESCRIPTOR	AL.4.PK.C.4.	Discuss the different ways used to accomplish a task or to solve a problem.  <u>Balls Study</u> p. 39 Investigation 2 Day 2 Choice Time p. 71 Investigation 5 Day 5 Small Group
DESCRIPTOR	AL.4.PK.C.5.	Recall and use a previously successful strategy.  <u>Balls Study</u> p. 39 Investigation 2 Day 2 Choice Time p. 71 Investigation 5 Day 5 Small Group
DESCRIPTOR	AL.4.PK.C.6.	Change plan if a better strategy presents itself.  <u>Balls Study</u> p. 39 Investigation 2 Day 2 Choice Time p. 71 Investigation 5 Day 5 Small Group
SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Pre-kindergarten)
STANDARD AREA / STATEMENT	1.1.PK.	Foundational Skills
STANDARD		Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?
DESCRIPTOR / STANDARD	1.1.PK.A.	Book Handling: Practice appropriate book handling skills.
DESCRIPTOR	1.1.PK.A.3.	Use pointers or finger to track print on charts, posters, environmental print or in books.  <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
DESCRIPTOR	1.1.PK.A.4.	Practice tracking from top to bottom and left to right with scaffolding.  <u>Balls Study</u> p. 17 Exploring the Topic Day 2 Small Group

		<p>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>
<b>STANDARD AREA / STATEMENT</b>	1.1.PK.	<b>Foundational Skills</b>
<b>STANDARD</b>		<b>Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?</b>
<b>DESCRIPTOR / STANDARD</b>	1.1.PK.B.	<b>Print Concepts: Identify basic features of print.</b>
<b>DESCRIPTOR</b>	1.1.PK.B.2.	<p>Recognize and name some upper and lower case letters of the alphabet.</p> <p><u>Balls Study</u>  p. 21 Exploring the Topic Day 4 Mighty Minutes  p. 33 Investigation 1 Day 3 Small Group  p. 47 Investigation 3 Day 2 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. 63 Investigation 5 Day 1 Small Group  p.70 Investigation 5 Day 5 Choice Time</p>
<b>STANDARD AREA / STATEMENT</b>	1.1.PK.	<b>Foundational Skills</b>
<b>STANDARD</b>		<b>Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?</b>
<b>DESCRIPTOR / STANDARD</b>	1.1.PK.C.	<b>Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
<b>DESCRIPTOR</b>	1.1.PK.C.1.	<p>Recognize 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>
<b>DESCRIPTOR</b>	1.1.PK.C.2.	Recognize when two or more words begin with the same sound (alliteration).

		<p><u>Balls Study</u>  p. 16 Exploring the Topic Day 2 Large Group  p. 21 Exploring the Topic Day 4 Mighty Minutes  p. 23 Exploring the Topic Day 5 Mighty Minutes  p. 31 Investigation 1 Day 2 Mighty Minutes  p. 33 Investigation 1 Day 3 Mighty Minutes  p. 36 Investigation 2 Day 1 Large Group  p. 39 Investigation 2 Day 2 Mighty Minutes  p. 40 Investigation 2 Day 3 Large Group  p. 41 Investigation 2 Day 3 Small Group  p. 45 Investigation 3 Day 1 Mighty Minutes  p. 47 Investigation 3 Day 2 Mighty Minutes  p. 63 Investigation 5 Day 1 Mighty Minutes  p. 65 Investigation 5 Day 2 Small Group  p. 66 Investigation 5 Day 3 Large Group  p. 69 Investigation 5 Day 4 Mighty Minutes  p. 70 Investigation 5 Day 5 Large Group  p. 71 Investigation 5 Day 5 Mighty Minutes  p. 85 Celebrating Learning Day 1 Mighty Minutes  p.15 Exploring the Topic Day 1 Small Group  p.68 Investigation 5 Day 4 Large Group</p>
DESCRIPTOR	1.1.PK.C.3.	<p>Count syllables in spoken words.</p> <p><u>Balls Study</u>  p. 20 Exploring the Topic Day 4 Large Group  p. 32 Investigation 1 Day 3 Large Group  p. 56 Investigation 4 Day 4 Large Group</p>
DESCRIPTOR	1.1.PK.C.4.	<p>Isolate and pronounce 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. 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>
DESCRIPTOR	1.1.PK.C.5.	<p>Segment single-syllable spoken words into phonemes.</p> <p><u>Balls Study</u>  p. 14 Exploring the Topic Day 1 Large Group  p. 18 Exploring the Topic Day 3 Large Group  p. 20 Exploring the Topic Day 4 Large Group  p. 29 Investigation 1 Day 1 Small Group  p. 65 Investigation 5 Day 2 Small Group  p.15 Exploring the Topic Day 1 Small Group</p>
STANDARD AREA / STATEMENT	1.1.PK.	Foundational Skills
STANDARD		Big Idea: Emerging reading involves the use of pictures, symbols

		and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?
DESCRIPTOR / STANDARD	1.1.PK.D.	Phonics and Word Recognition: Develop beginning phonics and word skills.
DESCRIPTOR	1.1.PK.D.1.	Associate some letters with their names and sounds.  <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. 29 Investigation 1 Day 1 Small Group 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. 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. 71 Investigation 5 Day 5 Mighty Minutes p. 71 Investigation 5 Day 5 Small Group p.15 Exploring the Topic Day 1 Small Group p.70 Investigation 5 Day 5 Choice Time
DESCRIPTOR	1.1.PK.D.2.	Identify familiar words and environmental print.  <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
STANDARD AREA / STATEMENT	1.1.PK.	Foundational Skills
STANDARD		Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?
DESCRIPTOR / STANDARD	1.1.PK.E.	Fluency: Read emergent reader text with purpose and understanding.
DESCRIPTOR	1.1.PK.E.1.	Recite rhymes, songs, and familiar text while tracking with a finger or pointer.  <u>Balls Study</u> p. 15 Exploring the Topic Day 1 Mighty Minutes p. 16 Exploring the Topic Day 2 Large Group 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. 23 Exploring the Topic Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Read-Aloud

		<p>p. 41 Investigation 2 Day 3 Small Group  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. 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 Mighty Minutes  p. 67 Investigation 5 Day 3 Small Group  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.70 Investigation 5 Day 5 Choice Time  p.84 Celebrating Learning Day 1 Large Groups</p>
DESCRIPTOR	1.1.PK.E.2.	<p>Apply knowledge of letters, word and sounds to read simple sentences.</p> <p><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. 39 Investigation 2 Day 2 Small Group  p. 41 Investigation 2 Day 3 Small Group  p. 45 Investigation 3 Day 1 Small Group  p. 47 Investigation 3 Day 2 Small Group  p. 57 Investigation 4 Day 4 Small Group  p. 59 Investigation 4 Day 5 Small Group  p. 65 Investigation 5 Day 2 Small Group  p.15 Exploring the Topic Day 1 Small Group  p.53 Investigation 4 Day 2 Small Group  p.70 Investigation 5 Day 5 Choice Time</p>
DESCRIPTOR	1.1.PK.E.3.	<p>Assemble letters to form words and words to form sentences and (pretend) to read the words or sentences back.</p> <p><u>Balls Study</u>  p. 17 Exploring the Topic Day 2 Small Group  p. 20 Exploring the Topic Day 4 Large Group  p. 21 Exploring the Topic Day 4 Mighty Minutes  p. 57 Investigation 4 Day 4 Small Group  p. 59 Investigation 4 Day 5 Small Group  p. 67 Investigation 5 Day 3 Small Group</p>
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
DESCRIPTOR / STANDARD	1.2.PK.A.	Key Ideas and Details Main Idea: With prompting and support, retell key details of text that support a provided main idea.
DESCRIPTOR	1.2.PK.A.1.	<p>Know that the details of a text can be used to support a main topic or idea.</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>

		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
DESCRIPTOR	1.2.PK.A.2.	Provide relevant details from a text which support a provided main idea.  <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
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.2.PK.B.	Key Ideas and Details Text Analysis: Answer questions about a text.
DESCRIPTOR	1.2.PK.B.1.	Use specific details from the text to answer questions.  <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
DESCRIPTOR	1.2.PK.B.2.	Answer “who” or “what” the text is about.  <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
DESCRIPTOR	1.2.PK.B.3.	Answer “how” and/or “why” questions using specifics from the 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
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.2.PK.C.	Key Ideas and Details: With prompting and support, make connections between information in a text and personal experience.
DESCRIPTOR	1.2.PK.C.2.	Contribute relevant information to a K (know), W (what child wants to learn), L (what group learned) chart.



		<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
DESCRIPTOR	1.2.PK.C.3.	Choose text based on personal interests and experiences.  <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. 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
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.2.PK.F.	Craft and Structure Vocabulary: With prompting and support, answer questions about unfamiliar words read aloud from a text.
DESCRIPTOR	1.2.PK.F.1.	Participate in discussions about unfamiliar words.  <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
DESCRIPTOR	1.2.PK.F.2.	Connect prior understandings to unfamiliar words.  <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
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.2.PK.G.	Integration of Knowledge and Ideas – Diverse Media: With prompting and support, answer questions to connect illustrations to the written word.
DESCRIPTOR	1.2.PK.G.1.	Retell a simple sequence in a text using picture support.  <u>Balls Study</u> p. 21 Exploring the Topic Day 4 Read-Aloud
STANDARD AREA /	1.2.PK.	Reading Informational Text

STATEMENT		
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.2.PK.I.	Integration of Knowledge and Ideas –Analysis Across Texts: With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.
DESCRIPTOR	1.2.PK.I.1.	Recognize that texts have similar components that can be compared and contrasted (e.g. main ideas, details).  <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
DESCRIPTOR	1.2.PK.I.2.	Participate in strategies that provide opportunities to compare and contrast texts and/or components of texts (e.g. Venn diagrams, T-charts).  <u>Balls Study</u> p. 31 Investigation 1 Day 2 Small Group p. 37 Investigation 2 Day 1 Small Group
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.2.PK.J.	Vocabulary Acquisition and Use: Use new vocabulary and phrases acquired in conversations and being read to.
DESCRIPTOR	1.2.PK.J.1.	Talk about pictures using new vocabulary words or phrases.  <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. 45 Investigation 3 Day 1 Large-Group Roundup p. 49 Investigation 4 Outdoor Experience p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group

		<p>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>DESCRIPTOR</p>	<p>1.2.PK.J.2.</p>	<p>Use new vocabulary in the context of dramatic play, daily routines and classroom conversations.</p> <p><u>Balls Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group  p. 15 Exploring the Topic Day 1 Large-Group Roundup  p. 15 Exploring the Topic Day 1 Choice Time  p. 15 Exploring the Topic Day 1 Read-Aloud  p. 16 Exploring the Topic Day 2 Choice Time  p. 16 Exploring the Topic Day 2 Large Group  p. 17 Exploring the Topic Day 2 Small Group  p. 17 Exploring the Topic Day 2 Large-Group Roundup  p. 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 Large-Group Roundup  p. 19 Exploring the Topic Day 3 Mighty Minutes  p. 19 Exploring the Topic Day 3 Read-Aloud  p. 19 Exploring the Topic Day 3 Small Group  p. 20 Exploring the Topic Day 4 Large Group  p. 20 Exploring the Topic Day 4 Choice Time  p. 21 Exploring the Topic Day 4 Read-Aloud  p. 21 Exploring the Topic Day 4 Large-Group Roundup  p. 21 Exploring the Topic Day 4 Small Group  p. 22 Exploring the Topic Day 5 Large Group  p. 23 Exploring the Topic Day 5 Large-Group Roundup  p. 23 Exploring the Topic Day 5 Choice Time  p. 23 Exploring the Topic Day 5 Read-Aloud  p. 23 Exploring the Topic Day 5 Small Group  p. 27 Investigation 1 Outdoor Experiences  p. 28 Investigation 1 Day 1 Large Group  p. 29 Investigation 1 Day 1 Choice Time  p. 29 Investigation 1 Day 1 Large-Group Roundup  p. 29 Investigation 1 Day 1 Mighty Minutes  p. 29 Investigation 1 Day 1 Read-Aloud  p. 29 Investigation 1 Day 1 Small Group  p. 30 Investigation 1 Day 2 Large Group  p. 31 Investigation 1 Day 2 Choice Time  p. 31 Investigation 1 Day 2 Large-Group Roundup  p. 31 Investigation 1 Day 2 Small Group  p. 32 Investigation 1 Day 3 Choice Time  p. 32 Investigation 1 Day 3 Large Group  p. 33 Investigation 1 Day 3 Large-Group Roundup  p. 33 Investigation 1 Day 3 Mighty Minutes  p. 33 Investigation 1 Day 3 Read-Aloud  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 Mighty Minutes</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 Mighty Minutes</p> <p>p. 39 Investigation 2 Day 2 Read-Aloud</p> <p>p. 39 Investigation 2 Day 2 Small Group</p> <p>p. 40 Investigation 2 Day 3 Choice Time</p> <p>p. 40 Investigation 2 Day 3 Large Group</p> <p>p. 41 Investigation 2 Day 3 Large-Group Roundup</p> <p>p. 41 Investigation 2 Day 3 Small Group</p> <p>p. 43 Investigation 3 Outdoor Experiences</p> <p>p. 44 Investigation 3 Day 1 Large Group</p> <p>p. 45 Investigation 3 Day 1 Choice Time</p> <p>p. 45 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 45 Investigation 3 Day 1 Mighty Minutes</p> <p>p. 45 Investigation 3 Day 1 Read-Aloud</p> <p>p. 45 Investigation 3 Day 1 Small Group</p> <p>p. 46 Investigation 3 Day 2 Choice Time</p> <p>p. 46 Investigation 3 Day 2 Large Group</p> <p>p. 47 Investigation 3 Day 2 Small Group</p> <p>p. 49 Investigation 4 Outdoor Experience</p> <p>p. 50 Investigation 4 Day 1 Large Group</p> <p>p. 51 Investigation 4 Day 1 Choice Time</p> <p>p. 51 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 51 Investigation 4 Day 1 Read-Aloud</p> <p>p. 51 Investigation 4 Day 1 Small Group</p> <p>p. 52 Investigation 4 Day 2 Large Group</p> <p>p. 53 Investigation 4 Day 2 Choice Time</p> <p>p. 53 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 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 Large-Group Roundup</p> <p>p. 55 Investigation 4 Day 3 Mighty Minutes</p> <p>p. 55 Investigation 4 Day 3 Read-Aloud</p> <p>p. 55 Investigation 4 Day 3 Small Group</p> <p>p. 56 Investigation 4 Day 4 Choice Time</p> <p>p. 56 Investigation 4 Day 4 Large Group</p> <p>p. 57 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 57 Investigation 4 Day 4 Read-Aloud</p> <p>p. 57 Investigation 4 Day 4 Small Group</p> <p>p. 58 Investigation 4 Day 5 Large Group</p> <p>p. 59 Investigation 4 Day 5 Choice Time</p> <p>p. 59 Investigation 4 Day 5 Large Group Roundup</p> <p>p. 59 Investigation 4 Day 5 Read-Aloud</p> <p>p. 59 Investigation 4 Day 5 Small Group</p> <p>p. 61 Investigation 5 Outdoor Experiences</p> <p>p. 62 Investigation 5 Day 1 Choice Time</p> <p>p. 62 Investigation 5 Day 1 Large Group</p> <p>p. 63 Investigation 5 Day 1 Large-Group Roundup</p> <p>p. 63 Investigation 5 Day 1 Small Group</p> <p>p. 64 Investigation 5 Day 2 Choice Time</p> <p>p. 64 Investigation 5 Day 2 Large Group</p> <p>p. 65 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 65 Investigation 5 Day 2 Mighty Minutes</p> <p>p. 65 Investigation 5 Day 2 Small Group</p> <p>p. 66 Investigation 5 Day 3 Large Group</p> <p>p. 67 Investigation 5 Day 3 Choice Time</p> <p>p. 67 Investigation 5 Day 3 Mighty Minutes</p>
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		<p>p. 67 Investigation 5 Day 3 Small Group  p. 69 Investigation 5 Day 4 Choice Time  p. 69 Investigation 5 Day 4 Large-Group Roundup  p. 69 Investigation 5 Day 4 Small Group  p. 70 Investigation 5 Day 5 Large Group  p. 71 Investigation 5 Day 5 Large-Group Roundup  p. 71 Investigation 5 Day 5 Mighty Minutes  p. 71 Investigation 5 Day 5 Small Group  p. 83 Celebrating Learning Outdoor Experience  p. 84 Celebrating Learning Day 1 Choice Time  p. 85 Celebrating Learning Day 1 Large Group Roundup  p. 85 Celebrating Learning Day 1 Small Group  p. 86 Celebrating Learning Day 2 Choice Time  p. 86 Celebrating Learning Day 2 Large Group  p. 87 Celebrating Learning Day 2 Large-Group Roundup  p. 87 Celebrating Learning Day 2 Mighty Minutes  p. 87 Celebrating Learning Day 2 Small Group  p.15 Exploring the Topic Day 1 Small Group  p.47 Investigation 3 Day 2 Large-Group Roundup  p.53 Investigation 4 Day 2 Small Group  p.67 Investigation 5 Day 3 Large-Group Roundup  p.68 Investigation 5 Day 4 Large Group  p.70 Investigation 5 Day 5 Choice Time  p.84 Celebrating Learning Day 1 Large Groups</p>
DESCRIPTOR	1.2.PK.J.3.	<p>Begin to use new vocabulary when asking questions or describing situations or objects.</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. 23 Exploring the Topic Day 5 Small Group  p. 28 Investigation 1 Day 1 Large Group  p. 37 Investigation 2 Day 1 Small Group  p. 45 Investigation 3 Day 1 Large-Group Roundup  p. 87 Celebrating Learning Day 2 Small Group</p>
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
DESCRIPTOR / STANDARD	1.2.PK.K.	Vocabulary Acquisition and Use: With prompting and support, clarify unknown words or phrases read aloud.
DESCRIPTOR	1.2.PK.K.1.	<p>Recognize words or phrases that are unfamiliar to them.</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>
DESCRIPTOR	1.2.PK.K.3.	<p>Talk about connections between familiar and unfamiliar words or phrases that mean similar things (e.g. grass, lawn).</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>

<b>STANDARD AREA / STATEMENT</b>	<b>1.2.PK.</b>	<b>Reading Informational Text</b>
<b>STANDARD</b>		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
<b>DESCRIPTOR / STANDARD</b>	<b>1.2.PK.L.</b>	Range of Reading: With prompting and support, actively engage in group reading activities with purpose and understanding.
<b>DESCRIPTOR</b>	<b>1.2.PK.L.1.</b>	Ask and answer questions about text being read aloud.  <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
<b>DESCRIPTOR</b>	<b>1.2.PK.L.3.</b>	Respond to and build on comments from other children.  <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
<b>DESCRIPTOR</b>	<b>1.2.PK.L.4.</b>	Use ideas gained in group reading activities in other daily routines, learning centers, and activities.  <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
<b>STANDARD AREA / STATEMENT</b>	<b>1.3.PK.</b>	<b>Reading Literature</b>
<b>STANDARD</b>		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
<b>DESCRIPTOR / STANDARD</b>	<b>1.3.PK.A.</b>	Key Ideas and Details Theme: With prompting and support, retell a familiar story in a sequence with picture support.
<b>DESCRIPTOR</b>	<b>1.3.PK.A.1.</b>	Retell a story in sequential order using various materials.  <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
<b>STANDARD AREA / STATEMENT</b>	1.3.PK.	Reading Literature
<b>STANDARD</b>		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
<b>DESCRIPTOR / STANDARD</b>	1.3.PK.B.	Key Ideas and Details Text Analysis: Answer questions about a particular story (who, what, how, when, and where).
<b>DESCRIPTOR</b>	1.3.PK.B.1.	Use specific details from the story to answer questions.  <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. 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
<b>STANDARD AREA / STATEMENT</b>	1.3.PK.	Reading Literature
<b>STANDARD</b>		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
<b>DESCRIPTOR / STANDARD</b>	1.3.PK.C.	Key Ideas and Details Literary Elements: With prompting and support, answer questions to identify characters, settings, and major events in a story.
<b>DESCRIPTOR</b>	1.3.PK.C.2.	Demonstrate understanding that “characters” are people or animals who have a role in the story.  <u>Balls Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud

		<p>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. 51 Investigation 4 Day 1 Read-Aloud  p. 55 Investigation 4 Day 3 Read-Aloud  p. 59 Investigation 4 Day 5 Read-Aloud</p>
<b>DESCRIPTOR</b>	1.3.PK.C.3.	<p>Respond to questions and prompts about characters, settings and events during a read aloud.</p> <p><b>Balls Study</b>  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. 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>
<b>STANDARD AREA / STATEMENT</b>	1.3.PK.	Reading Literature
<b>STANDARD</b>		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	1.3.PK.D.	Craft and Structure Point of View: With prompting and support, name the author and illustrator of a story.
<b>DESCRIPTOR</b>	1.3.PK.D.1.	<p>Understand that an author writes the story.</p> <p><b>Balls Study</b>  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>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>
DESCRIPTOR	1.3.PK.D.2.	<p>Understand that the illustrator draws the pictures.</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>
STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature
STANDARD		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
DESCRIPTOR / STANDARD	1.3.PK.E.	Craft and Structure Text Structure: With prompting and support, recognize common types of text.
DESCRIPTOR	1.3.PK.E.2.	<p>Understand that a storybook has characters, setting, and actions associated with words and, most often, illustrations.</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>
DESCRIPTOR	1.3.PK.E.3.	<p>Understand that a poem consists of words arranged in patterns of sound (e.g. rhyming words, alliteration).</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>

		<p>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. 23 Exploring the Topic Day 5 Mighty Minutes  p. 28 Investigation 1 Day 1 Large Group  p. 29 Investigation 1 Day 1 Large-Group Roundup  p. 29 Investigation 1 Day 1 Mighty Minutes  p. 29 Investigation 1 Day 1 Small Group  p. 31 Investigation 1 Day 2 Mighty Minutes  p. 33 Investigation 1 Day 3 Mighty Minutes  p. 36 Investigation 2 Day 1 Large Group  p. 37 Investigation 2 Day 1 Mighty Minutes  p. 37 Investigation 2 Day 1 Read-Aloud  p. 38 Investigation 2 Day 2 Large Group  p. 47 Investigation 3 Day 2 Mighty Minutes  p. 51 Investigation 4 Day 1 Mighty Minutes  p. 53 Investigation 4 Day 2 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. 86 Celebrating Learning Day 2 Large 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>
DESCRIPTOR	1.3.PK.E.4.	<p>Tell if a text is storybook or poem.</p> <p><u>Balls Study</u></p> <p>p. 15 Exploring the Topic Day 1 Read-Aloud  p. 19 Exploring the Topic Day 3 Read-Aloud  p. 23 Exploring the Topic Day 5 Read-Aloud  p. 29 Investigation 1 Day 1 Read-Aloud  p. 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. 35 Investigation 2 Outdoor Experiences  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. 43 Investigation 3 Outdoor Experiences  p. 45 Investigation 3 Day 1 Read-Aloud  p. 45 Investigation 3 Day 1 Small Group  p. 47 Investigation 3 Day 2 Read-Aloud  p. 49 Investigation 4 Outdoor Experience  p. 51 Investigation 4 Day 1 Read-Aloud  p. 52 Investigation 4 Day 2 Large Group  p. 53 Investigation 4 Day 2 Read-Aloud  p. 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. 83 Celebrating Learning Outdoor Experience  p. 85 Celebrating Learning Day 1 Read-Aloud</p>

		p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Read-Aloud
<b>STANDARD AREA / STATEMENT</b>	1.3.PK.	Reading Literature
<b>STANDARD</b>		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
<b>DESCRIPTOR / STANDARD</b>	1.3.PK.F.	Craft and Structure Vocabulary: Answer questions about unfamiliar words read aloud from a story.
<b>DESCRIPTOR</b>	1.3.PK.F.1.	Participate in discussions about unfamiliar words.  <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
<b>DESCRIPTOR</b>	1.3.PK.F.2.	Connect prior understandings to unfamiliar words.  <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
<b>STANDARD AREA / STATEMENT</b>	1.3.PK.	Reading Literature
<b>STANDARD</b>		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
<b>DESCRIPTOR / STANDARD</b>	1.3.PK.G.	Integration of Knowledge and Ideas Sources: Describe pictures in books using detail.
<b>DESCRIPTOR</b>	1.3.PK.G.1.	Attach action and descriptive words to illustrations (e.g. “That man in the yellow hat is running fast”).  <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>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>
<b>STANDARD AREA / STATEMENT</b>	<b>1.3.PK.</b>	<b>Reading Literature</b>
<b>STANDARD</b>		<p><b>Big Idea:</b> Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. <b>Essential Questions:</b> What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>1.3.PK.H.</b>	<b>Integration of Knowledge and Ideas Text Analysis: Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.</b>
<b>DESCRIPTOR</b>	<b>1.3.PK.H.1.</b>	<p>Understand that characters within the same story or characters from different stories can be compared and contrasted.</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. 51 Investigation 4 Day 1 Read-Aloud  p. 55 Investigation 4 Day 3 Read-Aloud  p. 59 Investigation 4 Day 5 Read-Aloud</p>
<b>DESCRIPTOR</b>	<b>1.3.PK.H.2.</b>	<p>Participate in strategies that provide opportunities to compare and contrast the experiences of characters (e.g. Venn diagrams, T-charts, dramatic play).</p> <p><u>Balls Study</u>  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 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. 22 Exploring the Topic Day 5 Large Group  p. 28 Investigation 1 Day 1 Large Group  p. 29 Investigation 1 Day 1 Choice Time  p. 29 Investigation 1 Day 1 Mighty Minutes  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 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 Choice Time  p. 39 Investigation 2 Day 2 Mighty Minutes  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. 45 Investigation 3 Day 1 Mighty Minutes</p>

		<p>p. 45 Investigation 3 Day 1 Read-Aloud  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. 50 Investigation 4 Day 1 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. 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 Small Group  p. 64 Investigation 5 Day 2 Choice Time  p. 65 Investigation 5 Day 2 Mighty Minutes  p. 65 Investigation 5 Day 2 Read-Aloud  p. 66 Investigation 5 Day 3 Large Group  p. 67 Investigation 5 Day 3 Choice Time  p. 67 Investigation 5 Day 3 Mighty Minutes  p. 69 Investigation 5 Day 4 Choice Time  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.70 Investigation 5 Day 5 Choice Time  p.84 Celebrating Learning Day 1 Large Groups</p>
<b>STANDARD AREA / STATEMENT</b>	1.3.PK.	Reading Literature
<b>STANDARD</b>		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	1.3.PK.I.	Vocabulary Acquisition & Use Strategies: With prompting and support, clarify unknown words or phrases read aloud.
<b>DESCRIPTOR</b>	1.3.PK.I.1.	<p>Recognize words or phrases that are unfamiliar to them.</p> <p><u>Balls Study</u>  p. 39 Investigation 2 Day 2 Small Group  p. 41 Investigation 2 Day 3 Small Group  p. 45 Investigation 3 Day 1 Small Group  p. 57 Investigation 4 Day 4 Small Group  p. 59 Investigation 4 Day 5 Small Group  p.53 Investigation 4 Day 2 Small Group  p.70 Investigation 5 Day 5 Choice Time</p>
<b>DESCRIPTOR</b>	1.3.PK.I.3.	<p>Talk about connections between familiar and unfamiliar words or phrases that mean similar things (e.g. grass, lawn).</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>

		p. 51 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud
<b>STANDARD AREA / STATEMENT</b>	<b>1.3.PK.</b>	<b>Reading Literature</b>
<b>STANDARD</b>		<b>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>1.3.PK.J.</b>	<b>Vocabulary Acquisition and Use: Use new vocabulary and phrases acquired in conversations and being read to.</b>
<b>DESCRIPTOR</b>	<b>1.3.PK.J.1.</b>	<b>Talk about pictures using new vocabulary words or phrases.</b>  <b><u>Balls Study</u></b> 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 Read-Aloud 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 Read-Aloud p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 23 Exploring the Topic Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 3 Read-Aloud p. 35 Investigation 2 Outdoor Experiences 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 Small Group p. 43 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large-Group Roundup p. 49 Investigation 4 Outdoor Experience p. 51 Investigation 4 Day 1 Read-Aloud p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 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 Read-Aloud p. 55 Investigation 4 Day 3 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 56 Investigation 4 Day 4 Large Group p. 57 Investigation 4 Day 4 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. 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
DESCRIPTOR	1.3.PK.J.2.	<p>Use new vocabulary in the context of dramatic play, daily routines and classroom conversations.</p> <p><u>Balls Study</u></p> <p>p. 15 Exploring the Topic Day 1 Read-Aloud  p. 17 Exploring the Topic Day 2 Mighty Minutes  p. 19 Exploring the Topic Day 3 Mighty Minutes  p. 19 Exploring the Topic Day 3 Read-Aloud  p. 20 Exploring the Topic Day 4 Large Group  p. 23 Exploring the Topic Day 5 Read-Aloud  p. 23 Exploring the Topic Day 5 Small Group  p. 28 Investigation 1 Day 1 Large Group  p. 29 Investigation 1 Day 1 Mighty Minutes  p. 29 Investigation 1 Day 1 Read-Aloud  p. 32 Investigation 1 Day 3 Large Group  p. 33 Investigation 1 Day 3 Mighty Minutes  p. 33 Investigation 1 Day 3 Read-Aloud  p. 36 Investigation 2 Day 1 Large Group  p. 37 Investigation 2 Day 1 Mighty Minutes  p. 37 Investigation 2 Day 1 Small Group  p. 38 Investigation 2 Day 2 Large Group  p. 39 Investigation 2 Day 2 Mighty Minutes  p. 39 Investigation 2 Day 2 Read-Aloud  p. 44 Investigation 3 Day 1 Large Group  p. 45 Investigation 3 Day 1 Large-Group Roundup  p. 45 Investigation 3 Day 1 Mighty Minutes  p. 45 Investigation 3 Day 1 Read-Aloud  p. 46 Investigation 3 Day 2 Large Group  p. 51 Investigation 4 Day 1 Read-Aloud  p. 53 Investigation 4 Day 2 Large-Group Roundup  p. 53 Investigation 4 Day 2 Mighty Minutes  p. 54 Investigation 4 Day 3 Large Group  p. 55 Investigation 4 Day 3 Choice Time  p. 55 Investigation 4 Day 3 Mighty Minutes  p. 55 Investigation 4 Day 3 Read-Aloud  p. 56 Investigation 4 Day 4 Large Group  p. 58 Investigation 4 Day 5 Large Group  p. 59 Investigation 4 Day 5 Read-Aloud  p. 62 Investigation 5 Day 1 Large Group  p. 63 Investigation 5 Day 1 Small Group  p. 65 Investigation 5 Day 2 Mighty Minutes  p. 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. 87 Celebrating Learning Day 2 Small Group  p.68 Investigation 5 Day 4 Large Group  p.84 Celebrating Learning Day 1 Large Groups</p>
DESCRIPTOR	1.3.PK.J.3.	<p>Begin to use new vocabulary when asking questions or describing situations or objects.</p> <p><u>Balls 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. 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 2 Day 1 Small Group</p>

		<p>p. 39 Investigation 2 Day 2 Read-Aloud  p. 45 Investigation 3 Day 1 Large-Group Roundup  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. 87 Celebrating Learning Day 2 Small Group</p>
<b>STANDARD AREA / STATEMENT</b>	<b>1.3.PK.</b>	<b>Reading Literature</b>
<b>STANDARD</b>		<p><b>Big Idea:</b> Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. <b>Essential Questions:</b> What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>1.3.PK.K.</b>	<b>Range of Reading: With prompting and support, actively engage in group reading activities with purpose and understanding.</b>
<b>DESCRIPTOR</b>	<b>1.3.PK.K.1.</b>	<p>Ask and answer questions about story or poem being read aloud.</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 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. 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>
<b>DESCRIPTOR</b>	<b>1.3.PK.K.2.</b>	<p>Share relevant prior knowledge about text being read aloud.</p> <p><u>Balls Study</u>  p. 41 Investigation 2 Day 3 Read-Aloud</p>
<b>DESCRIPTOR</b>	<b>1.3.PK.K.3.</b>	<p>Respond to and build on comments from other children.</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>



		<p>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. 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>
DESCRIPTOR	1.3.PK.K.4.	<p>Use ideas gained in group reading activities in other daily routines, learning centers, and activities.</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 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. 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>
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective

		writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.A.	Informative/ Explanatory: Draw/dictate to compose informative/explanatory texts examining a topic.
DESCRIPTOR	1.4.PK.A.1.	Use illustration/dictation to convey meaning about a particular topic.  <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
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.C.	Informative / Explanatory Organization: With prompting and support, generate ideas to convey information.
DESCRIPTOR	1.4.PK.C.1.	Brainstorm ideas for pictures and stories.  <u>Balls Study</u> p. 57 Investigation 4 Day 4 Read-Aloud
DESCRIPTOR	1.4.PK.C.2.	Tell teacher what she/he will draw.  <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
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.D.	Informative/ Explanatory Organization: With prompting and support, make logical connections between drawing and dictation.
DESCRIPTOR	1.4.PK.D.1.	Understand that words are connected to print.  <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
DESCRIPTOR	1.4.PK.D.2.	Work with teacher to create words or sentences that relate to drawings.  <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
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.E.	Informative / Explanatory Conventions of: Emerging to...Spell simple words phonetically.
DESCRIPTOR	1.4.PK.E.1.	Write symbols, letters, or letter-like shapes.  <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
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.M.	Narrative: Dictate narratives to describe real or imagined experiences or events.
DESCRIPTOR	1.4.PK.M.1.	Use illustration/dictation to convey meaning about an experience or event.  <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
DESCRIPTOR	1.4.PK.M.2.	Create a picture about an experience or event and talk about it with the teacher.

		<p><b>Balls Study</b>  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>
<b>STANDARD AREA / STATEMENT</b>	1.4.PK.	<b>Writing</b>
<b>STANDARD</b>		<p><b>Big Idea:</b> Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. <b>Essential Questions:</b> What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?</p>
<b>DESCRIPTOR / STANDARD</b>	1.4.PK.N.	<b>Narrative Focus: Establish “who” and “what” the narrative will be about.</b>
<b>DESCRIPTOR</b>	1.4.PK.N.1.	<p>Generate ideas for writing.</p> <p><b>Balls Study</b>  p. 57 Investigation 4 Day 4 Read-Aloud</p>
<b>DESCRIPTOR</b>	1.4.PK.N.2.	<p>Understand that “who” a story will be about refers to the person, animal, or animated object that the story will be about.</p> <p><b>Balls Study</b>  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. 51 Investigation 4 Day 1 Read-Aloud  p. 55 Investigation 4 Day 3 Read-Aloud  p. 59 Investigation 4 Day 5 Read-Aloud</p>
<b>DESCRIPTOR</b>	1.4.PK.N.3.	<p>Understand that “what” a story will be about refers to the sequenced events that happen to the referenced “who”.</p> <p><b>Balls Study</b>  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>
<b>DESCRIPTOR</b>	1.4.PK.N.4.	<p>Respond when asked “who” or “what” a story is about, and follow through when drawing about or dictating the story.</p> <p><b>Balls Study</b>  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. 18 Exploring the Topic Day 3 Choice Time</p>

p. 19 Exploring the Topic Day 3 Large-Group Roundup  
 p. 19 Exploring the Topic Day 3 Mighty Minutes  
 p. 20 Exploring the Topic Day 4 Large Group  
 p. 21 Exploring the Topic Day 4 Large-Group Roundup  
 p. 22 Exploring the Topic Day 5 Large Group  
 p. 23 Exploring the Topic Day 5 Choice Time  
 p. 29 Investigation 1 Day 1 Choice Time  
 p. 30 Investigation 1 Day 2 Large Group  
 p. 31 Investigation 1 Day 2 Choice Time  
 p. 31 Investigation 1 Day 2 Large-Group Roundup  
 p. 31 Investigation 1 Day 2 Small Group  
 p. 32 Investigation 1 Day 3 Choice Time  
 p. 32 Investigation 1 Day 3 Large Group  
 p. 33 Investigation 1 Day 3 Large-Group Roundup  
 p. 33 Investigation 1 Day 3 Small Group  
 p. 36 Investigation 2 Day 1 Large Group  
 p. 37 Investigation 2 Day 1 Large-Group Roundup  
 p. 37 Investigation 2 Day 1 Small Group  
 p. 38 Investigation 2 Day 2 Large Group  
 p. 39 Investigation 2 Day 2 Choice Time  
 p. 39 Investigation 2 Day 2 Large-Group Roundup  
 p. 39 Investigation 2 Day 2 Small Group  
 p. 40 Investigation 2 Day 3 Large Group  
 p. 41 Investigation 2 Day 3 Small Group  
 p. 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. 67 Investigation 5 Day 3 Small Group  
 p. 69 Investigation 5 Day 4 Choice Time  
 p. 69 Investigation 5 Day 4 Large-Group Roundup  
 p. 69 Investigation 5 Day 4 Read-Aloud  
 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
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.O.	Narrative Content: With prompting and support, describe experiences and events.
DESCRIPTOR	1.4.PK.O.1.	<p>When prompted, provide details (e.g. descriptive words, feelings and thoughts of the character) to further develop a story.</p> <p><u>Balls Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group  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. 19 Exploring the Topic Day 3 Large-Group Roundup  p. 19 Exploring the Topic Day 3 Mighty Minutes  p. 19 Exploring the Topic Day 3 Read-Aloud  p. 20 Exploring the Topic Day 4 Large Group  p. 21 Exploring the Topic Day 4 Large-Group Roundup  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 Read-Aloud  p. 29 Investigation 1 Day 1 Choice Time  p. 29 Investigation 1 Day 1 Read-Aloud  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 Read-Aloud  p. 31 Investigation 1 Day 2 Small Group  p. 32 Investigation 1 Day 3 Choice Time  p. 32 Investigation 1 Day 3 Large Group  p. 33 Investigation 1 Day 3 Large-Group Roundup  p. 33 Investigation 1 Day 3 Read-Aloud  p. 33 Investigation 1 Day 3 Small Group  p. 36 Investigation 2 Day 1 Large Group  p. 37 Investigation 2 Day 1 Large-Group Roundup  p. 37 Investigation 2 Day 1 Small Group  p. 38 Investigation 2 Day 2 Large Group  p. 39 Investigation 2 Day 2 Choice Time  p. 39 Investigation 2 Day 2 Large-Group Roundup  p. 39 Investigation 2 Day 2 Read-Aloud  p. 39 Investigation 2 Day 2 Small Group  p. 40 Investigation 2 Day 3 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 Read-Aloud  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>

		<p>p. 55 Investigation 4 Day 3 Read-Aloud  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 Read-Aloud  p. 59 Investigation 4 Day 5 Small Group  p. 61 Investigation 5 Outdoor Experiences  p. 62 Investigation 5 Day 1 Choice Time  p. 62 Investigation 5 Day 1 Large Group  p. 63 Investigation 5 Day 1 Large-Group Roundup  p. 63 Investigation 5 Day 1 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>
<p><b>DESCRIPTOR</b></p>	<p>1.4.PK.O.2.</p>	<p>Tell teacher what she/he has drawn/written about.</p> <p><u>Balls Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group  p. 16 Exploring the Topic Day 2 Choice Time  p. 16 Exploring the Topic Day 2 Large Group  p. 17 Exploring the Topic Day 2 Small Group  p. 17 Exploring the Topic Day 2 Large-Group Roundup  p. 19 Exploring the Topic Day 3 Large-Group Roundup  p. 19 Exploring the Topic Day 3 Mighty Minutes  p. 20 Exploring the Topic Day 4 Large Group  p. 21 Exploring the Topic Day 4 Large-Group Roundup  p. 22 Exploring the Topic Day 5 Large Group  p. 23 Exploring the Topic Day 5 Choice Time  p. 29 Investigation 1 Day 1 Choice Time  p. 30 Investigation 1 Day 2 Large Group  p. 31 Investigation 1 Day 2 Choice Time  p. 31 Investigation 1 Day 2 Large-Group Roundup  p. 31 Investigation 1 Day 2 Small Group  p. 32 Investigation 1 Day 3 Choice Time  p. 32 Investigation 1 Day 3 Large Group  p. 33 Investigation 1 Day 3 Large-Group Roundup  p. 33 Investigation 1 Day 3 Small Group  p. 36 Investigation 2 Day 1 Large Group  p. 37 Investigation 2 Day 1 Large-Group Roundup  p. 37 Investigation 2 Day 1 Small Group  p. 38 Investigation 2 Day 2 Large Group  p. 39 Investigation 2 Day 2 Choice Time  p. 39 Investigation 2 Day 2 Large-Group Roundup  p. 39 Investigation 2 Day 2 Small Group  p. 40 Investigation 2 Day 3 Large Group  p. 41 Investigation 2 Day 3 Small Group  p. 46 Investigation 3 Day 2 Choice Time  p. 46 Investigation 3 Day 2 Large Group</p>

		<p>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>
<b>STANDARD AREA / STATEMENT</b>	<b>1.4.PK.</b>	<b>Writing</b>
<b>STANDARD</b>		<p><b>Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?</b></p>
<b>DESCRIPTOR / STANDARD</b>	<b>1.4.PK.P.</b>	<b>Narrative Organization: Recount a single event and tell about the events in the order in which they occurred.</b>
<b>DESCRIPTOR</b>	<b>1.4.PK.P.1.</b>	<p>Understand that stories can be told about a single event.</p> <p><u>Balls Study</u>  p. 21 Exploring the Topic Day 4 Small Group  p. 57 Investigation 4 Day 4 Small Group  p. 59 Investigation 4 Day 5 Small Group</p>
<b>DESCRIPTOR</b>	<b>1.4.PK.P.2.</b>	<p>Understand that a single event is made up of a series of smaller events that are in a sequence (before, next, end).</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>



		<p>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>
DESCRIPTOR	1.4.PK.P.3.	<p>Respond with a logical sequence of events when asked “what” their story is about.</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>
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		<p>Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?</p>
DESCRIPTOR / STANDARD	1.4.PK.R.	Narrative Conventions of Language: Emerging to...Spell simple words phonetically.
DESCRIPTOR	1.4.PK.R.2.	<p>Attempt to reproduce own name and/or simple words, with most letters correct.</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>
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		<p>Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?</p>
DESCRIPTOR / STANDARD	1.4.PK.T.	Production and Distribution of Writing Process: With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.
DESCRIPTOR	1.4.PK.T.1.	<p>Understand that drawings and dictations can convey meaning to an audience.</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>

		p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Read-Aloud
DESCRIPTOR	1.4.PK.T.3.	Share work with others.  <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
DESCRIPTOR	1.4.PK.T.4.	Participate in discussions about their work.  <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
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.V.	Conducting Research: Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.
DESCRIPTOR	1.4.PK.V.1.	Ask adults for explanations or information using why, how, where and when questions (e.g. “Why do leaves turn colors?”, “Why doesn’t Jamal like pizza?”).  <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
DESCRIPTOR	1.4.PK.V.2.	Use a variety of resources (e.g. adults and peers, books, digital media, maps, recipes, experts) to find new information.  <u>Balls Study</u> p. 70 Investigation 5 Day 5 Large Group p. 71 Investigation 5 Day 5 Large-Group Roundup p.70 Investigation 5 Day 5 Choice Time
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer

		questions?
DESCRIPTOR / STANDARD	1.4.PK.X.	Range of Writing: Emerging to...Write routinely over short time frames.
DESCRIPTOR	1.4.PK.X.1.	Engage in writing opportunities including journaling.  <u>Balls Study</u> p. 57 Investigation 4 Day 4 Read-Aloud
STANDARD AREA / STATEMENT	1.5.PK.	Speaking and Listening
STANDARD		Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?
DESCRIPTOR / STANDARD	1.5.PK.A.	Comprehension and Collaboration Collaborative Discussion: Participate in collaborative conversations with peers and adults in small and larger groups.
DESCRIPTOR	1.5.PK.A.1.	Communicate using detail related to topic being discussed.  <u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Large-Group Roundup p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 20 Exploring the Topic Day 4 Choice Time p. 21 Exploring the Topic Day 4 Read-Aloud p. 21 Exploring the Topic Day 4 Large-Group Roundup p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Large-Group Roundup p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Read-Aloud p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 33 Investigation 1 Day 3 Read-Aloud p. 33 Investigation 1 Day 3 Small Group p. 35 Investigation 2 Outdoor Experiences p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup

p. 37 Investigation 2 Day 1 Small Group  
 p. 38 Investigation 2 Day 2 Large Group  
 p. 39 Investigation 2 Day 2 Choice Time  
 p. 39 Investigation 2 Day 2 Large-Group Roundup  
 p. 39 Investigation 2 Day 2 Read-Aloud  
 p. 39 Investigation 2 Day 2 Small Group  
 p. 40 Investigation 2 Day 3 Choice Time  
 p. 40 Investigation 2 Day 3 Large Group  
 p. 41 Investigation 2 Day 3 Large-Group Roundup  
 p. 41 Investigation 2 Day 3 Small Group  
 p. 43 Investigation 3 Outdoor Experiences  
 p. 44 Investigation 3 Day 1 Large Group  
 p. 45 Investigation 3 Day 1 Choice Time  
 p. 45 Investigation 3 Day 1 Large-Group Roundup  
 p. 45 Investigation 3 Day 1 Small Group  
 p. 46 Investigation 3 Day 2 Choice Time  
 p. 46 Investigation 3 Day 2 Large Group  
 p. 47 Investigation 3 Day 2 Small Group  
 p. 49 Investigation 4 Outdoor Experience  
 p. 50 Investigation 4 Day 1 Large Group  
 p. 51 Investigation 4 Day 1 Choice Time  
 p. 51 Investigation 4 Day 1 Large-Group Roundup  
 p. 51 Investigation 4 Day 1 Read-Aloud  
 p. 51 Investigation 4 Day 1 Small Group  
 p. 52 Investigation 4 Day 2 Large Group  
 p. 53 Investigation 4 Day 2 Choice Time  
 p. 53 Investigation 4 Day 2 Large-Group Roundup  
 p. 54 Investigation 4 Day 3 Large Group  
 p. 55 Investigation 4 Day 3 Choice Time  
 p. 55 Investigation 4 Day 3 Large-Group Roundup  
 p. 55 Investigation 4 Day 3 Read-Aloud  
 p. 55 Investigation 4 Day 3 Small Group  
 p. 56 Investigation 4 Day 4 Choice Time  
 p. 56 Investigation 4 Day 4 Large Group  
 p. 57 Investigation 4 Day 4 Large-Group Roundup  
 p. 57 Investigation 4 Day 4 Read-Aloud  
 p. 57 Investigation 4 Day 4 Small Group  
 p. 58 Investigation 4 Day 5 Large Group  
 p. 59 Investigation 4 Day 5 Choice Time  
 p. 59 Investigation 4 Day 5 Large Group Roundup  
 p. 59 Investigation 4 Day 5 Read-Aloud  
 p. 59 Investigation 4 Day 5 Small Group  
 p. 61 Investigation 5 Outdoor Experiences  
 p. 62 Investigation 5 Day 1 Choice Time  
 p. 62 Investigation 5 Day 1 Large Group  
 p. 63 Investigation 5 Day 1 Large-Group Roundup  
 p. 63 Investigation 5 Day 1 Small Group  
 p. 64 Investigation 5 Day 2 Choice Time  
 p. 64 Investigation 5 Day 2 Large Group  
 p. 65 Investigation 5 Day 2 Large-Group Roundup  
 p. 65 Investigation 5 Day 2 Small Group  
 p. 66 Investigation 5 Day 3 Large Group  
 p. 67 Investigation 5 Day 3 Choice Time  
 p. 67 Investigation 5 Day 3 Small Group  
 p. 69 Investigation 5 Day 4 Choice Time  
 p. 69 Investigation 5 Day 4 Large-Group Roundup  
 p. 69 Investigation 5 Day 4 Small Group  
 p. 70 Investigation 5 Day 5 Large Group  
 p. 71 Investigation 5 Day 5 Large-Group Roundup  
 p. 71 Investigation 5 Day 5 Small Group  
 p. 83 Celebrating Learning Outdoor Experience  
 p. 84 Celebrating Learning Day 1 Choice Time  
 p. 85 Celebrating Learning Day 1 Large Group Roundup  
 p. 85 Celebrating Learning Day 1 Small Group  
 p. 86 Celebrating Learning Day 2 Choice Time

		<p>p. 86 Celebrating Learning Day 2 Large Group</p> <p>p. 87 Celebrating Learning Day 2 Large-Group Roundup</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p> <p>p.15 Exploring the Topic Day 1 Small Group</p> <p>p.47 Investigation 3 Day 2 Large-Group Roundup</p> <p>p.53 Investigation 4 Day 2 Small Group</p> <p>p.67 Investigation 5 Day 3 Large-Group Roundup</p> <p>p.68 Investigation 5 Day 4 Large Group</p> <p>p.70 Investigation 5 Day 5 Choice Time</p> <p>p.84 Celebrating Learning Day 1 Large Groups</p>
DESCRIPTOR	1.5.PK.A.2.	<p>Pose questions related to topic being discussed.</p> <p><b>Balls Study</b></p> <p>p. 14 Exploring the Topic Day 1 Large Group</p> <p>p. 15 Exploring the Topic Day 1 Large-Group Roundup</p> <p>p. 15 Exploring the Topic Day 1 Choice Time</p> <p>p. 15 Exploring the Topic Day 1 Read-Aloud</p> <p>p. 16 Exploring the Topic Day 2 Choice Time</p> <p>p. 16 Exploring the Topic Day 2 Large Group</p> <p>p. 17 Exploring the Topic Day 2 Small Group</p> <p>p. 17 Exploring the Topic Day 2 Large-Group Roundup</p> <p>p. 18 Exploring the Topic Day 3 Choice Time</p> <p>p. 18 Exploring the Topic Day 3 Large Group</p> <p>p. 19 Exploring the Topic Day 3 Large-Group Roundup</p> <p>p. 19 Exploring the Topic Day 3 Read-Aloud</p> <p>p. 19 Exploring the Topic Day 3 Small Group</p> <p>p. 20 Exploring the Topic Day 4 Large Group</p> <p>p. 20 Exploring the Topic Day 4 Choice Time</p> <p>p. 21 Exploring the Topic Day 4 Read-Aloud</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 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 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 Experiences</p> <p>p. 36 Investigation 2 Day 1 Choice Time</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 37 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 37 Investigation 2 Day 1 Small Group</p> <p>p. 38 Investigation 2 Day 2 Large Group</p> <p>p. 39 Investigation 2 Day 2 Choice Time</p> <p>p. 39 Investigation 2 Day 2 Large-Group Roundup</p> <p>p. 39 Investigation 2 Day 2 Read-Aloud</p> <p>p. 39 Investigation 2 Day 2 Small Group</p> <p>p. 40 Investigation 2 Day 3 Choice Time</p> <p>p. 40 Investigation 2 Day 3 Large Group</p> <p>p. 41 Investigation 2 Day 3 Large-Group Roundup</p> <p>p. 41 Investigation 2 Day 3 Small Group</p>

		<p>p. 43 Investigation 3 Outdoor Experiences</p> <p>p. 44 Investigation 3 Day 1 Large Group</p> <p>p. 45 Investigation 3 Day 1 Choice Time</p> <p>p. 45 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 45 Investigation 3 Day 1 Small Group</p> <p>p. 46 Investigation 3 Day 2 Choice Time</p> <p>p. 46 Investigation 3 Day 2 Large Group</p> <p>p. 47 Investigation 3 Day 2 Small Group</p> <p>p. 49 Investigation 4 Outdoor Experience</p> <p>p. 50 Investigation 4 Day 1 Large Group</p> <p>p. 51 Investigation 4 Day 1 Choice Time</p> <p>p. 51 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 51 Investigation 4 Day 1 Read-Aloud</p> <p>p. 51 Investigation 4 Day 1 Small Group</p> <p>p. 52 Investigation 4 Day 2 Large Group</p> <p>p. 53 Investigation 4 Day 2 Choice Time</p> <p>p. 53 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 54 Investigation 4 Day 3 Large Group</p> <p>p. 55 Investigation 4 Day 3 Choice Time</p> <p>p. 55 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 55 Investigation 4 Day 3 Read-Aloud</p> <p>p. 55 Investigation 4 Day 3 Small Group</p> <p>p. 56 Investigation 4 Day 4 Choice Time</p> <p>p. 56 Investigation 4 Day 4 Large Group</p> <p>p. 57 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 57 Investigation 4 Day 4 Read-Aloud</p> <p>p. 57 Investigation 4 Day 4 Small Group</p> <p>p. 58 Investigation 4 Day 5 Large Group</p> <p>p. 59 Investigation 4 Day 5 Choice Time</p> <p>p. 59 Investigation 4 Day 5 Large Group Roundup</p> <p>p. 59 Investigation 4 Day 5 Read-Aloud</p> <p>p. 59 Investigation 4 Day 5 Small Group</p> <p>p. 61 Investigation 5 Outdoor Experiences</p> <p>p. 62 Investigation 5 Day 1 Choice Time</p> <p>p. 62 Investigation 5 Day 1 Large Group</p> <p>p. 63 Investigation 5 Day 1 Large-Group Roundup</p> <p>p. 63 Investigation 5 Day 1 Small Group</p> <p>p. 64 Investigation 5 Day 2 Choice Time</p> <p>p. 64 Investigation 5 Day 2 Large Group</p> <p>p. 65 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 65 Investigation 5 Day 2 Small Group</p> <p>p. 66 Investigation 5 Day 3 Large Group</p> <p>p. 67 Investigation 5 Day 3 Choice Time</p> <p>p. 67 Investigation 5 Day 3 Small Group</p> <p>p. 69 Investigation 5 Day 4 Choice Time</p> <p>p. 69 Investigation 5 Day 4 Large-Group Roundup</p> <p>p. 69 Investigation 5 Day 4 Small Group</p> <p>p. 70 Investigation 5 Day 5 Large Group</p> <p>p. 71 Investigation 5 Day 5 Large-Group Roundup</p> <p>p. 71 Investigation 5 Day 5 Small Group</p> <p>p. 83 Celebrating Learning Outdoor Experience</p> <p>p. 84 Celebrating Learning Day 1 Choice Time</p> <p>p. 85 Celebrating Learning Day 1 Large Group Roundup</p> <p>p. 85 Celebrating Learning Day 1 Small Group</p> <p>p. 86 Celebrating Learning Day 2 Choice Time</p> <p>p. 86 Celebrating Learning Day 2 Large Group</p> <p>p. 87 Celebrating Learning Day 2 Large-Group Roundup</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p> <p>p.15 Exploring the Topic Day 1 Small Group</p> <p>p.47 Investigation 3 Day 2 Large-Group Roundup</p> <p>p.53 Investigation 4 Day 2 Small Group</p> <p>p.67 Investigation 5 Day 3 Large-Group Roundup</p> <p>p.68 Investigation 5 Day 4 Large Group</p> <p>p.70 Investigation 5 Day 5 Choice Time</p> <p>p.84 Celebrating Learning Day 1 Large Groups</p>
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DESCRIPTOR	1.5.PK.A.3.	<p>Allow wait time before responding.</p> <p><u>Balls Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group  p. 15 Exploring the Topic Day 1 Large-Group Roundup  p. 15 Exploring the Topic Day 1 Choice Time  p. 15 Exploring the Topic Day 1 Read-Aloud  p. 16 Exploring the Topic Day 2 Choice Time  p. 16 Exploring the Topic Day 2 Large Group  p. 17 Exploring the Topic Day 2 Small Group  p. 17 Exploring the Topic Day 2 Large-Group Roundup  p. 18 Exploring the Topic Day 3 Choice Time  p. 18 Exploring the Topic Day 3 Large Group  p. 19 Exploring the Topic Day 3 Large-Group Roundup  p. 19 Exploring the Topic Day 3 Read-Aloud  p. 19 Exploring the Topic Day 3 Small Group  p. 20 Exploring the Topic Day 4 Large Group  p. 20 Exploring the Topic Day 4 Choice Time  p. 21 Exploring the Topic Day 4 Read-Aloud  p. 21 Exploring the Topic Day 4 Large-Group Roundup  p. 21 Exploring the Topic Day 4 Small Group  p. 22 Exploring the Topic Day 5 Large Group  p. 23 Exploring the Topic Day 5 Large-Group Roundup  p. 23 Exploring the Topic Day 5 Choice Time  p. 23 Exploring the Topic Day 5 Read-Aloud  p. 23 Exploring the Topic Day 5 Small Group  p. 27 Investigation 1 Outdoor Experiences  p. 28 Investigation 1 Day 1 Large Group  p. 29 Investigation 1 Day 1 Choice Time  p. 29 Investigation 1 Day 1 Large-Group Roundup  p. 29 Investigation 1 Day 1 Read-Aloud  p. 29 Investigation 1 Day 1 Small Group  p. 30 Investigation 1 Day 2 Large Group  p. 31 Investigation 1 Day 2 Choice Time  p. 31 Investigation 1 Day 2 Large-Group Roundup  p. 31 Investigation 1 Day 2 Small Group  p. 32 Investigation 1 Day 3 Choice Time  p. 32 Investigation 1 Day 3 Large Group  p. 33 Investigation 1 Day 3 Large-Group Roundup  p. 33 Investigation 1 Day 3 Read-Aloud  p. 33 Investigation 1 Day 3 Small Group  p. 35 Investigation 2 Outdoor Experiences  p. 36 Investigation 2 Day 1 Choice Time  p. 36 Investigation 2 Day 1 Large Group  p. 37 Investigation 2 Day 1 Large-Group Roundup  p. 37 Investigation 2 Day 1 Small Group  p. 38 Investigation 2 Day 2 Large Group  p. 39 Investigation 2 Day 2 Choice Time  p. 39 Investigation 2 Day 2 Large-Group Roundup  p. 39 Investigation 2 Day 2 Read-Aloud  p. 39 Investigation 2 Day 2 Small Group  p. 40 Investigation 2 Day 3 Choice Time  p. 40 Investigation 2 Day 3 Large Group  p. 41 Investigation 2 Day 3 Large-Group Roundup  p. 41 Investigation 2 Day 3 Small Group  p. 43 Investigation 3 Outdoor Experiences  p. 44 Investigation 3 Day 1 Large Group  p. 45 Investigation 3 Day 1 Choice Time  p. 45 Investigation 3 Day 1 Large-Group Roundup  p. 45 Investigation 3 Day 1 Small Group  p. 46 Investigation 3 Day 2 Choice Time  p. 46 Investigation 3 Day 2 Large Group  p. 47 Investigation 3 Day 2 Small Group  p. 49 Investigation 4 Outdoor Experience  p. 50 Investigation 4 Day 1 Large Group</p>
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		<p>p. 51 Investigation 4 Day 1 Choice Time  p. 51 Investigation 4 Day 1 Large-Group Roundup  p. 51 Investigation 4 Day 1 Read-Aloud  p. 51 Investigation 4 Day 1 Small Group  p. 52 Investigation 4 Day 2 Large Group  p. 53 Investigation 4 Day 2 Choice Time  p. 53 Investigation 4 Day 2 Large-Group Roundup  p. 54 Investigation 4 Day 3 Large Group  p. 55 Investigation 4 Day 3 Choice Time  p. 55 Investigation 4 Day 3 Large-Group Roundup  p. 55 Investigation 4 Day 3 Read-Aloud  p. 55 Investigation 4 Day 3 Small Group  p. 56 Investigation 4 Day 4 Choice Time  p. 56 Investigation 4 Day 4 Large Group  p. 57 Investigation 4 Day 4 Large-Group Roundup  p. 57 Investigation 4 Day 4 Read-Aloud  p. 57 Investigation 4 Day 4 Small Group  p. 58 Investigation 4 Day 5 Large Group  p. 59 Investigation 4 Day 5 Choice Time  p. 59 Investigation 4 Day 5 Large Group Roundup  p. 59 Investigation 4 Day 5 Read-Aloud  p. 59 Investigation 4 Day 5 Small Group  p. 61 Investigation 5 Outdoor Experiences  p. 62 Investigation 5 Day 1 Choice Time  p. 62 Investigation 5 Day 1 Large Group  p. 63 Investigation 5 Day 1 Large-Group Roundup  p. 63 Investigation 5 Day 1 Small Group  p. 64 Investigation 5 Day 2 Choice Time  p. 64 Investigation 5 Day 2 Large Group  p. 65 Investigation 5 Day 2 Large-Group Roundup  p. 65 Investigation 5 Day 2 Small Group  p. 66 Investigation 5 Day 3 Large Group  p. 67 Investigation 5 Day 3 Choice Time  p. 67 Investigation 5 Day 3 Small Group  p. 69 Investigation 5 Day 4 Choice Time  p. 69 Investigation 5 Day 4 Large-Group Roundup  p. 69 Investigation 5 Day 4 Small Group  p. 70 Investigation 5 Day 5 Large Group  p. 71 Investigation 5 Day 5 Large-Group Roundup  p. 71 Investigation 5 Day 5 Small Group  p. 83 Celebrating Learning Outdoor Experience  p. 84 Celebrating Learning Day 1 Choice Time  p. 85 Celebrating Learning Day 1 Large Group Roundup  p. 85 Celebrating Learning Day 1 Small Group  p. 86 Celebrating Learning Day 2 Choice Time  p. 86 Celebrating Learning Day 2 Large Group  p. 87 Celebrating Learning Day 2 Large-Group Roundup  p. 87 Celebrating Learning Day 2 Small Group  p.15 Exploring the Topic Day 1 Small Group  p.47 Investigation 3 Day 2 Large-Group Roundup  p.53 Investigation 4 Day 2 Small Group  p.67 Investigation 5 Day 3 Large-Group Roundup  p.68 Investigation 5 Day 4 Large Group  p.70 Investigation 5 Day 5 Choice Time  p.84 Celebrating Learning Day 1 Large Groups</p>
DESCRIPTOR	1.5.PK.A.4.	Engage in turn taking.  <u>Balls Study</u> p. 23 Exploring the Topic Day 5 Small Group p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Choice Time p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 63 Investigation 5 Day 1 Small Group p. 87 Celebrating Learning Day 2 Small Group



STANDARD AREA / STATEMENT	1.5.PK.	Speaking and Listening
STANDARD		Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?
DESCRIPTOR / STANDARD	1.5.PK.B.	Comprehension and Collaboration Critical Listening: Answer questions about key details in a text read aloud or information presented orally or through other media.
DESCRIPTOR	1.5.PK.B.1.	<p>Respond to a question with an answer or details related to the topic being discussed.</p> <p><u>Balls Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group  p. 15 Exploring the Topic Day 1 Large-Group Roundup  p. 15 Exploring the Topic Day 1 Choice Time  p. 15 Exploring the Topic Day 1 Read-Aloud  p. 16 Exploring the Topic Day 2 Choice Time  p. 16 Exploring the Topic Day 2 Large Group  p. 17 Exploring the Topic Day 2 Small Group  p. 17 Exploring the Topic Day 2 Large-Group Roundup  p. 18 Exploring the Topic Day 3 Choice Time  p. 18 Exploring the Topic Day 3 Large Group  p. 19 Exploring the Topic Day 3 Large-Group Roundup  p. 19 Exploring the Topic Day 3 Mighty Minutes  p. 19 Exploring the Topic Day 3 Read-Aloud  p. 19 Exploring the Topic Day 3 Small Group  p. 20 Exploring the Topic Day 4 Large Group  p. 20 Exploring the Topic Day 4 Choice Time  p. 21 Exploring the Topic Day 4 Read-Aloud  p. 21 Exploring the Topic Day 4 Large-Group Roundup  p. 21 Exploring the Topic Day 4 Small Group  p. 22 Exploring the Topic Day 5 Large Group  p. 23 Exploring the Topic Day 5 Large-Group Roundup  p. 23 Exploring the Topic Day 5 Choice Time  p. 23 Exploring the Topic Day 5 Read-Aloud  p. 23 Exploring the Topic Day 5 Small Group  p. 27 Investigation 1 Outdoor Experiences  p. 28 Investigation 1 Day 1 Large Group  p. 29 Investigation 1 Day 1 Choice Time  p. 29 Investigation 1 Day 1 Large-Group Roundup  p. 29 Investigation 1 Day 1 Read-Aloud  p. 29 Investigation 1 Day 1 Small Group  p. 30 Investigation 1 Day 2 Large Group  p. 31 Investigation 1 Day 2 Choice Time  p. 31 Investigation 1 Day 2 Large-Group Roundup  p. 31 Investigation 1 Day 2 Small Group  p. 32 Investigation 1 Day 3 Choice Time  p. 32 Investigation 1 Day 3 Large Group  p. 33 Investigation 1 Day 3 Large-Group Roundup  p. 33 Investigation 1 Day 3 Read-Aloud  p. 33 Investigation 1 Day 3 Small Group  p. 35 Investigation 2 Outdoor Experiences  p. 36 Investigation 2 Day 1 Choice Time  p. 36 Investigation 2 Day 1 Large Group  p. 37 Investigation 2 Day 1 Large-Group Roundup  p. 37 Investigation 2 Day 1 Small Group  p. 38 Investigation 2 Day 2 Large Group  p. 39 Investigation 2 Day 2 Choice Time  p. 39 Investigation 2 Day 2 Large-Group Roundup  p. 39 Investigation 2 Day 2 Read-Aloud  p. 39 Investigation 2 Day 2 Small Group</p>

		<p>p. 40 Investigation 2 Day 3 Choice Time</p> <p>p. 40 Investigation 2 Day 3 Large Group</p> <p>p. 41 Investigation 2 Day 3 Large-Group Roundup</p> <p>p. 41 Investigation 2 Day 3 Small Group</p> <p>p. 43 Investigation 3 Outdoor Experiences</p> <p>p. 44 Investigation 3 Day 1 Large Group</p> <p>p. 45 Investigation 3 Day 1 Choice Time</p> <p>p. 45 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 45 Investigation 3 Day 1 Small Group</p> <p>p. 46 Investigation 3 Day 2 Choice Time</p> <p>p. 46 Investigation 3 Day 2 Large Group</p> <p>p. 47 Investigation 3 Day 2 Small Group</p> <p>p. 49 Investigation 4 Outdoor Experience</p> <p>p. 50 Investigation 4 Day 1 Large Group</p> <p>p. 51 Investigation 4 Day 1 Choice Time</p> <p>p. 51 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 51 Investigation 4 Day 1 Read-Aloud</p> <p>p. 51 Investigation 4 Day 1 Small Group</p> <p>p. 52 Investigation 4 Day 2 Large Group</p> <p>p. 53 Investigation 4 Day 2 Choice Time</p> <p>p. 53 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 54 Investigation 4 Day 3 Large Group</p> <p>p. 55 Investigation 4 Day 3 Choice Time</p> <p>p. 55 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 55 Investigation 4 Day 3 Read-Aloud</p> <p>p. 55 Investigation 4 Day 3 Small Group</p> <p>p. 56 Investigation 4 Day 4 Choice Time</p> <p>p. 56 Investigation 4 Day 4 Large Group</p> <p>p. 57 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 57 Investigation 4 Day 4 Read-Aloud</p> <p>p. 57 Investigation 4 Day 4 Small Group</p> <p>p. 58 Investigation 4 Day 5 Large Group</p> <p>p. 59 Investigation 4 Day 5 Choice Time</p> <p>p. 59 Investigation 4 Day 5 Large Group Roundup</p> <p>p. 59 Investigation 4 Day 5 Mighty Minutes</p> <p>p. 59 Investigation 4 Day 5 Read-Aloud</p> <p>p. 59 Investigation 4 Day 5 Small Group</p> <p>p. 61 Investigation 5 Outdoor Experiences</p> <p>p. 62 Investigation 5 Day 1 Choice Time</p> <p>p. 62 Investigation 5 Day 1 Large Group</p> <p>p. 63 Investigation 5 Day 1 Large-Group Roundup</p> <p>p. 63 Investigation 5 Day 1 Small Group</p> <p>p. 64 Investigation 5 Day 2 Choice Time</p> <p>p. 64 Investigation 5 Day 2 Large Group</p> <p>p. 65 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 65 Investigation 5 Day 2 Read-Aloud</p> <p>p. 65 Investigation 5 Day 2 Small Group</p> <p>p. 66 Investigation 5 Day 3 Large Group</p> <p>p. 67 Investigation 5 Day 3 Choice Time</p> <p>p. 67 Investigation 5 Day 3 Small Group</p> <p>p. 69 Investigation 5 Day 4 Choice Time</p> <p>p. 69 Investigation 5 Day 4 Large-Group Roundup</p> <p>p. 69 Investigation 5 Day 4 Small Group</p> <p>p. 70 Investigation 5 Day 5 Large Group</p> <p>p. 71 Investigation 5 Day 5 Large-Group Roundup</p> <p>p. 71 Investigation 5 Day 5 Small Group</p> <p>p. 83 Celebrating Learning Outdoor Experience</p> <p>p. 84 Celebrating Learning Day 1 Choice Time</p> <p>p. 85 Celebrating Learning Day 1 Large Group Roundup</p> <p>p. 85 Celebrating Learning Day 1 Small Group</p> <p>p. 86 Celebrating Learning Day 2 Choice Time</p> <p>p. 86 Celebrating Learning Day 2 Large Group</p> <p>p. 87 Celebrating Learning Day 2 Large-Group Roundup</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p> <p>p.15 Exploring the Topic Day 1 Small Group</p>
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		p.47 Investigation 3 Day 2 Large-Group Roundup p.53 Investigation 4 Day 2 Small Group p.67 Investigation 5 Day 3 Large-Group Roundup p.68 Investigation 5 Day 4 Large Group p.70 Investigation 5 Day 5 Choice Time p.84 Celebrating Learning Day 1 Large Groups
<b>STANDARD AREA / STATEMENT</b>	<b>1.5.PK.</b>	<b>Speaking and Listening</b>
<b>STANDARD</b>		<b>Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>1.5.PK.C.</b>	<b>Comprehension and Collaboration Evaluating: Respond to what a speaker says in order to follow directions, seek help, or gather information.</b>
<b>DESCRIPTOR</b>	<b>1.5.PK.C.1.</b>	<b>Follow two-step directions.</b>  <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
<b>DESCRIPTOR</b>	<b>1.5.PK.C.2.</b>	<b>Act upon or respond to simple statements and questions showing understanding of intent.</b>  <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
<b>STANDARD AREA / STATEMENT</b>	<b>1.5.PK.</b>	<b>Speaking and Listening</b>
<b>STANDARD</b>		<b>Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>1.5.PK.D.</b>	<b>Presentation of Knowledge and Ideas Purpose, Audience, and: Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.</b>
<b>DESCRIPTOR</b>	<b>1.5.PK.D.1.</b>	<b>Talk about stories, experiences, and interests using some detail.</b>  <u>Balls Study</u>

		<p>p. 15 Exploring the Topic Day 1 Large-Group Roundup</p> <p>p. 15 Exploring the Topic Day 1 Choice Time</p> <p>p. 15 Exploring the Topic Day 1 Read-Aloud</p> <p>p. 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. 45 Investigation 3 Day 1 Small Group</p> <p>p. 46 Investigation 3 Day 2 Large Group</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> <p>p. 71 Investigation 5 Day 5 Read-Aloud</p> <p>p. 71 Investigation 5 Day 5 Small Group</p> <p>p. 85 Celebrating Learning Day 1 Read-Aloud</p> <p>p. 87 Celebrating Learning Day 2 Read-Aloud</p>
DESCRIPTOR	1.5.PK.D.2.	<p>Use appropriate volume to be heard by group, paying attention to inside and outside voices.</p> <p><u>Balls Study</u></p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 44 Investigation 3 Day 1 Large Group</p> <p>p.68 Investigation 5 Day 4 Large Group</p>
DESCRIPTOR	1.5.PK.D.3.	<p>Use appropriate pacing when speaking.</p> <p><u>Balls Study</u></p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 44 Investigation 3 Day 1 Large Group</p> <p>p.68 Investigation 5 Day 4 Large Group</p>
STANDARD AREA / STATEMENT	1.5.PK.	Speaking and Listening
STANDARD		Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?
DESCRIPTOR / STANDARD	1.5.PK.E.	Presentation of Knowledge and Ideas Context: Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.
DESCRIPTOR	1.5.PK.E.1.	Talk about personal thoughts, feelings, and ideas.

**Balls Study**

- p. 14 Exploring the Topic Day 1 Large Group
- p. 15 Exploring the Topic Day 1 Large-Group Roundup
- p. 15 Exploring the Topic Day 1 Choice Time
- p. 15 Exploring the Topic Day 1 Read-Aloud
- p. 16 Exploring the Topic Day 2 Choice Time
- p. 16 Exploring the Topic Day 2 Large Group
- p. 17 Exploring the Topic Day 2 Small Group
- p. 17 Exploring the Topic Day 2 Large-Group Roundup
- p. 18 Exploring the Topic Day 3 Choice Time
- p. 18 Exploring the Topic Day 3 Large Group
- p. 19 Exploring the Topic Day 3 Large-Group Roundup
- p. 19 Exploring the Topic Day 3 Read-Aloud
- p. 19 Exploring the Topic Day 3 Small Group
- p. 20 Exploring the Topic Day 4 Large Group
- p. 20 Exploring the Topic Day 4 Choice Time
- p. 21 Exploring the Topic Day 4 Read-Aloud
- p. 21 Exploring the Topic Day 4 Large-Group Roundup
- p. 21 Exploring the Topic Day 4 Small Group
- p. 22 Exploring the Topic Day 5 Large Group
- p. 23 Exploring the Topic Day 5 Large-Group Roundup
- p. 23 Exploring the Topic Day 5 Choice Time
- p. 23 Exploring the Topic Day 5 Read-Aloud
- p. 23 Exploring the Topic Day 5 Small Group
- p. 27 Investigation 1 Outdoor Experiences
- p. 28 Investigation 1 Day 1 Large Group
- p. 29 Investigation 1 Day 1 Choice Time
- p. 29 Investigation 1 Day 1 Large-Group Roundup
- p. 29 Investigation 1 Day 1 Read-Aloud
- p. 29 Investigation 1 Day 1 Small Group
- p. 30 Investigation 1 Day 2 Large Group
- p. 31 Investigation 1 Day 2 Choice Time
- p. 31 Investigation 1 Day 2 Large-Group Roundup
- p. 31 Investigation 1 Day 2 Small Group
- p. 32 Investigation 1 Day 3 Choice Time
- p. 32 Investigation 1 Day 3 Large Group
- p. 33 Investigation 1 Day 3 Large-Group Roundup
- p. 33 Investigation 1 Day 3 Read-Aloud
- p. 33 Investigation 1 Day 3 Small Group
- p. 35 Investigation 2 Outdoor Experiences
- p. 36 Investigation 2 Day 1 Choice Time
- p. 36 Investigation 2 Day 1 Large Group
- p. 37 Investigation 2 Day 1 Large-Group Roundup
- p. 37 Investigation 2 Day 1 Small Group
- p. 38 Investigation 2 Day 2 Large Group
- p. 39 Investigation 2 Day 2 Choice Time
- p. 39 Investigation 2 Day 2 Large-Group Roundup
- p. 39 Investigation 2 Day 2 Read-Aloud
- p. 39 Investigation 2 Day 2 Small Group
- p. 40 Investigation 2 Day 3 Choice Time
- p. 40 Investigation 2 Day 3 Large Group
- p. 41 Investigation 2 Day 3 Large-Group Roundup
- p. 41 Investigation 2 Day 3 Small Group
- p. 43 Investigation 3 Outdoor Experiences
- p. 44 Investigation 3 Day 1 Large Group
- p. 45 Investigation 3 Day 1 Choice Time
- p. 45 Investigation 3 Day 1 Large-Group Roundup
- p. 45 Investigation 3 Day 1 Small Group
- p. 46 Investigation 3 Day 2 Choice Time
- p. 46 Investigation 3 Day 2 Large Group
- p. 47 Investigation 3 Day 2 Small Group
- p. 49 Investigation 4 Outdoor Experience
- p. 50 Investigation 4 Day 1 Large Group
- p. 51 Investigation 4 Day 1 Choice Time
- p. 51 Investigation 4 Day 1 Large-Group Roundup

		<p>p. 51 Investigation 4 Day 1 Read-Aloud  p. 51 Investigation 4 Day 1 Small Group  p. 52 Investigation 4 Day 2 Large Group  p. 53 Investigation 4 Day 2 Choice Time  p. 53 Investigation 4 Day 2 Large-Group Roundup  p. 54 Investigation 4 Day 3 Large Group  p. 55 Investigation 4 Day 3 Choice Time  p. 55 Investigation 4 Day 3 Large-Group Roundup  p. 55 Investigation 4 Day 3 Read-Aloud  p. 55 Investigation 4 Day 3 Small Group  p. 56 Investigation 4 Day 4 Choice Time  p. 56 Investigation 4 Day 4 Large Group  p. 57 Investigation 4 Day 4 Large-Group Roundup  p. 57 Investigation 4 Day 4 Read-Aloud  p. 57 Investigation 4 Day 4 Small Group  p. 58 Investigation 4 Day 5 Large Group  p. 59 Investigation 4 Day 5 Choice Time  p. 59 Investigation 4 Day 5 Large Group Roundup  p. 59 Investigation 4 Day 5 Read-Aloud  p. 59 Investigation 4 Day 5 Small Group  p. 61 Investigation 5 Outdoor Experiences  p. 62 Investigation 5 Day 1 Choice Time  p. 62 Investigation 5 Day 1 Large Group  p. 63 Investigation 5 Day 1 Large-Group Roundup  p. 63 Investigation 5 Day 1 Small Group  p. 64 Investigation 5 Day 2 Choice Time  p. 64 Investigation 5 Day 2 Large Group  p. 65 Investigation 5 Day 2 Large-Group Roundup  p. 65 Investigation 5 Day 2 Small Group  p. 66 Investigation 5 Day 3 Large Group  p. 67 Investigation 5 Day 3 Choice Time  p. 67 Investigation 5 Day 3 Small Group  p. 69 Investigation 5 Day 4 Choice Time  p. 69 Investigation 5 Day 4 Large-Group Roundup  p. 69 Investigation 5 Day 4 Small Group  p. 70 Investigation 5 Day 5 Large Group  p. 71 Investigation 5 Day 5 Large-Group Roundup  p. 71 Investigation 5 Day 5 Small Group  p. 83 Celebrating Learning Outdoor Experience  p. 84 Celebrating Learning Day 1 Choice Time  p. 85 Celebrating Learning Day 1 Large Group Roundup  p. 85 Celebrating Learning Day 1 Small Group  p. 86 Celebrating Learning Day 2 Choice Time  p. 86 Celebrating Learning Day 2 Large Group  p. 87 Celebrating Learning Day 2 Large-Group Roundup  p. 87 Celebrating Learning Day 2 Small Group  p.15 Exploring the Topic Day 1 Small Group  p.47 Investigation 3 Day 2 Large-Group Roundup  p.53 Investigation 4 Day 2 Small Group  p.67 Investigation 5 Day 3 Large-Group Roundup  p.68 Investigation 5 Day 4 Large Group  p.70 Investigation 5 Day 5 Choice Time  p.84 Celebrating Learning Day 1 Large Groups</p>
DESCRIPTOR	1.5.PK.E.2.	<p>Use appropriate volume to be heard by group, paying attention to inside and outside voices.</p> <p><u>Balls Study</u>  p. 29 Investigation 1 Day 1 Small Group  p. 44 Investigation 3 Day 1 Large Group  p.68 Investigation 5 Day 4 Large Group</p>
DESCRIPTOR	1.5.PK.E.3.	<p>Use appropriate pacing when speaking.</p> <p><u>Balls Study</u>  p. 29 Investigation 1 Day 1 Small Group</p>

		p. 44 Investigation 3 Day 1 Large Group p.68 Investigation 5 Day 4 Large Group
<b>STANDARD AREA / STATEMENT</b>	1.5.PK.	Speaking and Listening
<b>STANDARD</b>		Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?
<b>DESCRIPTOR / STANDARD</b>	1.5.PK.G.	Conventions of Standard English: Demonstrate command of the conventions of standard English when speaking based on pre-kindergarten level and content.
<b>DESCRIPTOR</b>	1.5.PK.G.1.	Speak in complete sentences that contain more than three words.  <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
<b>SUBJECT / STANDARD AREA</b>	PA.M.	Mathematical Thinking and Expression (Pre-kindergarten)
<b>STANDARD AREA / STATEMENT</b>	2.1.PK.	Numbers and Operations
<b>STANDARD</b>		Big Idea: Mathematical relationships among numbers can be represented, compared, and communicated. Essential Question: How is mathematics used to quantify, compare, represent, and model numbers?
<b>DESCRIPTOR / STANDARD</b>	2.1.PK.A.1.	Counting and Cardinality: Know number names and the count sequence.
<b>DESCRIPTOR</b>	2.1.PK.A.1.1.	Name numerals up to 10.  <u>Balls Study</u> p. 71 Investigation 5 Day 5 Small Group
<b>DESCRIPTOR</b>	2.1.PK.A.1.2.	Rote count up to 20.  <u>Balls Study</u> p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 71 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group
<b>DESCRIPTOR</b>	2.1.PK.A.1.3.	Match a numeral to a set of 0-10 objects.  <u>Balls Study</u> p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 51 Investigation 4 Day 1 Mighty Minutes p. 71 Investigation 5 Day 5 Small Group
<b>DESCRIPTOR</b>	2.1.PK.A.1.6.	Counts on when a specific number is provided.  <u>Balls Study</u> p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes

		<p>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>
<b>STANDARD AREA / STATEMENT</b>	<b>2.1.PK.</b>	<b>Numbers and Operations</b>
<b>STANDARD</b>		<p><b>Big Idea:</b> Mathematical relationships among numbers can be represented, compared, and communicated. <b>Essential Question:</b> How is mathematics used to quantify, compare, represent, and model numbers?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>2.1.PK.A.2.</b>	<b>Counting and Cardinality: Count to tell the number of objects.</b>
<b>DESCRIPTOR</b>	<b>2.1.PK.A.2.2.</b>	<p>Use one-to-one correspondence when counting to 10.</p> <p><u>Balls Study</u>  p. 71 Investigation 5 Day 5 Small Group</p>
<b>DESCRIPTOR</b>	<b>2.1.PK.A.2.3.</b>	<p>State the total number of objects counted, demonstrating understanding that the last number named tells the number of objects counted.</p> <p><u>Balls Study</u>  p. 21 Exploring the Topic Day 4 Small Group  p. 23 Exploring the Topic Day 5 Small Group  p. 33 Investigation 1 Day 3 Mighty Minutes  p. 36 Investigation 2 Day 1 Large Group  p. 37 Investigation 2 Day 1 Large-Group Roundup  p. 37 Investigation 2 Day 1 Small Group  p. 38 Investigation 2 Day 2 Large Group  p. 39 Investigation 2 Day 2 Large-Group Roundup  p. 41 Investigation 2 Day 3 Mighty Minutes  p. 44 Investigation 3 Day 1 Large Group  p. 45 Investigation 3 Day 1 Large-Group Roundup  p. 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>
<b>STANDARD AREA / STATEMENT</b>	<b>2.1.PK.</b>	<b>Numbers and Operations</b>



STANDARD		Big Idea: Mathematical relationships among numbers can be represented, compared, and communicated. Essential Question: How is mathematics used to quantify, compare, represent, and model numbers?
DESCRIPTOR / STANDARD	2.1.PK.A.3.	Counting and Cardinality: Compare numbers.
DESCRIPTOR	2.1.PK.A.3.2.	Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.  <u>Balls Study</u> p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group
DESCRIPTOR	2.1.PK.A.3.3.	Compare two numbers between 1 and 5 when presented as written numerals.  <u>Balls Study</u> p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group
STANDARD AREA / STATEMENT	2.1.PK.	Numbers and Operations
STANDARD		Big Idea: Mathematical relationships among numbers can be represented, compared, and communicated. Essential Question: How is mathematics used to quantify, compare, represent, and model numbers?
DESCRIPTOR / STANDARD	2.1.PK.MP.	Counting and Cardinality: Use mathematical processes when quantifying, comparing, representing, and modeling numbers.
DESCRIPTOR	2.1.PK.MP.1.	Engage in numerical play.  <u>Balls Study</u> p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group
DESCRIPTOR	2.1.PK.MP.2.	Persist in numerical play (Reference AL.2.PK.C).  <u>Balls Study</u> p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group
STANDARD AREA / STATEMENT	2.2.PK.	Algebraic Concepts
STANDARD		Big Idea: Mathematical relationships can be represented as expressions, equations, and inequalities in mathematical situations. Essential Question: How are relationships represented mathematically?
DESCRIPTOR / STANDARD	2.2.PK.A.1.	Operations and Algebraic Thinking: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
DESCRIPTOR	2.2.PK.A.1.1.	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations.  <u>Balls Study</u> p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group p. 71 Investigation 5 Day 5 Small Group

		p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group
DESCRIPTOR	2.2.PK.A.1.2.	Explain adding and subtracting sets of objects up to and including six, using basic math vocabulary (e.g. putting together, adding to, taking away, taking apart, taking from).  <u>Balls Study</u> p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group
DESCRIPTOR	2.2.PK.A.1.3.	Join sets of objects.  <u>Balls Study</u> p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group
DESCRIPTOR	2.2.PK.A.1.4.	Separate sets of objects.  <u>Balls Study</u> p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group
DESCRIPTOR	2.2.PK.A.1.5.	Add objects to a set and tell a number story about it.  <u>Balls Study</u> p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group
STANDARD AREA / STATEMENT	2.2.PK.	Algebraic Concepts
STANDARD		Big Idea: Mathematical relationships can be represented as expressions, equations, and inequalities in mathematical situations. Essential Question: How are relationships represented mathematically?
DESCRIPTOR / STANDARD	2.2.PK.MP.	Operations and Algebraic Thinking: Use mathematical processes when representing relationships.
DESCRIPTOR	2.2.PK.MP.1.	Engage in mathematical play.  <u>Balls Study</u> p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group
DESCRIPTOR	2.2.PK.MP.2.	Persist in mathematical play (Reference AL.2.PK.C).  <u>Balls Study</u>

		<p>p. 38 Investigation 2 Day 2 Large Group  p. 39 Investigation 2 Day 2 Large-Group Roundup  p. 53 Investigation 4 Day 2 Mighty Minutes  p. 54 Investigation 4 Day 3 Large Group  p. 71 Investigation 5 Day 5 Small Group  p. 85 Celebrating Learning Day 1 Small Group  p. 86 Celebrating Learning Day 2 Large Group</p>
DESCRIPTOR	2.2.PK.MP.3.	<p>Problem solve during mathematical play (Reference AL.4.PK.C).</p> <p><u>Balls Study</u>  p. 38 Investigation 2 Day 2 Large Group  p. 39 Investigation 2 Day 2 Large-Group Roundup  p. 53 Investigation 4 Day 2 Mighty Minutes  p. 54 Investigation 4 Day 3 Large Group  p. 71 Investigation 5 Day 5 Small Group  p. 85 Celebrating Learning Day 1 Small Group  p. 86 Celebrating Learning Day 2 Large Group</p>
DESCRIPTOR	2.2.PK.MP.4.	<p>When prompted, communicate thinking while engaged in mathematical play.</p> <p><u>Balls Study</u>  p. 38 Investigation 2 Day 2 Large Group  p. 39 Investigation 2 Day 2 Large-Group Roundup  p. 53 Investigation 4 Day 2 Mighty Minutes  p. 54 Investigation 4 Day 3 Large Group  p. 71 Investigation 5 Day 5 Small Group  p. 85 Celebrating Learning Day 1 Small Group  p. 86 Celebrating Learning Day 2 Large Group</p>
DESCRIPTOR	2.2.PK.MP.5.	<p>Talk and listen to peers during mathematical play.</p> <p><u>Balls Study</u>  p. 38 Investigation 2 Day 2 Large Group  p. 39 Investigation 2 Day 2 Large-Group Roundup  p. 53 Investigation 4 Day 2 Mighty Minutes  p. 54 Investigation 4 Day 3 Large Group  p. 71 Investigation 5 Day 5 Small Group  p. 85 Celebrating Learning Day 1 Small Group  p. 86 Celebrating Learning Day 2 Large Group</p>
STANDARD AREA / STATEMENT	2.3.PK.	Geometry
STANDARD		<p>Big Idea: Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization. Essential Questions: How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems? How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?</p>
DESCRIPTOR / STANDARD	2.3.PK.A.1.	Geometry: Identify and describe shapes.
DESCRIPTOR	2.3.PK.A.1.1.	<p>Describe objects in the environment using names of shapes.</p> <p><u>Balls Study</u>  p. 14 Exploring the Topic Day 1 Large Group  p. 15 Exploring the Topic Day 1 Choice Time  p. 16 Exploring the Topic Day 2 Choice Time  p. 17 Exploring the Topic Day 2 Mighty Minutes  p. 18 Exploring the Topic Day 3 Choice Time  p. 18 Exploring the Topic Day 3 Large Group  p. 19 Exploring the Topic Day 3 Mighty Minutes  p. 20 Exploring the Topic Day 4 Large Group  p. 20 Exploring the Topic Day 4 Choice Time  p. 23 Exploring the Topic Day 5 Mighty Minutes  p. 28 Investigation 1 Day 1 Large Group  p. 31 Investigation 1 Day 2 Mighty Minutes</p>

		<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>
DESCRIPTOR	2.3.PK.A.1.2.	<p>Recognize and describe the attributes of geometric figures.</p> <p><u>Balls Study</u>  p. 39 Investigation 2 Day 2 Large-Group Roundup  p. 39 Investigation 2 Day 2 Small Group  p. 40 Investigation 2 Day 3 Choice Time  p. 49 Investigation 4 Outdoor Experience  p. 54 Investigation 4 Day 3 Large Group  p. 63 Investigation 5 Day 1 Mighty Minutes  p. 70 Investigation 5 Day 5 Large Group  p.53 Investigation 4 Day 2 Small Group</p>
DESCRIPTOR	2.3.PK.A.1.3.	<p>Describe the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to.</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>
DESCRIPTOR	2.3.PK.A.1.4.	<p>Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (solid).</p> <p><u>Balls Study</u>  p. 39 Investigation 2 Day 2 Large-Group Roundup  p. 39 Investigation 2 Day 2 Small Group  p. 40 Investigation 2 Day 3 Choice Time  p. 49 Investigation 4 Outdoor Experience  p. 54 Investigation 4 Day 3 Large Group  p. 63 Investigation 5 Day 1 Mighty Minutes  p. 70 Investigation 5 Day 5 Large Group  p.53 Investigation 4 Day 2 Small Group</p>
STANDARD AREA / STATEMENT	2.3.PK.	Geometry
STANDARD		<p>Big Idea: Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization. Essential Questions: How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real</p>

		situations or solve problems? How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?
<b>DESCRIPTOR / STANDARD</b>	<b>2.3.PK.A.2.</b>	<b>Geometry: Analyze, compare, create, and compose shapes.</b>
<b>DESCRIPTOR</b>	<b>2.3.PK.A.2.1.</b>	<p>Analyze and compare two-and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes.</p> <p><u>Balls Study</u>  p. 14 Exploring the Topic Day 1 Large Group  p. 15 Exploring the Topic Day 1 Choice Time  p. 16 Exploring the Topic Day 2 Choice Time  p. 17 Exploring the Topic Day 2 Mighty Minutes  p. 18 Exploring the Topic Day 3 Choice Time  p. 18 Exploring the Topic Day 3 Large Group  p. 19 Exploring the Topic Day 3 Mighty Minutes  p. 20 Exploring the Topic Day 4 Large Group  p. 20 Exploring the Topic Day 4 Choice Time  p. 21 Exploring the Topic Day 4 Small Group  p. 23 Exploring the Topic Day 5 Choice Time  p. 23 Exploring the Topic Day 5 Mighty Minutes  p. 23 Exploring the Topic Day 5 Small Group  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. 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. 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. 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>
<b>DESCRIPTOR</b>	<b>2.3.PK.A.2.2.</b>	<p>Model shapes in the world by building shapes from components and drawing shapes.</p> <p><u>Balls Study</u>  p. 14 Exploring the Topic Day 1 Large Group  p. 15 Exploring the Topic Day 1 Choice Time  p. 16 Exploring the Topic Day 2 Choice Time  p. 17 Exploring the Topic Day 2 Mighty Minutes  p. 18 Exploring the Topic Day 3 Choice Time  p. 18 Exploring the Topic Day 3 Large Group  p. 19 Exploring the Topic Day 3 Mighty Minutes  p. 20 Exploring the Topic Day 4 Large Group  p. 20 Exploring the Topic Day 4 Choice Time  p. 23 Exploring the Topic Day 5 Mighty Minutes  p. 28 Investigation 1 Day 1 Large Group  p. 31 Investigation 1 Day 2 Mighty Minutes</p>

		<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. 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>
DESCRIPTOR	2.3.PK.A.2.3.	<p>Use geoboards to create shapes with rubber bands.</p> <p><u>Balls Study</u>  p. 39 Investigation 2 Day 2 Large-Group Roundup  p. 39 Investigation 2 Day 2 Small Group  p. 40 Investigation 2 Day 3 Choice Time  p. 49 Investigation 4 Outdoor Experience  p. 54 Investigation 4 Day 3 Large Group  p. 63 Investigation 5 Day 1 Mighty Minutes  p. 70 Investigation 5 Day 5 Large Group  p.53 Investigation 4 Day 2 Small Group</p>
DESCRIPTOR	2.3.PK.A.2.4.	<p>Use simple shapes to compose larger shapes.</p> <p><u>Balls Study</u>  p. 39 Investigation 2 Day 2 Large-Group Roundup  p. 39 Investigation 2 Day 2 Small Group  p. 40 Investigation 2 Day 3 Choice Time  p. 49 Investigation 4 Outdoor Experience  p. 54 Investigation 4 Day 3 Large Group  p. 63 Investigation 5 Day 1 Mighty Minutes  p. 70 Investigation 5 Day 5 Large Group  p.53 Investigation 4 Day 2 Small Group</p>
STANDARD AREA / STATEMENT	2.4.PK.	Measurement, Data and Probability
STANDARD		<p>Big Idea: Measurement attributes can be quantified and estimated using customary and non-customary units of measure. Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions.  Essential Questions: Why does “what” we measure influence “how” we measure? How can data be organized and represented to provide insight into the relationship between quantities?</p>
DESCRIPTOR / STANDARD	2.4.PK.A.1.	Measurement and Data: Describe and compare measurable attributes of length and weights of everyday objects.
DESCRIPTOR	2.4.PK.A.1.1.	<p>Recognize attributes of objects that can be measured.</p> <p><u>Balls Study</u>  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>
DESCRIPTOR	2.4.PK.A.1.2.	Measure objects using non-standard items (e.g. hands, shoes, yarn,

		blocks). <u>Balls Study</u> p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group
DESCRIPTOR	2.4.PK.A.1.3.	Practice use of standard measurement tools. <u>Balls Study</u> 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
DESCRIPTOR	2.4.PK.A.1.4.	Practice using measurement vocabulary. <u>Balls Study</u> p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Choice Time p. 45 Investigation 3 Day 1 Large-Group Roundup p. 69 Investigation 5 Day 4 Small Group
DESCRIPTOR	2.4.PK.A.1.5.	Sort and order by one attribute. <u>Balls Study</u> p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 33 Investigation 1 Day 3 Large-Group Roundup p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 64 Investigation 5 Day 2 Choice Time p. 67 Investigation 5 Day 3 Choice Time p. 84 Celebrating Learning Day 1 Choice Time p.67 Investigation 5 Day 3 Large-Group Roundup
DESCRIPTOR	2.4.PK.A.1.7.	Compare two objects with a measureable attribute in common to see which object has “more of”/ “less of” the attribute and describe the difference. <u>Balls Study</u> p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 33 Investigation 1 Day 3 Large-Group Roundup p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 64 Investigation 5 Day 2 Choice Time p. 67 Investigation 5 Day 3 Choice Time p. 84 Celebrating Learning Day 1 Choice Time p.67 Investigation 5 Day 3 Large-Group Roundup
STANDARD AREA / STATEMENT	2.4.PK.	Measurement, Data and Probability
STANDARD		Big Idea: Measurement attributes can be quantified and estimated using customary and non-customary units of measure. Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions. Essential Questions: Why does “what” we measure influence “how” we measure? How can data be organized and represented to provide insight into the relationship between quantities?
DESCRIPTOR / STANDARD	2.4.PK.A.2.	Measurement and Data: Classify objects and count the number of objects in each category.
DESCRIPTOR	2.4.PK.A.2.1.	Classify up to 10 objects using one attribute into categories. <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. 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>
DESCRIPTOR	2.4.PK.A.2.2.	<p>Display the number of objects in each category.</p> <p><u>Balls Study</u>  p. 21 Exploring the Topic Day 4 Small Group  p. 23 Exploring the Topic Day 5 Small Group  p. 33 Investigation 1 Day 3 Mighty Minutes  p. 36 Investigation 2 Day 1 Large Group  p. 37 Investigation 2 Day 1 Large-Group Roundup  p. 37 Investigation 2 Day 1 Small Group  p. 38 Investigation 2 Day 2 Large Group  p. 39 Investigation 2 Day 2 Large-Group Roundup  p. 41 Investigation 2 Day 3 Mighty Minutes  p. 44 Investigation 3 Day 1 Large Group  p. 45 Investigation 3 Day 1 Large-Group Roundup  p. 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>
STANDARD AREA / STATEMENT	2.4.PK.	Measurement, Data and Probability
STANDARD		<p>Big Idea: Measurement attributes can be quantified and estimated using customary and non-customary units of measure. Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions.  Essential Questions: Why does “what” we measure influence “how” we measure? How can data be organized and represented to provide insight into the relationship between quantities?</p>
DESCRIPTOR / STANDARD	2.4.PK.MP.	Measurement and Data: Use mathematical processes when measuring; representing, organizing, and understanding data.
DESCRIPTOR	2.4.PK.MP.1.	<p>Engage in activities that include measuring, representing, organizing, and understanding data.</p> <p><u>Balls Study</u>  p. 21 Exploring the Topic Day 4 Small Group  p. 23 Exploring the Topic Day 5 Small Group  p. 27 Investigation 1 Outdoor Experiences  p. 30 Investigation 1 Day 2 Large Group  p. 31 Investigation 1 Day 2 Small Group  p. 37 Investigation 2 Day 1 Large-Group Roundup  p. 37 Investigation 2 Day 1 Small Group  p. 40 Investigation 2 Day 3 Choice Time  p. 45 Investigation 3 Day 1 Choice Time  p. 45 Investigation 3 Day 1 Large-Group Roundup  p. 45 Investigation 3 Day 1 Small Group  p. 63 Investigation 5 Day 1 Mighty Minutes  p. 70 Investigation 5 Day 5 Large Group</p>
DESCRIPTOR	2.4.PK.MP.2.	Persist in activities that include measuring, representing, organizing, and understanding data (Reference AL.2.PK.C).



		<p><u>Balls Study</u>  p. 21 Exploring the Topic Day 4 Small Group  p. 23 Exploring the Topic Day 5 Small Group  p. 27 Investigation 1 Outdoor Experiences  p. 30 Investigation 1 Day 2 Large Group  p. 31 Investigation 1 Day 2 Small Group  p. 37 Investigation 2 Day 1 Large-Group Roundup  p. 37 Investigation 2 Day 1 Small Group  p. 40 Investigation 2 Day 3 Choice Time  p. 45 Investigation 3 Day 1 Choice Time  p. 45 Investigation 3 Day 1 Large-Group Roundup  p. 45 Investigation 3 Day 1 Small Group  p. 63 Investigation 5 Day 1 Mighty Minutes  p. 70 Investigation 5 Day 5 Large Group</p>
DESCRIPTOR	2.4.PK.MP.3.	<p>Problem solve in activities that include measuring, representing, organizing, and understanding data (Reference AL.4.PK.C).</p> <p><u>Balls Study</u>  p. 21 Exploring the Topic Day 4 Small Group  p. 23 Exploring the Topic Day 5 Small Group  p. 37 Investigation 2 Day 1 Large-Group Roundup  p. 37 Investigation 2 Day 1 Small Group</p>
DESCRIPTOR	2.4.PK.MP.4.	<p>When prompted, communicate thinking while engaged in activities that include measuring, representing, organizing, and understanding data.</p> <p><u>Balls Study</u>  p. 21 Exploring the Topic Day 4 Small Group  p. 23 Exploring the Topic Day 5 Small Group  p. 27 Investigation 1 Outdoor Experiences  p. 30 Investigation 1 Day 2 Large Group  p. 31 Investigation 1 Day 2 Small Group  p. 37 Investigation 2 Day 1 Large-Group Roundup  p. 37 Investigation 2 Day 1 Small Group  p. 40 Investigation 2 Day 3 Choice Time  p. 45 Investigation 3 Day 1 Choice Time  p. 45 Investigation 3 Day 1 Large-Group Roundup  p. 45 Investigation 3 Day 1 Small Group  p. 63 Investigation 5 Day 1 Mighty Minutes  p. 70 Investigation 5 Day 5 Large Group</p>
DESCRIPTOR	2.4.PK.MP.5.	<p>Talk and listen to peers during activities that include measuring, representing, organizing, and understanding data.</p> <p><u>Balls Study</u>  p. 21 Exploring the Topic Day 4 Small Group  p. 23 Exploring the Topic Day 5 Small Group  p. 27 Investigation 1 Outdoor Experiences  p. 30 Investigation 1 Day 2 Large Group  p. 31 Investigation 1 Day 2 Small Group  p. 37 Investigation 2 Day 1 Large-Group Roundup  p. 37 Investigation 2 Day 1 Small Group  p. 40 Investigation 2 Day 3 Choice Time  p. 45 Investigation 3 Day 1 Choice Time  p. 45 Investigation 3 Day 1 Large-Group Roundup  p. 45 Investigation 3 Day 1 Small Group  p. 63 Investigation 5 Day 1 Mighty Minutes  p. 70 Investigation 5 Day 5 Large Group</p>
SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Pre-kindergarten)
STANDARD AREA / STATEMENT	3.1.PK.A.	Biological Sciences: Living and Non-Living Organisms
STANDARD		Big Idea: Living things have unique characteristics which differ from

		non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
<b>DESCRIPTOR / STANDARD</b>	<b>3.1.PK.A.3.</b>	<b>Life Cycles: Recognize that plants and animals grow and change.</b>
<b>DESCRIPTOR</b>	<b>3.1.PK.A.3.1.</b>	<p>Observe and document the growth of a living thing through drawings, writing, and/or photos.</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. 18 Exploring the Topic Day 3 Choice Time  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. 39 Investigation 2 Day 2 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. 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. 65 Investigation 5 Day 2 Small Group  p. 67 Investigation 5 Day 3 Small Group  p. 69 Investigation 5 Day 4 Read-Aloud  p. 69 Investigation 5 Day 4 Small Group  p. 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>
<b>STANDARD AREA / STATEMENT</b>	<b>3.1.PK.A.</b>	<b>Biological Sciences: Living and Non-Living Organisms</b>
<b>STANDARD</b>		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
<b>DESCRIPTOR / STANDARD</b>	<b>3.1.PK.A.5.</b>	<b>Form and Function: Name basic parts of living things.</b>
<b>DESCRIPTOR</b>	<b>3.1.PK.A.5.2.</b>	Draw a picture of a person, an animal or plant including most of the major observable features.

		<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
<b>STANDARD AREA / STATEMENT</b>	3.1.PK.A.	<b>Biological Sciences: Living and Non-Living Organisms</b>
<b>STANDARD</b>		<b>Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?</b>
<b>DESCRIPTOR / STANDARD</b>	3.1.PK.A.9.	<b>Science as Inquiry: Participate in simple investigations about living and/or non-living things to answer a question or to test a prediction.</b>
<b>DESCRIPTOR</b>	3.1.PK.A.9.1.	Ask questions about objects, organisms, and events.  <u>Balls Study</u> p. 16 Exploring the Topic Day 2 Choice Time p. 58 Investigation 4 Day 5 Large Group
<b>DESCRIPTOR</b>	3.1.PK.A.9.2.	Use the five senses and simple equipment to gather data.  <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
<b>DESCRIPTOR</b>	3.1.PK.A.9.3.	Collect objects during a nature walk.  <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
<b>DESCRIPTOR</b>	3.1.PK.A.9.6.	Make a prediction about the result of the experiment.  <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>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>
<b>STANDARD AREA / STATEMENT</b>	<b>3.1.PK.B.</b>	<b>Biological Sciences: Genetics</b>
<b>STANDARD</b>		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
<b>DESCRIPTOR / STANDARD</b>	<b>3.1.PK.B.6.</b>	Science as Inquiry: Participate in simple investigations of physical characteristics of living things from same species to answer a question or to test a prediction.
<b>DESCRIPTOR</b>	<b>3.1.PK.B.6.1.</b>	Ask questions about objects, organisms, and events.  <u>Balls Study</u> p. 16 Exploring the Topic Day 2 Choice Time p. 58 Investigation 4 Day 5 Large Group
<b>DESCRIPTOR</b>	<b>3.1.PK.B.6.2.</b>	Use the five senses and simple equipment to gather data.  <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
<b>DESCRIPTOR</b>	<b>3.1.PK.B.6.6.</b>	Make a prediction about the results of the experiment.  <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
DESCRIPTOR	3.1.PK.B.6.7.	Ask questions about objects, organisms, and events.  <u>Balls Study</u> p. 16 Exploring the Topic Day 2 Choice Time p. 58 Investigation 4 Day 5 Large Group
STANDARD AREA / STATEMENT	3.1.PK.C.	Biological Sciences: Evolution
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.PK.C.4.	Science as Inquiry: Participate in simple investigations of changes in animals to answer a question or to test a prediction.
DESCRIPTOR	3.1.PK.C.4.1.	Ask questions about objects, organisms, and events.  <u>Balls Study</u> p. 16 Exploring the Topic Day 2 Choice Time p. 58 Investigation 4 Day 5 Large Group
DESCRIPTOR	3.1.PK.C.4.2.	Use the five senses and simple equipment to gather data.  <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
DESCRIPTOR	3.1.PK.C.4.5.	Describe observable patterns in objects.  <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
DESCRIPTOR	3.1.PK.C.4.6.	Make a prediction about the results of the experiment.  <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
STANDARD AREA / STATEMENT	3.2.PK.A.	Physical Sciences: Chemistry

STANDARD		Big Idea: Physical properties help us to understand the world. Essential Questions: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?
DESCRIPTOR / STANDARD	3.2.PK.A.6.	Science as Inquiry: Participate in simple investigations of matter to answer a question or to test a prediction.
DESCRIPTOR	3.2.PK.A.6.1.	Ask questions about objects.  <u>Balls Study</u> p. 16 Exploring the Topic Day 2 Choice Time p. 58 Investigation 4 Day 5 Large Group
DESCRIPTOR	3.2.PK.A.6.2.	Use the five senses and simple equipment to gather data.  <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
DESCRIPTOR	3.2.PK.A.6.5.	Make a prediction about the results of the experiment.  <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
STANDARD AREA / STATEMENT	3.2.PK.B.	Physical Sciences: Physics
STANDARD		Big Idea: Physical properties help us to understand the world. Essential Questions: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?
DESCRIPTOR / STANDARD	3.2.PK.B.1.	Force & Motion of Practices & Rigid Bodies: Explore and describe the motion of toys and objects.
DESCRIPTOR	3.2.PK.B.1.1.	Comment about the motion of a variety of objects during play.  <u>Balls Study</u> p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Choice Time

		<p>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. 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 Read-Aloud</p> <p>p. 53 Investigation 4 Day 2 Choice Time</p> <p>p.47 Investigation 3 Day 2 Large-Group Roundup</p>
<b>STANDARD AREA / STATEMENT</b>	<b>3.2.PK.B.</b>	<b>Physical Sciences: Physics</b>
<b>STANDARD</b>		<p><b>Big Idea: Physical properties help us to understand the world.</b></p> <p><b>Essential Questions: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?</b></p>
<b>DESCRIPTOR / STANDARD</b>	<b>3.2.PK.B.6.</b>	<p><b>Unifying Themes (Energy): Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.</b></p>
<b>DESCRIPTOR</b>	<b>3.2.PK.B.6.1.</b>	<p>Recognize basic energy types and sources (e.g. light from the sun, wind, water).</p> <p><u>Balls Study</u></p> <p>p. 37 Investigation 2 Day 1 Small Group</p>
<b>DESCRIPTOR</b>	<b>3.2.PK.B.6.2.</b>	<p>Describe observations of and comment on basic energy types and sources.</p> <p><u>Balls Study</u></p> <p>p. 37 Investigation 2 Day 1 Small Group</p>
<b>STANDARD AREA / STATEMENT</b>	<b>3.2.PK.B.</b>	<b>Physical Sciences: Physics</b>
<b>STANDARD</b>		<p><b>Big Idea: Physical properties help us to understand the world.</b></p> <p><b>Essential Questions: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?</b></p>
<b>DESCRIPTOR / STANDARD</b>	<b>3.2.PK.B.7.</b>	<p><b>Science as Inquiry: Participate in simple investigations of energy and motion to answer a question or to test a prediction.</b></p>
<b>DESCRIPTOR</b>	<b>3.2.PK.B.7.1.</b>	<p>Ask questions about objects.</p> <p><u>Balls Study</u></p> <p>p. 16 Exploring the Topic Day 2 Choice Time</p> <p>p. 58 Investigation 4 Day 5 Large Group</p>
<b>DESCRIPTOR</b>	<b>3.2.PK.B.7.2.</b>	<p>Use the five senses and simple equipment to gather data.</p> <p><u>Balls Study</u></p> <p>p. 57 Investigation 4 Day 4 Small Group</p> <p>p. 59 Investigation 4 Day 5 Choice Time</p> <p>p. 59 Investigation 4 Day 5 Small Group</p> <p>p. 61 Investigation 5 Outdoor Experiences</p>
<b>DESCRIPTOR</b>	<b>3.2.PK.B.7.3.</b>	<p>Experiment with objects or ideas to obtain a result.</p> <p><u>Balls Study</u></p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 35 Investigation 2 Outdoor Experiences</p> <p>p. 37 Investigation 2 Day 1 Small Group</p> <p>p. 39 Investigation 2 Day 2 Choice Time</p> <p>p. 40 Investigation 2 Day 3 Choice Time</p> <p>p. 40 Investigation 2 Day 3 Large Group</p> <p>p. 43 Investigation 3 Outdoor Experiences</p>

		<p>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. 53 Investigation 4 Day 2 Choice Time  p. 61 Investigation 5 Outdoor Experiences  p. 69 Investigation 5 Day 4 Choice Time  p. 69 Investigation 5 Day 4 Small Group</p>
DESCRIPTOR	3.2.PK.B.7.4.	<p>Make predictions about an outcome (e.g. “What might happen to a kite when the wind blows or slows down?”).</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>
STANDARD AREA / STATEMENT	3.3.PK.A.	Earth and Space Sciences: Earth Structure, Processes and Cycles
STANDARD		<p>Big Idea: The earth, which is part of a larger solar system, consists of structures, processes and cycles which affect its inhabitants.  Essential Questions: What structures, processes, and cycles make up the earth? How do the various structures, processes and cycles affect the earth’s inhabitants? How do we know the earth is part of a larger solar system?</p>
DESCRIPTOR / STANDARD	3.3.PK.A.1.	Earth Features and the Processes that Change it: Sort different types of earth materials.
DESCRIPTOR	3.3.PK.A.1.3.	<p>Use senses and simple tools to explore earth materials.</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. 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. 47 Investigation 3 Day 2 Small Group</p>



		<p>p. 59 Investigation 4 Day 5 Choice Time  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 Small Group  p.67 Investigation 5 Day 3 Large-Group Roundup</p>
<b>STANDARD AREA / STATEMENT</b>	<b>3.3.PK.A.</b>	<b>Earth and Space Sciences: Earth Structure, Processes and Cycles</b>
<b>STANDARD</b>		<p><b>Big Idea:</b> The earth, which is part of a larger solar system, consists of structures, processes and cycles which affect its inhabitants.  <b>Essential Questions:</b> What structures, processes, and cycles make up the earth? How do the various structures, processes and cycles affect the earth's inhabitants? How do we know the earth is part of a larger solar system?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>3.3.PK.A.7.</b>	<b>Science as Inquiry: Participate in simple investigations of earth structures, processes, and cycles to answer a question or to test a prediction.</b>
<b>DESCRIPTOR</b>	<b>3.3.PK.A.7.1.</b>	<p>Ask questions about objects, organisms, and events.</p> <p><u>Balls Study</u>  p. 16 Exploring the Topic Day 2 Choice Time  p. 58 Investigation 4 Day 5 Large Group</p>
<b>DESCRIPTOR</b>	<b>3.3.PK.A.7.2.</b>	<p>Use the five senses and simple equipment to gather data.</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>
<b>DESCRIPTOR</b>	<b>3.3.PK.A.7.3.</b>	<p>Experiment with different types of earth materials.</p> <p><u>Balls Study</u>  p. 27 Investigation 1 Outdoor Experiences  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. 53 Investigation 4 Day 2 Choice Time  p. 61 Investigation 5 Outdoor Experiences  p. 69 Investigation 5 Day 4 Choice Time  p. 69 Investigation 5 Day 4 Small Group</p>
<b>DESCRIPTOR</b>	<b>3.3.PK.A.7.4.</b>	<p>Make predictions about an outcome (e.g. "What might happen if we go out in the snow without our boots?").</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>

		<p>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>
<b>STANDARD AREA / STATEMENT</b>	<b>3.3.PK.B.</b>	<b>Earth and Space Sciences: Origin and Evolution of the Universe</b>
<b>STANDARD</b>		<p><b>Big Idea:</b> The earth, which is part of a larger solar system, consists of structures, processes and cycles which affect its inhabitants.  <b>Essential Questions:</b> What structures, processes, and cycles make up the earth? How do the various structures, processes and cycles affect the earth's inhabitants? How do we know the earth is part of a larger solar system?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>3.3.PK.B.3.</b>	<b>Science as Inquiry: Participate in simple investigations of the objects found in the day or night sky to answer a question or to test a prediction.</b>
<b>DESCRIPTOR</b>	<b>3.3.PK.B.3.1.</b>	<p>Ask questions about objects, organisms, and events.</p> <p><u>Balls Study</u>  p. 16 Exploring the Topic Day 2 Choice Time  p. 58 Investigation 4 Day 5 Large Group</p>
<b>DESCRIPTOR</b>	<b>3.3.PK.B.3.2.</b>	<p>Use the five senses and simple equipment (e.g. prisms, binoculars) to gather data.</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>
<b>STANDARD AREA / STATEMENT</b>	<b>4.1.PK.</b>	<b>Environment and Ecology: Ecology</b>
<b>STANDARD</b>		<p><b>Big Idea:</b> People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. <b>Essential Questions:</b> How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>4.1.PK.C.</b>	<b>Energy Flow: Identify that plants need the sun to grow.</b>
<b>DESCRIPTOR</b>	<b>4.1.PK.C.1.</b>	<p>Participate in experiments that show the effects on plant growth when the sun is removed as a source of energy.</p> <p><u>Balls Study</u>  p. 27 Investigation 1 Outdoor Experiences  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>

		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. 53 Investigation 4 Day 2 Choice Time p. 61 Investigation 5 Outdoor Experiences p. 69 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 4 Small Group
<b>STANDARD AREA / STATEMENT</b>	15.4.PK.	Computer and Information Technology:
<b>STANDARD</b>		Big Idea: Technology impacts daily living and can be used as a tool for exploring and understanding the world, as well as communicating with one another. The media (e.g. music, books, maps, TV programming, newspapers, magazines, movies, Internet, applications, advertising) constructed with available technology conveys a message that can be read, interpreted, and evaluated. Essential Questions: How do I choose the correct technology for a task? Can I use various technologies appropriately? How do I read, interpret, and evaluate media?
<b>DESCRIPTOR / STANDARD</b>	15.4.PK.L.	Technology Research: With help and support, use web browser to locate content-specific websites.
<b>DESCRIPTOR</b>	15.4.PK.L.1.	Generate or choose a topic to learn about.  <u>Balls Study</u> p.70 Investigation 5 Day 5 Choice Time
<b>SUBJECT / STANDARD AREA</b>	PA.SS.	Social Studies Thinking (Pre-kindergarten)
<b>STANDARD AREA / STATEMENT</b>	5.1.PK.	Civics and Government: Principles and Documents of Government
<b>STANDARD</b>		Big Idea: Learning to be a good citizen helps one contribute to society in a meaningful way. Essential Questions: What rules and consequences are important? Can I identify some American symbols?
<b>DESCRIPTOR / STANDARD</b>	5.1.PK.A.	Rule of Law: State rules and their consequences.
<b>DESCRIPTOR</b>	5.1.PK.A.1.	Describe classroom rules.  <u>Balls Study</u> p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience
<b>DESCRIPTOR</b>	5.1.PK.A.2.	Explain a consequence for breaking a classroom rule.  <u>Balls Study</u> p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience
<b>STANDARD AREA / STATEMENT</b>	5.2.PK.	Civics and Government: Rights and Responsibilities of Citizenship
<b>STANDARD</b>		Big Idea: Learning to be a good citizen helps one contribute to society in a meaningful way. Essential Questions: What rules and consequences are important? Can I identify some American symbols?
<b>DESCRIPTOR / STANDARD</b>	5.2.PK.A.	Civics Rights and Responsibilities: Identify self-membership of a group such as the class or family.
<b>DESCRIPTOR</b>	5.2.PK.A.1.	Display awareness of role as member of a group.  <u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group

p. 17 Exploring the Topic Day 2 Small Group  
 p. 17 Exploring the Topic Day 2 Large-Group Roundup  
 p. 18 Exploring the Topic Day 3 Choice Time  
 p. 18 Exploring the Topic Day 3 Large Group  
 p. 19 Exploring the Topic Day 3 Large-Group Roundup  
 p. 19 Exploring the Topic Day 3 Read-Aloud  
 p. 19 Exploring the Topic Day 3 Small Group  
 p. 20 Exploring the Topic Day 4 Large Group  
 p. 20 Exploring the Topic Day 4 Choice Time  
 p. 21 Exploring the Topic Day 4 Read-Aloud  
 p. 21 Exploring the Topic Day 4 Large-Group Roundup  
 p. 21 Exploring the Topic Day 4 Small Group  
 p. 22 Exploring the Topic Day 5 Large Group  
 p. 23 Exploring the Topic Day 5 Large-Group Roundup  
 p. 23 Exploring the Topic Day 5 Choice Time  
 p. 23 Exploring the Topic Day 5 Read-Aloud  
 p. 23 Exploring the Topic Day 5 Small Group  
 p. 28 Investigation 1 Day 1 Large Group  
 p. 29 Investigation 1 Day 1 Choice Time  
 p. 29 Investigation 1 Day 1 Large-Group Roundup  
 p. 29 Investigation 1 Day 1 Read-Aloud  
 p. 29 Investigation 1 Day 1 Small Group  
 p. 30 Investigation 1 Day 2 Large Group  
 p. 31 Investigation 1 Day 2 Choice Time  
 p. 31 Investigation 1 Day 2 Large-Group Roundup  
 p. 31 Investigation 1 Day 2 Small Group  
 p. 32 Investigation 1 Day 3 Choice Time  
 p. 32 Investigation 1 Day 3 Large Group  
 p. 33 Investigation 1 Day 3 Large-Group Roundup  
 p. 33 Investigation 1 Day 3 Read-Aloud  
 p. 33 Investigation 1 Day 3 Small Group  
 p. 36 Investigation 2 Day 1 Choice Time  
 p. 36 Investigation 2 Day 1 Large Group  
 p. 37 Investigation 2 Day 1 Large-Group Roundup  
 p. 37 Investigation 2 Day 1 Small Group  
 p. 38 Investigation 2 Day 2 Large Group  
 p. 39 Investigation 2 Day 2 Choice Time  
 p. 39 Investigation 2 Day 2 Large-Group Roundup  
 p. 39 Investigation 2 Day 2 Read-Aloud  
 p. 39 Investigation 2 Day 2 Small Group  
 p. 40 Investigation 2 Day 3 Choice Time  
 p. 40 Investigation 2 Day 3 Large Group  
 p. 41 Investigation 2 Day 3 Large-Group Roundup  
 p. 41 Investigation 2 Day 3 Small Group  
 p. 44 Investigation 3 Day 1 Large Group  
 p. 45 Investigation 3 Day 1 Choice Time  
 p. 45 Investigation 3 Day 1 Large-Group Roundup  
 p. 45 Investigation 3 Day 1 Small Group  
 p. 46 Investigation 3 Day 2 Choice Time  
 p. 46 Investigation 3 Day 2 Large Group  
 p. 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 Large-Group Roundup  
 p. 51 Investigation 4 Day 1 Read-Aloud  
 p. 51 Investigation 4 Day 1 Small Group  
 p. 52 Investigation 4 Day 2 Large Group  
 p. 53 Investigation 4 Day 2 Choice Time  
 p. 53 Investigation 4 Day 2 Large-Group Roundup  
 p. 54 Investigation 4 Day 3 Large Group  
 p. 55 Investigation 4 Day 3 Choice Time  
 p. 55 Investigation 4 Day 3 Large-Group Roundup  
 p. 55 Investigation 4 Day 3 Read-Aloud  
 p. 55 Investigation 4 Day 3 Small Group  
 p. 56 Investigation 4 Day 4 Choice Time

		<p>p. 56 Investigation 4 Day 4 Large Group  p. 57 Investigation 4 Day 4 Large-Group Roundup  p. 57 Investigation 4 Day 4 Read-Aloud  p. 57 Investigation 4 Day 4 Small Group  p. 58 Investigation 4 Day 5 Large Group  p. 59 Investigation 4 Day 5 Choice Time  p. 59 Investigation 4 Day 5 Large Group Roundup  p. 59 Investigation 4 Day 5 Mighty Minutes  p. 59 Investigation 4 Day 5 Read-Aloud  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 Large-Group Roundup  p. 63 Investigation 5 Day 1 Small Group  p. 64 Investigation 5 Day 2 Choice Time  p. 64 Investigation 5 Day 2 Large Group  p. 65 Investigation 5 Day 2 Large-Group Roundup  p. 65 Investigation 5 Day 2 Small Group  p. 66 Investigation 5 Day 3 Large Group  p. 67 Investigation 5 Day 3 Choice Time  p. 67 Investigation 5 Day 3 Mighty Minutes  p. 67 Investigation 5 Day 3 Small Group  p. 69 Investigation 5 Day 4 Choice Time  p. 69 Investigation 5 Day 4 Large-Group Roundup  p. 69 Investigation 5 Day 4 Small Group  p. 70 Investigation 5 Day 5 Large Group  p. 71 Investigation 5 Day 5 Large-Group Roundup  p. 71 Investigation 5 Day 5 Small Group  p. 83 Celebrating Learning Outdoor Experience  p. 84 Celebrating Learning Day 1 Choice Time  p. 85 Celebrating Learning Day 1 Large Group Roundup  p. 85 Celebrating Learning Day 1 Small Group  p. 86 Celebrating Learning Day 2 Choice Time  p. 86 Celebrating Learning Day 2 Large Group  p. 87 Celebrating Learning Day 2 Large-Group Roundup  p. 87 Celebrating Learning Day 2 Small Group  p.15 Exploring the Topic Day 1 Small Group  p.47 Investigation 3 Day 2 Large-Group Roundup  p.53 Investigation 4 Day 2 Small Group  p.67 Investigation 5 Day 3 Large-Group Roundup  p.68 Investigation 5 Day 4 Large Group  p.70 Investigation 5 Day 5 Choice Time  p.84 Celebrating Learning Day 1 Large Groups</p>
DESCRIPTOR	5.2.PK.A.2.	<p>Participate in group decision-making.</p> <p><u>Balls Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group  p. 15 Exploring the Topic Day 1 Large-Group Roundup  p. 15 Exploring the Topic Day 1 Choice Time  p. 15 Exploring the Topic Day 1 Read-Aloud  p. 16 Exploring the Topic Day 2 Choice Time  p. 16 Exploring the Topic Day 2 Large Group  p. 17 Exploring the Topic Day 2 Small Group  p. 17 Exploring the Topic Day 2 Large-Group Roundup  p. 18 Exploring the Topic Day 3 Choice Time  p. 18 Exploring the Topic Day 3 Large Group  p. 19 Exploring the Topic Day 3 Large-Group Roundup  p. 19 Exploring the Topic Day 3 Read-Aloud  p. 19 Exploring the Topic Day 3 Small Group  p. 20 Exploring the Topic Day 4 Large Group  p. 20 Exploring the Topic Day 4 Choice Time  p. 21 Exploring the Topic Day 4 Read-Aloud  p. 21 Exploring the Topic Day 4 Large-Group Roundup  p. 21 Exploring the Topic Day 4 Small Group  p. 22 Exploring the Topic Day 5 Large Group</p>

		<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. 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 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 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. 36 Investigation 2 Day 1 Choice Time</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 37 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 37 Investigation 2 Day 1 Small Group</p> <p>p. 38 Investigation 2 Day 2 Large Group</p> <p>p. 39 Investigation 2 Day 2 Choice Time</p> <p>p. 39 Investigation 2 Day 2 Large-Group Roundup</p> <p>p. 39 Investigation 2 Day 2 Read-Aloud</p> <p>p. 39 Investigation 2 Day 2 Small Group</p> <p>p. 40 Investigation 2 Day 3 Choice Time</p> <p>p. 40 Investigation 2 Day 3 Large Group</p> <p>p. 41 Investigation 2 Day 3 Large-Group Roundup</p> <p>p. 41 Investigation 2 Day 3 Small Group</p> <p>p. 44 Investigation 3 Day 1 Large Group</p> <p>p. 45 Investigation 3 Day 1 Choice Time</p> <p>p. 45 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 45 Investigation 3 Day 1 Small Group</p> <p>p. 46 Investigation 3 Day 2 Choice Time</p> <p>p. 46 Investigation 3 Day 2 Large Group</p> <p>p. 47 Investigation 3 Day 2 Small Group</p> <p>p. 50 Investigation 4 Day 1 Large Group</p> <p>p. 51 Investigation 4 Day 1 Choice Time</p> <p>p. 51 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 51 Investigation 4 Day 1 Read-Aloud</p> <p>p. 51 Investigation 4 Day 1 Small Group</p> <p>p. 52 Investigation 4 Day 2 Large Group</p> <p>p. 53 Investigation 4 Day 2 Choice Time</p> <p>p. 53 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 54 Investigation 4 Day 3 Large Group</p> <p>p. 55 Investigation 4 Day 3 Choice Time</p> <p>p. 55 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 55 Investigation 4 Day 3 Read-Aloud</p> <p>p. 55 Investigation 4 Day 3 Small Group</p> <p>p. 56 Investigation 4 Day 4 Choice Time</p> <p>p. 56 Investigation 4 Day 4 Large Group</p> <p>p. 57 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 57 Investigation 4 Day 4 Read-Aloud</p> <p>p. 57 Investigation 4 Day 4 Small Group</p> <p>p. 58 Investigation 4 Day 5 Large Group</p> <p>p. 59 Investigation 4 Day 5 Choice Time</p> <p>p. 59 Investigation 4 Day 5 Large Group Roundup</p> <p>p. 59 Investigation 4 Day 5 Mighty Minutes</p> <p>p. 59 Investigation 4 Day 5 Read-Aloud</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 Large-Group Roundup</p>
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DESCRIPTOR	5.2.PK.A.3.	<p>Participate in classroom and family responsibilities.</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>
DESCRIPTOR	5.2.PK.A.5.	<p>Work cooperatively with other children to achieve an outcome.</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> <p>p. 16 Exploring the Topic Day 2 Choice Time</p> <p>p. 16 Exploring the Topic Day 2 Large Group</p> <p>p. 17 Exploring the Topic Day 2 Small Group</p> <p>p. 17 Exploring the Topic Day 2 Large-Group Roundup</p> <p>p. 18 Exploring the Topic Day 3 Choice Time</p> <p>p. 18 Exploring the Topic Day 3 Large Group</p> <p>p. 19 Exploring the Topic Day 3 Large-Group Roundup</p> <p>p. 19 Exploring the Topic Day 3 Read-Aloud</p> <p>p. 19 Exploring the Topic Day 3 Small Group</p> <p>p. 20 Exploring the Topic Day 4 Large Group</p> <p>p. 20 Exploring the Topic Day 4 Choice Time</p> <p>p. 21 Exploring the Topic Day 4 Read-Aloud</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. 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. 29 Investigation 1 Day 1 Read-Aloud  
 p. 29 Investigation 1 Day 1 Small Group  
 p. 30 Investigation 1 Day 2 Large Group  
 p. 31 Investigation 1 Day 2 Choice Time  
 p. 31 Investigation 1 Day 2 Large-Group Roundup  
 p. 31 Investigation 1 Day 2 Small Group  
 p. 32 Investigation 1 Day 3 Choice Time  
 p. 32 Investigation 1 Day 3 Large Group  
 p. 33 Investigation 1 Day 3 Large-Group Roundup  
 p. 33 Investigation 1 Day 3 Read-Aloud  
 p. 33 Investigation 1 Day 3 Small Group  
 p. 36 Investigation 2 Day 1 Choice Time  
 p. 36 Investigation 2 Day 1 Large Group  
 p. 37 Investigation 2 Day 1 Large-Group Roundup  
 p. 37 Investigation 2 Day 1 Small Group  
 p. 38 Investigation 2 Day 2 Large Group  
 p. 39 Investigation 2 Day 2 Choice Time  
 p. 39 Investigation 2 Day 2 Large-Group Roundup  
 p. 39 Investigation 2 Day 2 Read-Aloud  
 p. 39 Investigation 2 Day 2 Small Group  
 p. 40 Investigation 2 Day 3 Choice Time  
 p. 40 Investigation 2 Day 3 Large Group  
 p. 41 Investigation 2 Day 3 Large-Group Roundup  
 p. 41 Investigation 2 Day 3 Small Group  
 p. 44 Investigation 3 Day 1 Large Group  
 p. 45 Investigation 3 Day 1 Choice Time  
 p. 45 Investigation 3 Day 1 Large-Group Roundup  
 p. 45 Investigation 3 Day 1 Small Group  
 p. 46 Investigation 3 Day 2 Choice Time  
 p. 46 Investigation 3 Day 2 Large Group  
 p. 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 Large-Group Roundup  
 p. 51 Investigation 4 Day 1 Read-Aloud  
 p. 51 Investigation 4 Day 1 Small Group  
 p. 52 Investigation 4 Day 2 Large Group  
 p. 53 Investigation 4 Day 2 Choice Time  
 p. 53 Investigation 4 Day 2 Large-Group Roundup  
 p. 54 Investigation 4 Day 3 Large Group  
 p. 55 Investigation 4 Day 3 Choice Time  
 p. 55 Investigation 4 Day 3 Large-Group Roundup  
 p. 55 Investigation 4 Day 3 Read-Aloud  
 p. 55 Investigation 4 Day 3 Small Group  
 p. 56 Investigation 4 Day 4 Choice Time  
 p. 56 Investigation 4 Day 4 Large Group  
 p. 57 Investigation 4 Day 4 Large-Group Roundup  
 p. 57 Investigation 4 Day 4 Read-Aloud  
 p. 57 Investigation 4 Day 4 Small Group  
 p. 58 Investigation 4 Day 5 Large Group  
 p. 59 Investigation 4 Day 5 Choice Time  
 p. 59 Investigation 4 Day 5 Large Group Roundup  
 p. 59 Investigation 4 Day 5 Mighty Minutes  
 p. 59 Investigation 4 Day 5 Read-Aloud  
 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 Large-Group Roundup  
 p. 63 Investigation 5 Day 1 Small Group  
 p. 64 Investigation 5 Day 2 Choice Time  
 p. 64 Investigation 5 Day 2 Large Group  
 p. 65 Investigation 5 Day 2 Large-Group Roundup  
 p. 65 Investigation 5 Day 2 Small Group  
 p. 66 Investigation 5 Day 3 Large Group  
 p. 67 Investigation 5 Day 3 Choice Time



		<p>p. 67 Investigation 5 Day 3 Mighty Minutes</p> <p>p. 67 Investigation 5 Day 3 Small Group</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. 71 Investigation 5 Day 5 Large-Group Roundup</p> <p>p. 71 Investigation 5 Day 5 Small Group</p> <p>p. 83 Celebrating Learning Outdoor Experience</p> <p>p. 84 Celebrating Learning Day 1 Choice Time</p> <p>p. 85 Celebrating Learning Day 1 Large Group Roundup</p> <p>p. 85 Celebrating Learning Day 1 Small Group</p> <p>p. 86 Celebrating Learning Day 2 Choice Time</p> <p>p. 86 Celebrating Learning Day 2 Large Group</p> <p>p. 87 Celebrating Learning Day 2 Large-Group Roundup</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p> <p>p.15 Exploring the Topic Day 1 Small Group</p> <p>p.47 Investigation 3 Day 2 Large-Group Roundup</p> <p>p.53 Investigation 4 Day 2 Small Group</p> <p>p.67 Investigation 5 Day 3 Large-Group Roundup</p> <p>p.68 Investigation 5 Day 4 Large Group</p> <p>p.70 Investigation 5 Day 5 Choice Time</p> <p>p.84 Celebrating Learning Day 1 Large Groups</p>
<b>STANDARD AREA / STATEMENT</b>	<b>5.3.PK.</b>	<b>Civics and Government: How Government Works</b>
<b>STANDARD</b>		<b>Big Idea: Learning to be a good citizen helps one contribute to society in a meaningful way. Essential Questions: What rules and consequences are important? Can I identify some American symbols?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>5.3.PK.F.</b>	<b>Conflict and the Court System: Identify appropriate behaviors for responsible classroom citizens.</b>
<b>DESCRIPTOR</b>	<b>5.3.PK.F.1.</b>	<p>Use inside voices while indoors and outside voices when outdoors.</p> <p><u>Balls Study</u></p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 44 Investigation 3 Day 1 Large Group</p> <p>p.68 Investigation 5 Day 4 Large Group</p>
<b>DESCRIPTOR</b>	<b>5.3.PK.F.2.</b>	<p>Cooperate in both large and small group activities that are facilitated by adult.</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> <p>p. 16 Exploring the Topic Day 2 Choice Time</p> <p>p. 16 Exploring the Topic Day 2 Large Group</p> <p>p. 17 Exploring the Topic Day 2 Small Group</p> <p>p. 17 Exploring the Topic Day 2 Large-Group Roundup</p> <p>p. 18 Exploring the Topic Day 3 Choice Time</p> <p>p. 18 Exploring the Topic Day 3 Large Group</p> <p>p. 19 Exploring the Topic Day 3 Large-Group Roundup</p> <p>p. 19 Exploring the Topic Day 3 Read-Aloud</p> <p>p. 19 Exploring the Topic Day 3 Small Group</p> <p>p. 20 Exploring the Topic Day 4 Large Group</p> <p>p. 20 Exploring the Topic Day 4 Choice Time</p> <p>p. 21 Exploring the Topic Day 4 Read-Aloud</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. 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 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 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. 36 Investigation 2 Day 1 Choice Time</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 37 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 37 Investigation 2 Day 1 Small Group</p> <p>p. 38 Investigation 2 Day 2 Large Group</p> <p>p. 39 Investigation 2 Day 2 Choice Time</p> <p>p. 39 Investigation 2 Day 2 Large-Group Roundup</p> <p>p. 39 Investigation 2 Day 2 Read-Aloud</p> <p>p. 39 Investigation 2 Day 2 Small Group</p> <p>p. 40 Investigation 2 Day 3 Choice Time</p> <p>p. 40 Investigation 2 Day 3 Large Group</p> <p>p. 41 Investigation 2 Day 3 Large-Group Roundup</p> <p>p. 41 Investigation 2 Day 3 Small Group</p> <p>p. 44 Investigation 3 Day 1 Large Group</p> <p>p. 45 Investigation 3 Day 1 Choice Time</p> <p>p. 45 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 45 Investigation 3 Day 1 Small Group</p> <p>p. 46 Investigation 3 Day 2 Choice Time</p> <p>p. 46 Investigation 3 Day 2 Large Group</p> <p>p. 47 Investigation 3 Day 2 Small Group</p> <p>p. 50 Investigation 4 Day 1 Large Group</p> <p>p. 51 Investigation 4 Day 1 Choice Time</p> <p>p. 51 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 51 Investigation 4 Day 1 Read-Aloud</p> <p>p. 51 Investigation 4 Day 1 Small Group</p> <p>p. 52 Investigation 4 Day 2 Large Group</p> <p>p. 53 Investigation 4 Day 2 Choice Time</p> <p>p. 53 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 54 Investigation 4 Day 3 Large Group</p> <p>p. 55 Investigation 4 Day 3 Choice Time</p> <p>p. 55 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 55 Investigation 4 Day 3 Read-Aloud</p> <p>p. 55 Investigation 4 Day 3 Small Group</p> <p>p. 56 Investigation 4 Day 4 Choice Time</p> <p>p. 56 Investigation 4 Day 4 Large Group</p> <p>p. 57 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 57 Investigation 4 Day 4 Read-Aloud</p> <p>p. 57 Investigation 4 Day 4 Small Group</p> <p>p. 58 Investigation 4 Day 5 Large Group</p> <p>p. 59 Investigation 4 Day 5 Choice Time</p> <p>p. 59 Investigation 4 Day 5 Large Group Roundup</p> <p>p. 59 Investigation 4 Day 5 Mighty Minutes</p> <p>p. 59 Investigation 4 Day 5 Read-Aloud</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 Large-Group Roundup</p> <p>p. 63 Investigation 5 Day 1 Small Group</p> <p>p. 64 Investigation 5 Day 2 Choice Time</p> <p>p. 64 Investigation 5 Day 2 Large Group</p>
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		<p>p. 65 Investigation 5 Day 2 Large-Group Roundup  p. 65 Investigation 5 Day 2 Small Group  p. 66 Investigation 5 Day 3 Large Group  p. 67 Investigation 5 Day 3 Choice Time  p. 67 Investigation 5 Day 3 Mighty Minutes  p. 67 Investigation 5 Day 3 Small Group  p. 69 Investigation 5 Day 4 Choice Time  p. 69 Investigation 5 Day 4 Large-Group Roundup  p. 69 Investigation 5 Day 4 Small Group  p. 70 Investigation 5 Day 5 Large Group  p. 71 Investigation 5 Day 5 Large-Group Roundup  p. 71 Investigation 5 Day 5 Small Group  p. 83 Celebrating Learning Outdoor Experience  p. 84 Celebrating Learning Day 1 Choice Time  p. 85 Celebrating Learning Day 1 Large Group Roundup  p. 85 Celebrating Learning Day 1 Small Group  p. 86 Celebrating Learning Day 2 Choice Time  p. 86 Celebrating Learning Day 2 Large Group  p. 87 Celebrating Learning Day 2 Large-Group Roundup  p. 87 Celebrating Learning Day 2 Small Group  p.15 Exploring the Topic Day 1 Small Group  p.47 Investigation 3 Day 2 Large-Group Roundup  p.53 Investigation 4 Day 2 Small Group  p.67 Investigation 5 Day 3 Large-Group Roundup  p.68 Investigation 5 Day 4 Large Group  p.70 Investigation 5 Day 5 Choice Time  p.84 Celebrating Learning Day 1 Large Groups</p>
DESCRIPTOR	5.3.PK.F.3.	<p>Follow rules and routines in classroom.</p> <p><u>Balls Study</u>  p. 52 Investigation 4 Day 2 Large Group  p. 83 Celebrating Learning Outdoor Experience</p>
STANDARD AREA / STATEMENT	6.1.PK.	Economics: Scarcity and Choice
STANDARD		Big Idea: Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money based on different influences. Essential Questions: How can I use money? What influences the choices I make about spending what I have earned?
DESCRIPTOR / STANDARD	6.1.PK.A.	Scarcity and Choice: Emerging to...Identify how scarcity influences choice.
DESCRIPTOR	6.1.PK.A.2.	<p>Notice when materials are running low (e.g. we need more paper in the art area).</p> <p><u>Balls Study</u>  p. 33 Investigation 1 Day 3 Small Group  p. 47 Investigation 3 Day 2 Small Group  p. 69 Investigation 5 Day 4 Small Group</p>
DESCRIPTOR	6.1.PK.A.3.	<p>Offer to share materials when materials are scarce (e.g. one shovel in sensory table).</p> <p><u>Balls Study</u>  p. 33 Investigation 1 Day 3 Small Group  p. 47 Investigation 3 Day 2 Small Group  p. 69 Investigation 5 Day 4 Small Group</p>
DESCRIPTOR	6.1.PK.A.4.	<p>Show preference for one material/center, but choose a different material/center when materials are scarce or center is full.</p> <p><u>Balls Study</u>  p. 33 Investigation 1 Day 3 Small Group  p. 47 Investigation 3 Day 2 Small Group  p. 69 Investigation 5 Day 4 Small Group</p>

<b>STANDARD AREA / STATEMENT</b>	<b>6.2.PK.</b>	<b>Economics: Market and Economic Systems</b>
<b>STANDARD</b>		Big Idea: Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money based on different influences. Essential Questions: How can I use money? What influences the choices I make about spending what I have earned?
<b>DESCRIPTOR / STANDARD</b>	<b>6.2.PK.C.</b>	Advertising and Media: Emerging to...Identify advertisements that encourage us to buy things.
<b>DESCRIPTOR</b>	<b>6.2.PK.C.1.</b>	Recognize logos (environmental print) from local businesses.  <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
<b>STANDARD AREA / STATEMENT</b>	<b>7.1.PK.</b>	<b>Geography: Basic Geographic Literacy</b>
<b>STANDARD</b>		Big Idea: Location can be represented using a variety of tools. Essential Questions: What tools help me to understand the location of places and things? How can I represent the location of places and things?
<b>DESCRIPTOR / STANDARD</b>	<b>7.1.PK.B.</b>	Location of Places and Regions: Emerging to...Describe the location of places in the home, school, and community to gain an understanding of relative location.
<b>DESCRIPTOR</b>	<b>7.1.PK.B.2.</b>	Use directionality, size and position (e.g. left, right, first, last, little, big, top, bottom) to describe location.  <u>Balls Study</u> p. 67 Investigation 5 Day 3 Mighty Minutes p.84 Celebrating Learning Day 1 Large Groups
<b>DESCRIPTOR</b>	<b>7.1.PK.B.4.</b>	Listen to directions and retrieve items.  <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
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CA.</b>	<b>Creative Thinking and Expression (Pre-kindergarten)</b>
<b>STANDARD AREA / STATEMENT</b>	<b>9.1.M.PK.</b>	<b>Production and Performance: Music and Movement</b>
<b>STANDARD</b>		Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?
<b>DESCRIPTOR / STANDARD</b>	<b>9.1.M.PK.A.</b>	Elements and Principles: Know and use basic elements and principles of music and movement.
<b>DESCRIPTOR</b>	<b>9.1.M.PK.A.1.</b>	Practice rhythms in different forms of music and dance.  <u>Balls Study</u> p. 29 Investigation 1 Day 1 Small Group p. 46 Investigation 3 Day 2 Large Group

DESCRIPTOR	9.1.M.PK.A.4.	<p>Participate in teacher-guided music and movement activities.</p> <p><b>Balls Study</b></p> <p>p. 14 Exploring the Topic Day 1 Large Group  p. 15 Exploring the Topic Day 1 Large-Group Roundup  p. 15 Exploring the Topic Day 1 Choice Time  p. 15 Exploring the Topic Day 1 Read-Aloud  p. 16 Exploring the Topic Day 2 Choice Time  p. 16 Exploring the Topic Day 2 Large Group  p. 17 Exploring the Topic Day 2 Small Group  p. 17 Exploring the Topic Day 2 Large-Group Roundup  p. 18 Exploring the Topic Day 3 Choice Time  p. 18 Exploring the Topic Day 3 Large Group  p. 19 Exploring the Topic Day 3 Large-Group Roundup  p. 19 Exploring the Topic Day 3 Read-Aloud  p. 19 Exploring the Topic Day 3 Small Group  p. 20 Exploring the Topic Day 4 Large Group  p. 20 Exploring the Topic Day 4 Choice Time  p. 21 Exploring the Topic Day 4 Read-Aloud  p. 21 Exploring the Topic Day 4 Large-Group Roundup  p. 21 Exploring the Topic Day 4 Small Group  p. 22 Exploring the Topic Day 5 Large Group  p. 23 Exploring the Topic Day 5 Large-Group Roundup  p. 23 Exploring the Topic Day 5 Choice Time  p. 23 Exploring the Topic Day 5 Read-Aloud  p. 23 Exploring the Topic Day 5 Small Group  p. 28 Investigation 1 Day 1 Large Group  p. 29 Investigation 1 Day 1 Choice Time  p. 29 Investigation 1 Day 1 Large-Group Roundup  p. 29 Investigation 1 Day 1 Read-Aloud  p. 29 Investigation 1 Day 1 Small Group  p. 30 Investigation 1 Day 2 Large Group  p. 31 Investigation 1 Day 2 Choice Time  p. 31 Investigation 1 Day 2 Large-Group Roundup  p. 31 Investigation 1 Day 2 Small Group  p. 32 Investigation 1 Day 3 Choice Time  p. 32 Investigation 1 Day 3 Large Group  p. 33 Investigation 1 Day 3 Large-Group Roundup  p. 33 Investigation 1 Day 3 Read-Aloud  p. 33 Investigation 1 Day 3 Small Group  p. 36 Investigation 2 Day 1 Choice Time  p. 36 Investigation 2 Day 1 Large Group  p. 37 Investigation 2 Day 1 Large-Group Roundup  p. 37 Investigation 2 Day 1 Small Group  p. 38 Investigation 2 Day 2 Large Group  p. 39 Investigation 2 Day 2 Choice Time  p. 39 Investigation 2 Day 2 Large-Group Roundup  p. 39 Investigation 2 Day 2 Read-Aloud  p. 39 Investigation 2 Day 2 Small Group  p. 40 Investigation 2 Day 3 Choice Time  p. 40 Investigation 2 Day 3 Large Group  p. 41 Investigation 2 Day 3 Large-Group Roundup  p. 41 Investigation 2 Day 3 Small Group  p. 44 Investigation 3 Day 1 Large Group  p. 45 Investigation 3 Day 1 Choice Time  p. 45 Investigation 3 Day 1 Large-Group Roundup  p. 45 Investigation 3 Day 1 Small Group  p. 46 Investigation 3 Day 2 Choice Time  p. 46 Investigation 3 Day 2 Large Group  p. 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 Large-Group Roundup  p. 51 Investigation 4 Day 1 Read-Aloud  p. 51 Investigation 4 Day 1 Small Group</p>
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		<p>p. 52 Investigation 4 Day 2 Large Group  p. 53 Investigation 4 Day 2 Choice Time  p. 53 Investigation 4 Day 2 Large-Group Roundup  p. 54 Investigation 4 Day 3 Large Group  p. 55 Investigation 4 Day 3 Choice Time  p. 55 Investigation 4 Day 3 Large-Group Roundup  p. 55 Investigation 4 Day 3 Read-Aloud  p. 55 Investigation 4 Day 3 Small Group  p. 56 Investigation 4 Day 4 Choice Time  p. 56 Investigation 4 Day 4 Large Group  p. 57 Investigation 4 Day 4 Large-Group Roundup  p. 57 Investigation 4 Day 4 Read-Aloud  p. 57 Investigation 4 Day 4 Small Group  p. 58 Investigation 4 Day 5 Large Group  p. 59 Investigation 4 Day 5 Choice Time  p. 59 Investigation 4 Day 5 Large Group Roundup  p. 59 Investigation 4 Day 5 Mighty Minutes  p. 59 Investigation 4 Day 5 Read-Aloud  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 Large-Group Roundup  p. 63 Investigation 5 Day 1 Small Group  p. 64 Investigation 5 Day 2 Choice Time  p. 64 Investigation 5 Day 2 Large Group  p. 65 Investigation 5 Day 2 Large-Group Roundup  p. 65 Investigation 5 Day 2 Small Group  p. 66 Investigation 5 Day 3 Large Group  p. 67 Investigation 5 Day 3 Choice Time  p. 67 Investigation 5 Day 3 Mighty Minutes  p. 67 Investigation 5 Day 3 Small Group  p. 69 Investigation 5 Day 4 Choice Time  p. 69 Investigation 5 Day 4 Large-Group Roundup  p. 69 Investigation 5 Day 4 Small Group  p. 70 Investigation 5 Day 5 Large Group  p. 71 Investigation 5 Day 5 Large-Group Roundup  p. 71 Investigation 5 Day 5 Small Group  p. 83 Celebrating Learning Outdoor Experience  p. 84 Celebrating Learning Day 1 Choice Time  p. 85 Celebrating Learning Day 1 Large Group Roundup  p. 85 Celebrating Learning Day 1 Small Group  p. 86 Celebrating Learning Day 2 Choice Time  p. 86 Celebrating Learning Day 2 Large Group  p. 87 Celebrating Learning Day 2 Large-Group Roundup  p. 87 Celebrating Learning Day 2 Small Group  p.15 Exploring the Topic Day 1 Small Group  p.47 Investigation 3 Day 2 Large-Group Roundup  p.53 Investigation 4 Day 2 Small Group  p.67 Investigation 5 Day 3 Large-Group Roundup  p.68 Investigation 5 Day 4 Large Group  p.70 Investigation 5 Day 5 Choice Time  p.84 Celebrating Learning Day 1 Large Groups</p>
<p>DESCRIPTOR</p>	<p>9.1.M.PK.A.5.</p>	<p>Participate in group movement activities demonstrating an awareness of shared space.</p> <p><u>Balls Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group  p. 15 Exploring the Topic Day 1 Large-Group Roundup  p. 15 Exploring the Topic Day 1 Choice Time  p. 15 Exploring the Topic Day 1 Read-Aloud  p. 16 Exploring the Topic Day 2 Choice Time  p. 16 Exploring the Topic Day 2 Large Group  p. 17 Exploring the Topic Day 2 Small Group  p. 17 Exploring the Topic Day 2 Large-Group Roundup  p. 18 Exploring the Topic Day 3 Choice Time</p>

p. 18 Exploring the Topic Day 3 Large Group  
p. 19 Exploring the Topic Day 3 Large-Group Roundup  
p. 19 Exploring the Topic Day 3 Read-Aloud  
p. 19 Exploring the Topic Day 3 Small Group  
p. 20 Exploring the Topic Day 4 Large Group  
p. 20 Exploring the Topic Day 4 Choice Time  
p. 21 Exploring the Topic Day 4 Read-Aloud  
p. 21 Exploring the Topic Day 4 Large-Group Roundup  
p. 21 Exploring the Topic Day 4 Small Group  
p. 22 Exploring the Topic Day 5 Large Group  
p. 23 Exploring the Topic Day 5 Large-Group Roundup  
p. 23 Exploring the Topic Day 5 Choice Time  
p. 23 Exploring the Topic Day 5 Read-Aloud  
p. 23 Exploring the Topic Day 5 Small Group  
p. 28 Investigation 1 Day 1 Large Group  
p. 29 Investigation 1 Day 1 Choice Time  
p. 29 Investigation 1 Day 1 Large-Group Roundup  
p. 29 Investigation 1 Day 1 Read-Aloud  
p. 29 Investigation 1 Day 1 Small Group  
p. 30 Investigation 1 Day 2 Large Group  
p. 31 Investigation 1 Day 2 Choice Time  
p. 31 Investigation 1 Day 2 Large-Group Roundup  
p. 31 Investigation 1 Day 2 Small Group  
p. 32 Investigation 1 Day 3 Choice Time  
p. 32 Investigation 1 Day 3 Large Group  
p. 33 Investigation 1 Day 3 Large-Group Roundup  
p. 33 Investigation 1 Day 3 Read-Aloud  
p. 33 Investigation 1 Day 3 Small Group  
p. 36 Investigation 2 Day 1 Choice Time  
p. 36 Investigation 2 Day 1 Large Group  
p. 37 Investigation 2 Day 1 Large-Group Roundup  
p. 37 Investigation 2 Day 1 Small Group  
p. 38 Investigation 2 Day 2 Large Group  
p. 39 Investigation 2 Day 2 Choice Time  
p. 39 Investigation 2 Day 2 Large-Group Roundup  
p. 39 Investigation 2 Day 2 Read-Aloud  
p. 39 Investigation 2 Day 2 Small Group  
p. 40 Investigation 2 Day 3 Choice Time  
p. 40 Investigation 2 Day 3 Large Group  
p. 41 Investigation 2 Day 3 Large-Group Roundup  
p. 41 Investigation 2 Day 3 Small Group  
p. 44 Investigation 3 Day 1 Large Group  
p. 45 Investigation 3 Day 1 Choice Time  
p. 45 Investigation 3 Day 1 Large-Group Roundup  
p. 45 Investigation 3 Day 1 Small Group  
p. 46 Investigation 3 Day 2 Choice Time  
p. 46 Investigation 3 Day 2 Large Group  
p. 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 Large-Group Roundup  
p. 51 Investigation 4 Day 1 Read-Aloud  
p. 51 Investigation 4 Day 1 Small Group  
p. 52 Investigation 4 Day 2 Large Group  
p. 53 Investigation 4 Day 2 Choice Time  
p. 53 Investigation 4 Day 2 Large-Group Roundup  
p. 54 Investigation 4 Day 3 Large Group  
p. 55 Investigation 4 Day 3 Choice Time  
p. 55 Investigation 4 Day 3 Large-Group Roundup  
p. 55 Investigation 4 Day 3 Read-Aloud  
p. 55 Investigation 4 Day 3 Small Group  
p. 56 Investigation 4 Day 4 Choice Time  
p. 56 Investigation 4 Day 4 Large Group  
p. 57 Investigation 4 Day 4 Large-Group Roundup  
p. 57 Investigation 4 Day 4 Read-Aloud

		<p>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 Mighty Minutes  p. 59 Investigation 4 Day 5 Read-Aloud  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 Large-Group Roundup  p. 63 Investigation 5 Day 1 Small Group  p. 64 Investigation 5 Day 2 Choice Time  p. 64 Investigation 5 Day 2 Large Group  p. 65 Investigation 5 Day 2 Large-Group Roundup  p. 65 Investigation 5 Day 2 Small Group  p. 66 Investigation 5 Day 3 Large Group  p. 67 Investigation 5 Day 3 Choice Time  p. 67 Investigation 5 Day 3 Mighty Minutes  p. 67 Investigation 5 Day 3 Small Group  p. 69 Investigation 5 Day 4 Choice Time  p. 69 Investigation 5 Day 4 Large-Group Roundup  p. 69 Investigation 5 Day 4 Small Group  p. 70 Investigation 5 Day 5 Large Group  p. 71 Investigation 5 Day 5 Large-Group Roundup  p. 71 Investigation 5 Day 5 Small Group  p. 83 Celebrating Learning Outdoor Experience  p. 84 Celebrating Learning Day 1 Choice Time  p. 85 Celebrating Learning Day 1 Large Group Roundup  p. 85 Celebrating Learning Day 1 Small Group  p. 86 Celebrating Learning Day 2 Choice Time  p. 86 Celebrating Learning Day 2 Large Group  p. 87 Celebrating Learning Day 2 Large-Group Roundup  p. 87 Celebrating Learning Day 2 Small Group  p.15 Exploring the Topic Day 1 Small Group  p.47 Investigation 3 Day 2 Large-Group Roundup  p.53 Investigation 4 Day 2 Small Group  p.67 Investigation 5 Day 3 Large-Group Roundup  p.68 Investigation 5 Day 4 Large Group  p.70 Investigation 5 Day 5 Choice Time  p.84 Celebrating Learning Day 1 Large Groups</p>
<b>STANDARD AREA / STATEMENT</b>	<b>9.1.M.PK.</b>	<b>Production and Performance: Music and Movement</b>
<b>STANDARD</b>		<b>Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>9.1.M.PK.B.</b>	<b>Demonstration: Respond to different types of music and dance through participation and discussion.</b>
<b>DESCRIPTOR</b>	<b>9.1.M.PK.B.1.</b>	Participate in teacher-guided music and movement activities.  <u>Balls Study</u> p. 29 Investigation 1 Day 1 Small Group
<b>DESCRIPTOR</b>	<b>9.1.M.PK.B.2.</b>	Sing familiar songs, chants, and finger plays.  <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>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>
DESCRIPTOR	9.1.M.PK.B.3.	Dance to different types of music.  <u>Balls Study</u> p. 46 Investigation 3 Day 2 Large Group
DESCRIPTOR	9.1.M.PK.B.4.	Discuss music and movement experiences.  <u>Balls Study</u> p. 29 Investigation 1 Day 1 Small Group
STANDARD AREA / STATEMENT	9.1.M.PK.	Production and Performance: Music and Movement
STANDARD		Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?
DESCRIPTOR / STANDARD	9.1.M.PK.E.	Representation: Use imagination and creativity to express self through music and dance.
DESCRIPTOR	9.1.M.PK.E.1.	Initiate music and movement activities.  <u>Balls Study</u> p. 29 Investigation 1 Day 1 Small Group
DESCRIPTOR	9.1.M.PK.E.2.	Select music and movement area during free choice.  <u>Balls Study</u> p. 29 Investigation 1 Day 1 Small Group
DESCRIPTOR	9.1.M.PK.E.3.	Improvise songs and rhythmic patterns.  <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>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>
DESCRIPTOR	9.1.M.PK.E.4.	<p>Change words or tune of familiar songs to make new songs.</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>

		p.84 Celebrating Learning Day 1 Large Groups
<b>STANDARD AREA / STATEMENT</b>	9.1.M.PK.	Production and Performance: Music and Movement
<b>STANDARD</b>		Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?
<b>DESCRIPTOR / STANDARD</b>	9.1.M.PK.J.	Technologies: Use a variety of technologies for producing or performing works of art.
<b>DESCRIPTOR</b>	9.1.M.PK.J.4.	Use age appropriate digital media applications to create music.  <u>Balls Study</u> p. 29 Investigation 1 Day 1 Small Group
<b>DESCRIPTOR</b>	9.1.M.PK.J.5.	Use a variety of props to enhance movement activities (e.g. scarves, bean bags, ribbons).  <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
<b>DESCRIPTOR</b>	9.1.M.PK.J.6.	Use recording devices (e.g. voice recorder, video recorder) to capture music and/or movement performances.  <u>Balls Study</u> p. 29 Investigation 1 Day 1 Small Group
<b>STANDARD AREA / STATEMENT</b>	9.1.D.PK.	Production and Performance: Dramatic and Performance Play
<b>STANDARD</b>		Big Idea: Dramatic and performance play is a way to act out reality and fantasy. Essential Question: How can I express my thoughts, feelings, and ideas through dramatic play?
<b>DESCRIPTOR / STANDARD</b>	9.1.D.PK.B.	Demonstrations: Recreate a dramatic play experience for an audience.
<b>DESCRIPTOR</b>	9.1.D.PK.B.1.	Create various voice inflections and facial expressions in play.  <u>Balls Study</u> p. 15 Exploring the Topic Day 1 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Small Group p. 31 Investigation 1 Day 2 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 44 Investigation 3 Day 1 Large Group p. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Small Group p. 61 Investigation 5 Outdoor Experiences p. 65 Investigation 5 Day 2 Small Group p. 71 Investigation 5 Day 5 Small Group p.53 Investigation 4 Day 2 Small Group p.68 Investigation 5 Day 4 Large Group p.70 Investigation 5 Day 5 Choice Time
<b>DESCRIPTOR</b>	9.1.D.PK.B.2.	Change voice inflections when recreating various characters.  <u>Balls Study</u> p. 29 Investigation 1 Day 1 Small Group p. 44 Investigation 3 Day 1 Large Group p.68 Investigation 5 Day 4 Large Group
<b>STANDARD AREA / STATEMENT</b>	9.1.D.PK.	Production and Performance: Dramatic and Performance Play

STATEMENT		
STANDARD		Big Idea: Dramatic and performance play is a way to act out reality and fantasy. Essential Question: How can I express my thoughts, feelings, and ideas through dramatic play?
DESCRIPTOR / STANDARD	9.1.D.PK.E.	Representation: Use imagination and creativity to express self through dramatic play.
DESCRIPTOR	9.1.D.PK.E.3.	<p>Imitate roles of people, animals, or objects observed in life experiences.</p> <p><b>Balls Study</b>  p. 17 Exploring the Topic Day 2 Mighty Minutes  p. 19 Exploring the Topic Day 3 Mighty Minutes  p. 20 Exploring the Topic Day 4 Large Group  p. 28 Investigation 1 Day 1 Large Group  p. 29 Investigation 1 Day 1 Mighty Minutes  p. 32 Investigation 1 Day 3 Large Group  p. 33 Investigation 1 Day 3 Mighty Minutes  p. 36 Investigation 2 Day 1 Large Group  p. 37 Investigation 2 Day 1 Mighty Minutes  p. 38 Investigation 2 Day 2 Large Group  p. 39 Investigation 2 Day 2 Mighty Minutes  p. 44 Investigation 3 Day 1 Large Group  p. 45 Investigation 3 Day 1 Mighty Minutes  p. 45 Investigation 3 Day 1 Read-Aloud  p. 46 Investigation 3 Day 2 Large Group  p. 53 Investigation 4 Day 2 Large-Group Roundup  p. 53 Investigation 4 Day 2 Mighty Minutes  p. 54 Investigation 4 Day 3 Large Group  p. 55 Investigation 4 Day 3 Choice Time  p. 55 Investigation 4 Day 3 Mighty Minutes  p. 56 Investigation 4 Day 4 Large Group  p. 58 Investigation 4 Day 5 Large Group  p. 62 Investigation 5 Day 1 Large Group  p. 63 Investigation 5 Day 1 Small Group  p. 65 Investigation 5 Day 2 Mighty Minutes  p. 66 Investigation 5 Day 3 Large Group  p. 67 Investigation 5 Day 3 Mighty Minutes  p. 69 Investigation 5 Day 4 Small Group  p. 71 Investigation 5 Day 5 Mighty Minutes  p. 71 Investigation 5 Day 5 Small Group  p. 86 Celebrating Learning Day 2 Large Group  p. 87 Celebrating Learning Day 2 Mighty Minutes  p.68 Investigation 5 Day 4 Large Group  p.84 Celebrating Learning Day 1 Large Groups</p>
DESCRIPTOR	9.1.D.PK.E.4.	<p>Use props and costumes during dramatic play.</p> <p><b>Balls Study</b>  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. 29 Investigation 1 Day 1 Small Group  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>

		<p>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. 65 Investigation 5 Day 2 Small Group  p. 66 Investigation 5 Day 3 Large Group  p. 67 Investigation 5 Day 3 Mighty Minutes  p. 69 Investigation 5 Day 4 Small Group  p. 71 Investigation 5 Day 5 Mighty Minutes  p. 71 Investigation 5 Day 5 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>
DESCRIPTOR	9.1.D.PK.E.5.	<p>Create props from available materials.</p> <p><u>Balls Study</u>  p. 17 Exploring the Topic Day 2 Mighty Minutes  p. 19 Exploring the Topic Day 3 Mighty Minutes  p. 20 Exploring the Topic Day 4 Large Group  p. 28 Investigation 1 Day 1 Large Group  p. 29 Investigation 1 Day 1 Mighty Minutes  p. 29 Investigation 1 Day 1 Small Group  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. 65 Investigation 5 Day 2 Small Group  p. 66 Investigation 5 Day 3 Large Group  p. 67 Investigation 5 Day 3 Mighty Minutes  p. 69 Investigation 5 Day 4 Small Group  p. 71 Investigation 5 Day 5 Mighty Minutes  p. 71 Investigation 5 Day 5 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>
STANDARD AREA / STATEMENT	9.1.V.PK.	Production and Performance: Visual Arts
STANDARD		Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts,

		feelings, and ideas through visual arts?
<b>DESCRIPTOR / STANDARD</b>	<b>9.1.V.PK.A.</b>	<b>Elements and Principles: Know and use basic elements of visual arts.</b>
<b>DESCRIPTOR</b>	<b>9.1.V.PK.A.1.</b>	<p>Participate in teacher-guided visual arts activities.</p> <p><u>Balls Study</u>  p. 18 Exploring the Topic Day 3 Choice Time  p. 38 Investigation 2 Day 2 Large Group  p. 39 Investigation 2 Day 2 Small Group  p. 52 Investigation 4 Day 2 Large Group  p. 57 Investigation 4 Day 4 Read-Aloud  p. 57 Investigation 4 Day 4 Small Group  p. 58 Investigation 4 Day 5 Large Group  p. 59 Investigation 4 Day 5 Choice Time  p. 59 Investigation 4 Day 5 Small Group  p. 67 Investigation 5 Day 3 Small Group  p. 69 Investigation 5 Day 4 Large-Group Roundup  p. 69 Investigation 5 Day 4 Read-Aloud  p. 69 Investigation 5 Day 4 Small Group  p. 70 Investigation 5 Day 5 Large Group  p.68 Investigation 5 Day 4 Large Group  p.70 Investigation 5 Day 5 Choice Time</p>
<b>DESCRIPTOR</b>	<b>9.1.V.PK.A.2.</b>	<p>Choose art center during free choice.</p> <p><u>Balls Study</u>  p. 18 Exploring the Topic Day 3 Choice Time  p. 38 Investigation 2 Day 2 Large Group  p. 39 Investigation 2 Day 2 Small Group  p. 52 Investigation 4 Day 2 Large Group  p. 57 Investigation 4 Day 4 Read-Aloud  p. 57 Investigation 4 Day 4 Small Group  p. 58 Investigation 4 Day 5 Large Group  p. 59 Investigation 4 Day 5 Choice Time  p. 59 Investigation 4 Day 5 Small Group  p. 67 Investigation 5 Day 3 Small Group  p. 69 Investigation 5 Day 4 Large-Group Roundup  p. 69 Investigation 5 Day 4 Read-Aloud  p. 69 Investigation 5 Day 4 Small Group  p. 70 Investigation 5 Day 5 Large Group  p.68 Investigation 5 Day 4 Large Group  p.70 Investigation 5 Day 5 Choice Time</p>
<b>DESCRIPTOR</b>	<b>9.1.V.PK.A.3.</b>	<p>Demonstrate an understanding of “color,” “shape,” and “line”.</p> <p><u>Balls Study</u>  p. 14 Exploring the Topic Day 1 Large Group  p. 15 Exploring the Topic Day 1 Choice Time  p. 16 Exploring the Topic Day 2 Choice Time  p. 17 Exploring the Topic Day 2 Mighty Minutes  p. 18 Exploring the Topic Day 3 Choice Time  p. 18 Exploring the Topic Day 3 Large Group  p. 19 Exploring the Topic Day 3 Mighty Minutes  p. 20 Exploring the Topic Day 4 Large Group  p. 20 Exploring the Topic Day 4 Choice Time  p. 23 Exploring the Topic Day 5 Mighty Minutes  p. 28 Investigation 1 Day 1 Large Group  p. 31 Investigation 1 Day 2 Mighty Minutes  p. 32 Investigation 1 Day 3 Choice Time  p. 33 Investigation 1 Day 3 Large-Group Roundup  p. 35 Investigation 2 Outdoor Experiences  p. 37 Investigation 2 Day 1 Large-Group Roundup  p. 37 Investigation 2 Day 1 Read-Aloud  p. 38 Investigation 2 Day 2 Large Group  p. 39 Investigation 2 Day 2 Choice Time  p. 39 Investigation 2 Day 2 Large-Group Roundup</p>

		<p>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>
DESCRIPTOR	9.1.V.PK.A.4.	<p>Create a picture using different colors, varying the intensity of strokes and combining colors.</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>
STANDARD AREA / STATEMENT	9.1.V.PK.	Production and Performance: Visual Arts
STANDARD		Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts, feelings, and ideas through visual arts?
DESCRIPTOR / STANDARD	9.1.V.PK.B.	Demonstration: Combine a variety of materials to create a work of art.
DESCRIPTOR	9.1.V.PK.B.1.	<p>Participate in teacher-guided visual arts activities.</p> <p><u>Balls Study</u>  p. 18 Exploring the Topic Day 3 Choice Time  p. 38 Investigation 2 Day 2 Large Group  p. 39 Investigation 2 Day 2 Small Group  p. 52 Investigation 4 Day 2 Large Group  p. 57 Investigation 4 Day 4 Read-Aloud  p. 57 Investigation 4 Day 4 Small Group  p. 58 Investigation 4 Day 5 Large Group  p. 59 Investigation 4 Day 5 Choice Time  p. 59 Investigation 4 Day 5 Small Group  p. 67 Investigation 5 Day 3 Small Group  p. 69 Investigation 5 Day 4 Large-Group Roundup  p. 69 Investigation 5 Day 4 Read-Aloud  p. 69 Investigation 5 Day 4 Small Group  p. 70 Investigation 5 Day 5 Large Group  p.68 Investigation 5 Day 4 Large Group  p.70 Investigation 5 Day 5 Choice Time</p>
DESCRIPTOR	9.1.V.PK.B.2.	<p>Choose art center during free choice.</p> <p><u>Balls Study</u>  p. 18 Exploring the Topic Day 3 Choice Time  p. 38 Investigation 2 Day 2 Large Group  p. 39 Investigation 2 Day 2 Small Group  p. 52 Investigation 4 Day 2 Large Group  p. 57 Investigation 4 Day 4 Read-Aloud</p>

		<p>p. 57 Investigation 4 Day 4 Small Group  p. 58 Investigation 4 Day 5 Large Group  p. 59 Investigation 4 Day 5 Choice Time  p. 59 Investigation 4 Day 5 Small Group  p. 67 Investigation 5 Day 3 Small Group  p. 69 Investigation 5 Day 4 Large-Group Roundup  p. 69 Investigation 5 Day 4 Read-Aloud  p. 69 Investigation 5 Day 4 Small Group  p. 70 Investigation 5 Day 5 Large Group  p.68 Investigation 5 Day 4 Large Group  p.70 Investigation 5 Day 5 Choice Time</p>
DESCRIPTOR	9.1.V.PK.B.3.	<p>Use a variety of materials (e.g. chalk, paint, crayons, pencils, markers, wood, play dough).</p> <p><u>Balls Study</u>  p. 33 Investigation 1 Day 3 Small Group  p. 47 Investigation 3 Day 2 Small Group  p. 69 Investigation 5 Day 4 Small Group</p>
DESCRIPTOR	9.1.V.PK.B.4.	<p>Draw to explore and extend themes in the classroom.</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>
STANDARD AREA / STATEMENT	9.1.V.PK.	Production and Performance: Visual Arts
STANDARD		Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts, feelings, and ideas through visual arts?
DESCRIPTOR / STANDARD	9.1.V.PK.E.	Representation: Use imagination and creativity to express self through visual arts.
DESCRIPTOR	9.1.V.PK.E.1.	<p>Participate in teacher-guided visual arts activities.</p> <p><u>Balls Study</u>  p. 18 Exploring the Topic Day 3 Choice Time  p. 38 Investigation 2 Day 2 Large Group  p. 39 Investigation 2 Day 2 Small Group  p. 52 Investigation 4 Day 2 Large Group  p. 57 Investigation 4 Day 4 Read-Aloud  p. 57 Investigation 4 Day 4 Small Group  p. 58 Investigation 4 Day 5 Large Group  p. 59 Investigation 4 Day 5 Choice Time  p. 59 Investigation 4 Day 5 Small Group  p. 67 Investigation 5 Day 3 Small Group  p. 69 Investigation 5 Day 4 Large-Group Roundup  p. 69 Investigation 5 Day 4 Read-Aloud  p. 69 Investigation 5 Day 4 Small Group  p. 70 Investigation 5 Day 5 Large Group  p.68 Investigation 5 Day 4 Large Group  p.70 Investigation 5 Day 5 Choice Time</p>
DESCRIPTOR	9.1.V.PK.E.2.	<p>Choose art center during free choice.</p> <p><u>Balls Study</u>  p. 18 Exploring the Topic Day 3 Choice Time  p. 38 Investigation 2 Day 2 Large Group  p. 39 Investigation 2 Day 2 Small Group</p>



		<p>p. 52 Investigation 4 Day 2 Large Group  p. 57 Investigation 4 Day 4 Read-Aloud  p. 57 Investigation 4 Day 4 Small Group  p. 58 Investigation 4 Day 5 Large Group  p. 59 Investigation 4 Day 5 Choice Time  p. 59 Investigation 4 Day 5 Small Group  p. 67 Investigation 5 Day 3 Small Group  p. 69 Investigation 5 Day 4 Large-Group Roundup  p. 69 Investigation 5 Day 4 Read-Aloud  p. 69 Investigation 5 Day 4 Small Group  p. 70 Investigation 5 Day 5 Large Group  p.68 Investigation 5 Day 4 Large Group  p.70 Investigation 5 Day 5 Choice Time</p>
DESCRIPTOR	9.1.V.PK.E.3.	<p>Draw self-portrait.</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>
DESCRIPTOR	9.1.V.PK.E.4.	<p>Create a work of art to represent a real or imagined object, animal, or person.</p> <p><u>Balls Study</u>  p. 18 Exploring the Topic Day 3 Choice Time  p. 38 Investigation 2 Day 2 Large Group  p. 39 Investigation 2 Day 2 Small Group  p. 52 Investigation 4 Day 2 Large Group  p. 57 Investigation 4 Day 4 Read-Aloud  p. 57 Investigation 4 Day 4 Small Group  p. 58 Investigation 4 Day 5 Large Group  p. 59 Investigation 4 Day 5 Choice Time  p. 59 Investigation 4 Day 5 Small Group  p. 67 Investigation 5 Day 3 Small Group  p. 69 Investigation 5 Day 4 Large-Group Roundup  p. 69 Investigation 5 Day 4 Read-Aloud  p. 69 Investigation 5 Day 4 Small Group  p. 70 Investigation 5 Day 5 Large Group  p.68 Investigation 5 Day 4 Large Group  p.70 Investigation 5 Day 5 Choice Time</p>
DESCRIPTOR	9.1.V.PK.E.5.	<p>Use a growing number of details and make more realistic representations.</p> <p><u>Balls Study</u>  p. 18 Exploring the Topic Day 3 Choice Time  p. 38 Investigation 2 Day 2 Large Group  p. 39 Investigation 2 Day 2 Small Group  p. 52 Investigation 4 Day 2 Large Group  p. 57 Investigation 4 Day 4 Read-Aloud  p. 57 Investigation 4 Day 4 Small Group  p. 58 Investigation 4 Day 5 Large Group  p. 59 Investigation 4 Day 5 Choice Time  p. 59 Investigation 4 Day 5 Small Group  p. 67 Investigation 5 Day 3 Small Group  p. 69 Investigation 5 Day 4 Large-Group Roundup  p. 69 Investigation 5 Day 4 Read-Aloud  p. 69 Investigation 5 Day 4 Small Group  p. 70 Investigation 5 Day 5 Large Group</p>

		p.68 Investigation 5 Day 4 Large Group p.70 Investigation 5 Day 5 Choice Time
DESCRIPTOR	9.1.V.PK.E.6.	Choose different art materials to represent different types of thoughts or feelings.  <u>Balls Study</u> p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 69 Investigation 5 Day 4 Small Group
STANDARD AREA / STATEMENT	9.1.V.PK.	Production and Performance: Visual Arts
STANDARD		Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts, feelings, and ideas through visual arts?
DESCRIPTOR / STANDARD	9.1.V.PK.J.	Technologies: Use a variety of technologies for producing works of art.
DESCRIPTOR	9.1.V.PK.J.1.	Explore a variety of art materials and tools.  <u>Balls Study</u> p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 69 Investigation 5 Day 4 Small Group
DESCRIPTOR	9.1.V.PK.J.2.	Participate in teacher-guided visual arts activities.  <u>Balls Study</u> p. 18 Exploring the Topic Day 3 Choice Time p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 4 Read-Aloud p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group p.68 Investigation 5 Day 4 Large Group p.70 Investigation 5 Day 5 Choice Time
DESCRIPTOR	9.1.V.PK.J.3.	Choose art center during free choice.  <u>Balls Study</u> p. 18 Exploring the Topic Day 3 Choice Time p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 4 Read-Aloud p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group p.68 Investigation 5 Day 4 Large Group p.70 Investigation 5 Day 5 Choice Time
DESCRIPTOR	9.1.V.PK.J.4.	Use art materials and tools as intended.

		<u>Balls Study</u> p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 69 Investigation 5 Day 4 Small Group
DESCRIPTOR	9.1.V.PK.J.5.	Manipulate materials in a variety of ways (e.g. pounding, squeeze, cutting, rolling).  <u>Balls Study</u> p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 69 Investigation 5 Day 4 Small Group
DESCRIPTOR	9.1.V.PK.J.6.	Use age appropriate digital media applications to create works of art.  <u>Balls Study</u> p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 69 Investigation 5 Day 4 Small Group
STANDARD AREA / STATEMENT	9.2.PK.	Historical and Cultural Context of Works in the Arts
STANDARD		Big Idea: Every culture has its own art forms. Essential Question: Can I identify instruments and/or art forms from another culture?
DESCRIPTOR / STANDARD	9.2.PK.D.	Perspective: Explain that instruments or art forms represent cultural perspectives.
DESCRIPTOR	9.2.PK.D.2.	Participate in discussions about where various instruments and art forms originate.  <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
DESCRIPTOR	9.2.PK.D.3.	Identify cultures represented by various art forms.  <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
STANDARD AREA / STATEMENT	9.3.PK.	Critical Response to Works of Art
STANDARD		Big Idea: People evaluate art based upon a variety of characteristics. Essential Questions: Can I explain how I feel about a particular art form? Can I provide reasons that explain my feelings about a particular art form?
DESCRIPTOR / STANDARD	9.3.PK.F.	Identification: Recognize and name a variety of art forms.
DESCRIPTOR	9.3.PK.F.1.	Identify a photo, painting, drawing, dance, and songs.  <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>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>
<b>STANDARD AREA / STATEMENT</b>	<b>9.3.PK.</b>	<b>Critical Response to Works of Art</b>
<b>STANDARD</b>		<b>Big Idea: People evaluate art based upon a variety of characteristics. Essential Questions: Can I explain how I feel about a particular art form? Can I provide reasons that explain my feelings about a particular art form?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>9.3.PK.G.</b>	<b>Critical: Formulate and share an opinion about others' art products.</b>
<b>DESCRIPTOR</b>	<b>9.3.PK.G.1.</b>	<p>Observe, applaud or comment on the works of others.</p> <p><u>Balls Study</u>  p. 17 Exploring the Topic Day 2 Small Group  p. 17 Exploring the Topic Day 2 Read-Aloud  p. 19 Exploring the Topic Day 3 Small Group  p. 21 Exploring the Topic Day 4 Read-Aloud  p. 21 Exploring the Topic Day 4 Small Group  p. 23 Exploring the Topic Day 5 Small Group  p. 28 Investigation 1 Day 1 Large Group  p. 29 Investigation 1 Day 1 Small Group  p. 30 Investigation 1 Day 2 Large Group  p. 31 Investigation 1 Day 2 Small Group  p. 35 Investigation 2 Outdoor Experiences  p. 37 Investigation 2 Day 1 Read-Aloud  p. 37 Investigation 2 Day 1 Small Group  p. 41 Investigation 2 Day 3 Small Group  p. 43 Investigation 3 Outdoor Experiences  p. 44 Investigation 3 Day 1 Large Group  p. 49 Investigation 4 Outdoor Experience  p. 51 Investigation 4 Day 1 Small Group  p. 52 Investigation 4 Day 2 Large Group  p. 53 Investigation 4 Day 2 Read-Aloud  p. 53 Investigation 4 Day 2 Choice Time  p. 53 Investigation 4 Day 2 Large-Group Roundup  p. 54 Investigation 4 Day 3 Large Group  p. 55 Investigation 4 Day 3 Small Group  p. 56 Investigation 4 Day 4 Choice Time  p. 56 Investigation 4 Day 4 Large Group</p>

		<p>p. 57 Investigation 4 Day 4 Read-Aloud  p. 57 Investigation 4 Day 4 Small Group  p. 59 Investigation 4 Day 5 Small Group  p. 61 Investigation 5 Outdoor Experiences  p. 65 Investigation 5 Day 2 Small Group  p. 67 Investigation 5 Day 3 Small Group  p. 69 Investigation 5 Day 4 Small Group  p. 71 Investigation 5 Day 5 Small Group  p. 85 Celebrating Learning Day 1 Small Group  p. 87 Celebrating Learning Day 2 Small Group  p.15 Exploring the Topic Day 1 Small Group  p.70 Investigation 5 Day 5 Choice Time</p>
DESCRIPTOR	9.3.PK.G.2.	<p>Share an opinion about art work when asked, “What do you think this is about?”</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>
STANDARD AREA / STATEMENT	9.4.PK.	Aesthetic Response to Works in the Arts
STANDARD		<p>Big Idea: Art work can mean different things to different people.  Essential Question: How do I express my response to a work of art?</p>
DESCRIPTOR / STANDARD	9.4.PK.B.	Emotional Response: Demonstrate an emotional response to viewing or creating various art works.
DESCRIPTOR	9.4.PK.B.1.	<p>Respond through body language, facial expression or oral language.</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>
DESCRIPTOR	9.4.PK.B.2.	Respond through humming, swaying, tapping foot to others' work.  <u>Balls Study</u> p. 46 Investigation 3 Day 2 Large Group
SUBJECT / STANDARD AREA	PA.HPD.	Health, Wellness and Physical Development (Pre-kindergarten)
STANDARD AREA / STATEMENT	10.4.PK.	Physical Activity: Gross Motor Coordination
STANDARD		Big Idea: Children gain control over their bodies and body movements through active experiences and exploration. Essential Question: How do I control and coordinate my body during large motor activities and games?
DESCRIPTOR / STANDARD	10.4.PK.A.	Control and Coordination: Demonstrate coordination of body movements in active play.
DESCRIPTOR	10.4.PK.A.1.	Combine large motor movements with the use of equipment (e.g. ride a tricycle, using feet to pedal, catch a ball, throw a bean bag or ball overhand with aim, kick a ball).  <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
DESCRIPTOR	10.4.PK.A.2.	Move and stop with control.

		<p><b>Balls Study</b>  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</p>
DESCRIPTOR	10.4.PK.A.3.	<p>Use outdoor gross motor equipment.</p> <p><b>Balls Study</b>  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</p>
DESCRIPTOR	10.4.PK.A.4.	<p>Run with control and direction.</p> <p><b>Balls Study</b>  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</p>
DESCRIPTOR	10.4.PK.A.5.	<p>Engage in gross motor games (e.g. Hokey Pokey, London Bridge, Simon Says).</p> <p><b>Balls Study</b>  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</p>
DESCRIPTOR	10.4.PK.A.6.	<p>Perform a variety of movement alongside and with a partner.</p> <p><b>Balls Study</b>  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</p>
STANDARD AREA / STATEMENT	10.4.PK.	Physical Activity: Gross Motor Coordination
STANDARD		Big Idea: Children gain control over their bodies and body movements through active experiences and exploration. Essential Question: How do I control and coordinate my body during large motor activities and games?
DESCRIPTOR / STANDARD	10.4.PK.B.	Balance and Strength: Exhibit balance while moving on the ground or using equipment.
DESCRIPTOR	10.4.PK.B.1.	<p>Engage in large motor activities that require strength and balance (e.g. marching, hopping, running, jumping, dancing, walking tip toe).</p> <p><b>Balls Study</b>  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</p>
DESCRIPTOR	10.4.PK.B.2.	<p>Walk on a balance beam.</p> <p><b>Balls Study</b>  p. 35 Investigation 2 Outdoor Experiences  p. 43 Investigation 3 Outdoor Experiences  p. 47 Investigation 3 Day 2 Read-Aloud</p>



		p. 61 Investigation 5 Outdoor Experiences p. 83 Celebrating Learning Outdoor Experience
DESCRIPTOR	10.4.PK.B.3.	Climb stairs using alternating feet.  <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
DESCRIPTOR	10.4.PK.B.4.	Participate in an obstacle course going through tunnels, over or under equipment.  <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
STANDARD AREA / STATEMENT	10.5.PK.	Concepts, Principles and Strategies of Movement: Fine Motor Development
STANDARD		Big Idea: Fine motor practice helps children develop eye-hand coordination, strength, and controlled use of tools. Essential Questions: How do I use my hands and fingers to manipulate objects? How do I develop eye-hand coordination?
DESCRIPTOR / STANDARD	10.5.PK.C.	Use of Tools: Use tools that require use of fingers, hands, and/or wrists to accomplish a task.
DESCRIPTOR	10.5.PK.C.1.	Use writing and drawing implements with functional grasp (pincer grasp).  <u>Balls Study</u> p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 69 Investigation 5 Day 4 Small Group
DESCRIPTOR	10.5.PK.C.2.	Use a variety of art tools (e.g. glue sticks, paint brushes, scissors) for a specific purpose.  <u>Balls Study</u> p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 69 Investigation 5 Day 4 Small Group
SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Pre-kindergarten)
STANDARD AREA / STATEMENT	16.1.PK.	Self-Awareness and Self-Management
STANDARD		Big Idea: Understanding of self and ability to regulate behaviors and emotions are inextricably linked to learning and success. Essential Questions: How do I develop positive feelings about myself? How do I express and manage my emotions?
DESCRIPTOR / STANDARD	16.1.PK.A.	Manages Emotions and Behaviors: Distinguish between emotions and identify socially accepted ways to express them.
DESCRIPTOR	16.1.PK.A.1.	Recognize and label basic feelings.  <u>Balls Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Choice Time

		<p>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>
DESCRIPTOR	16.1.PK.A.2.	<p>Express feelings that are appropriate to the situation.</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>
DESCRIPTOR	16.1.PK.A.3.	<p>Express feelings verbally or through play and artistic representation.</p> <p><u>Balls Study</u>  p. 15 Exploring the Topic Day 1 Read-Aloud  p. 18 Exploring the Topic Day 3 Choice Time  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. 39 Investigation 2 Day 2 Small Group  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. 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 Read-Aloud  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. 69 Investigation 5 Day 4 Read-Aloud</p>
DESCRIPTOR	16.1.PK.A.4.	<p>Name a range of feelings (e.g. excited, scared, angry, and surprised).</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>

		<p>p. 51 Investigation 4 Day 1 Read-Aloud</p> <p>p. 52 Investigation 4 Day 2 Large Group</p> <p>p. 55 Investigation 4 Day 3 Read-Aloud</p> <p>p. 59 Investigation 4 Day 5 Choice Time</p> <p>p. 59 Investigation 4 Day 5 Read-Aloud</p> <p>p. 65 Investigation 5 Day 2 Small Group</p>
<b>STANDARD AREA / STATEMENT</b>	<b>16.2.PK.</b>	<b>Establishing and Maintaining Relationships</b>
<b>STANDARD</b>		<p><b>Big Idea:</b> Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children’s ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. <b>Essential Question:</b> How do my relationships with adults and peers help me feel secure, supported, and successful?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>16.2.PK.A.</b>	<b>Relationships: Interact with peers and adults in a socially acceptable manner.</b>
<b>DESCRIPTOR</b>	<b>16.2.PK.A.1.</b>	<p>Engage in reciprocal conversation with familiar peer and adult.</p> <p><u><b>Balls Study</b></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> <p>p. 16 Exploring the Topic Day 2 Choice Time</p> <p>p. 16 Exploring the Topic Day 2 Large Group</p> <p>p. 17 Exploring the Topic Day 2 Small Group</p> <p>p. 17 Exploring the Topic Day 2 Large-Group Roundup</p> <p>p. 18 Exploring the Topic Day 3 Choice Time</p> <p>p. 18 Exploring the Topic Day 3 Large Group</p> <p>p. 19 Exploring the Topic Day 3 Large-Group Roundup</p> <p>p. 19 Exploring the Topic Day 3 Read-Aloud</p> <p>p. 19 Exploring the Topic Day 3 Small Group</p> <p>p. 20 Exploring the Topic Day 4 Large Group</p> <p>p. 20 Exploring the Topic Day 4 Choice Time</p> <p>p. 21 Exploring the Topic Day 4 Read-Aloud</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 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 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 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. 39 Investigation 2 Day 2 Choice Time  
 p. 39 Investigation 2 Day 2 Large-Group Roundup  
 p. 39 Investigation 2 Day 2 Read-Aloud  
 p. 39 Investigation 2 Day 2 Small Group  
 p. 40 Investigation 2 Day 3 Choice Time  
 p. 40 Investigation 2 Day 3 Large Group  
 p. 41 Investigation 2 Day 3 Large-Group Roundup  
 p. 41 Investigation 2 Day 3 Small Group  
 p. 43 Investigation 3 Outdoor Experiences  
 p. 44 Investigation 3 Day 1 Large Group  
 p. 45 Investigation 3 Day 1 Choice Time  
 p. 45 Investigation 3 Day 1 Large-Group Roundup  
 p. 45 Investigation 3 Day 1 Small Group  
 p. 46 Investigation 3 Day 2 Choice Time  
 p. 46 Investigation 3 Day 2 Large Group  
 p. 47 Investigation 3 Day 2 Small Group  
 p. 49 Investigation 4 Outdoor Experience  
 p. 50 Investigation 4 Day 1 Large Group  
 p. 51 Investigation 4 Day 1 Choice Time  
 p. 51 Investigation 4 Day 1 Large-Group Roundup  
 p. 51 Investigation 4 Day 1 Read-Aloud  
 p. 51 Investigation 4 Day 1 Small Group  
 p. 52 Investigation 4 Day 2 Large Group  
 p. 53 Investigation 4 Day 2 Choice Time  
 p. 53 Investigation 4 Day 2 Large-Group Roundup  
 p. 54 Investigation 4 Day 3 Large Group  
 p. 55 Investigation 4 Day 3 Choice Time  
 p. 55 Investigation 4 Day 3 Large-Group Roundup  
 p. 55 Investigation 4 Day 3 Read-Aloud  
 p. 55 Investigation 4 Day 3 Small Group  
 p. 56 Investigation 4 Day 4 Choice Time  
 p. 56 Investigation 4 Day 4 Large Group  
 p. 57 Investigation 4 Day 4 Large-Group Roundup  
 p. 57 Investigation 4 Day 4 Read-Aloud  
 p. 57 Investigation 4 Day 4 Small Group  
 p. 58 Investigation 4 Day 5 Large Group  
 p. 59 Investigation 4 Day 5 Choice Time  
 p. 59 Investigation 4 Day 5 Large Group Roundup  
 p. 59 Investigation 4 Day 5 Read-Aloud  
 p. 59 Investigation 4 Day 5 Small Group  
 p. 61 Investigation 5 Outdoor Experiences  
 p. 62 Investigation 5 Day 1 Choice Time  
 p. 62 Investigation 5 Day 1 Large Group  
 p. 63 Investigation 5 Day 1 Large-Group Roundup  
 p. 63 Investigation 5 Day 1 Small Group  
 p. 64 Investigation 5 Day 2 Choice Time  
 p. 64 Investigation 5 Day 2 Large Group  
 p. 65 Investigation 5 Day 2 Large-Group Roundup  
 p. 65 Investigation 5 Day 2 Small Group  
 p. 66 Investigation 5 Day 3 Large Group  
 p. 67 Investigation 5 Day 3 Choice Time  
 p. 67 Investigation 5 Day 3 Small Group  
 p. 69 Investigation 5 Day 4 Choice Time  
 p. 69 Investigation 5 Day 4 Large-Group Roundup  
 p. 69 Investigation 5 Day 4 Small Group  
 p. 70 Investigation 5 Day 5 Large Group  
 p. 71 Investigation 5 Day 5 Large-Group Roundup  
 p. 71 Investigation 5 Day 5 Small Group  
 p. 83 Celebrating Learning Outdoor Experience  
 p. 84 Celebrating Learning Day 1 Choice Time  
 p. 85 Celebrating Learning Day 1 Large Group Roundup  
 p. 85 Celebrating Learning Day 1 Small Group  
 p. 86 Celebrating Learning Day 2 Choice Time  
 p. 86 Celebrating Learning Day 2 Large Group  
 p. 87 Celebrating Learning Day 2 Large-Group Roundup

		<p>p. 87 Celebrating Learning Day 2 Small Group</p> <p>p.15 Exploring the Topic Day 1 Small Group</p> <p>p.47 Investigation 3 Day 2 Large-Group Roundup</p> <p>p.53 Investigation 4 Day 2 Small Group</p> <p>p.67 Investigation 5 Day 3 Large-Group Roundup</p> <p>p.68 Investigation 5 Day 4 Large Group</p> <p>p.70 Investigation 5 Day 5 Choice Time</p> <p>p.84 Celebrating Learning Day 1 Large Groups</p>
DESCRIPTOR	16.2.PK.A.2.	<p>Respond to familiar adult’s questions and directions.</p> <p><u>Balls Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group</p> <p>p. 16 Exploring the Topic Day 2 Large Group</p> <p>p. 17 Exploring the Topic Day 2 Small Group</p> <p>p. 18 Exploring the Topic Day 3 Choice Time</p> <p>p. 18 Exploring the Topic Day 3 Large Group</p> <p>p. 19 Exploring the Topic Day 3 Mighty Minutes</p> <p>p. 21 Exploring the Topic Day 4 Small Group</p> <p>p. 22 Exploring the Topic Day 5 Large Group</p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 29 Investigation 1 Day 1 Choice Time</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 31 Investigation 1 Day 2 Choice Time</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 32 Investigation 1 Day 3 Large 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. 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 Small Group</p> <p>p. 41 Investigation 2 Day 3 Mighty Minutes</p> <p>p. 43 Investigation 3 Outdoor Experiences</p> <p>p. 44 Investigation 3 Day 1 Large Group</p> <p>p. 45 Investigation 3 Day 1 Choice Time</p> <p>p. 46 Investigation 3 Day 2 Large Group</p> <p>p. 49 Investigation 4 Outdoor Experience</p> <p>p. 50 Investigation 4 Day 1 Large Group</p> <p>p. 51 Investigation 4 Day 1 Choice Time</p> <p>p. 51 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 51 Investigation 4 Day 1 Small Group</p> <p>p. 52 Investigation 4 Day 2 Large Group</p> <p>p. 53 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 54 Investigation 4 Day 3 Large Group</p> <p>p. 56 Investigation 4 Day 4 Large Group</p> <p>p. 57 Investigation 4 Day 4 Mighty Minutes</p> <p>p. 57 Investigation 4 Day 4 Read-Aloud</p> <p>p. 57 Investigation 4 Day 4 Small Group</p> <p>p. 58 Investigation 4 Day 5 Large Group</p> <p>p. 59 Investigation 4 Day 5 Choice Time</p> <p>p. 59 Investigation 4 Day 5 Mighty Minutes</p> <p>p. 59 Investigation 4 Day 5 Small Group</p> <p>p. 61 Investigation 5 Outdoor Experiences</p> <p>p. 62 Investigation 5 Day 1 Choice Time</p> <p>p. 62 Investigation 5 Day 1 Large Group</p> <p>p. 64 Investigation 5 Day 2 Large Group</p> <p>p. 65 Investigation 5 Day 2 Read-Aloud</p> <p>p. 66 Investigation 5 Day 3 Large Group</p> <p>p. 67 Investigation 5 Day 3 Small Group</p> <p>p. 69 Investigation 5 Day 4 Small Group</p> <p>p. 70 Investigation 5 Day 5 Large Group</p> <p>p. 83 Celebrating Learning Outdoor Experience</p> <p>p. 86 Celebrating Learning Day 2 Large Group</p> <p>p.68 Investigation 5 Day 4 Large Group</p>

		p.70 Investigation 5 Day 5 Choice Time p.84 Celebrating Learning Day 1 Large Groups
DESCRIPTOR	16.2.PK.A.9.	Share and take turns.  <u>Balls Study</u> p. 23 Exploring the Topic Day 5 Small Group p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Choice Time p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 63 Investigation 5 Day 1 Small Group p. 87 Celebrating Learning Day 2 Small Group
STANDARD AREA / STATEMENT	16.2.PK.	Establishing and Maintaining Relationships
STANDARD		Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children’s ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?
DESCRIPTOR / STANDARD	16.2.PK.B.	Diversity: Identify similarities and differences between self and others.
DESCRIPTOR	16.2.PK.B.2.	Make drawings of people, including self-portraits, depicting body parts, clothing, and other physical characteristics.  <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
STANDARD AREA / STATEMENT	16.2.PK.	Establishing and Maintaining Relationships
STANDARD		Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children’s ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?
DESCRIPTOR / STANDARD	16.2.PK.C.	Communication: Engage in reciprocal communication with adults and peers.
DESCRIPTOR	16.2.PK.C.1.	Communicate using detail related to topic being discussed including topics of personal interest, and special events.  <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. 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>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>
DESCRIPTOR	16.2.PK.C.2.	<p>Pose questions related to topic being discussed.</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>

		<p>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>
DESCRIPTOR	16.2.PK.C.3.	<p>Respond to questions posed by adults and peers.</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. 17 Exploring the Topic Day 2 Small Group  p. 18 Exploring the Topic Day 3 Choice Time  p. 18 Exploring the Topic Day 3 Large Group  p. 19 Exploring the Topic Day 3 Mighty Minutes  p. 21 Exploring the Topic Day 4 Small Group  p. 22 Exploring the Topic Day 5 Large Group  p. 23 Exploring the Topic Day 5 Small Group  p. 29 Investigation 1 Day 1 Choice Time  p. 30 Investigation 1 Day 2 Large Group  p. 31 Investigation 1 Day 2 Choice Time  p. 31 Investigation 1 Day 2 Small Group  p. 32 Investigation 1 Day 3 Large Group  p. 36 Investigation 2 Day 1 Choice Time  p. 36 Investigation 2 Day 1 Large Group  p. 38 Investigation 2 Day 2 Large Group  p. 39 Investigation 2 Day 2 Small Group  p. 44 Investigation 3 Day 1 Large Group  p. 45 Investigation 3 Day 1 Choice Time  p. 46 Investigation 3 Day 2 Large Group  p. 50 Investigation 4 Day 1 Large Group  p. 51 Investigation 4 Day 1 Choice Time  p. 51 Investigation 4 Day 1 Large-Group Roundup  p. 51 Investigation 4 Day 1 Small Group  p. 52 Investigation 4 Day 2 Large Group  p. 53 Investigation 4 Day 2 Large-Group Roundup  p. 54 Investigation 4 Day 3 Large Group  p. 56 Investigation 4 Day 4 Large Group  p. 57 Investigation 4 Day 4 Read-Aloud  p. 57 Investigation 4 Day 4 Small Group  p. 58 Investigation 4 Day 5 Large Group  p. 59 Investigation 4 Day 5 Choice Time  p. 59 Investigation 4 Day 5 Mighty Minutes  p. 59 Investigation 4 Day 5 Small Group  p. 61 Investigation 5 Outdoor Experiences  p. 62 Investigation 5 Day 1 Choice Time  p. 62 Investigation 5 Day 1 Large Group  p. 64 Investigation 5 Day 2 Large Group  p. 65 Investigation 5 Day 2 Read-Aloud  p. 66 Investigation 5 Day 3 Large Group  p. 67 Investigation 5 Day 3 Small Group  p. 69 Investigation 5 Day 4 Small Group  p. 70 Investigation 5 Day 5 Large Group  p. 86 Celebrating Learning Day 2 Large Group  p.68 Investigation 5 Day 4 Large Group  p.70 Investigation 5 Day 5 Choice Time  p.84 Celebrating Learning Day 1 Large Groups</p>
DESCRIPTOR	16.2.PK.C.5.	<p>Engage in turn taking.</p> <p><u>Balls Study</u>  p. 23 Exploring the Topic Day 5 Small Group  p. 37 Investigation 2 Day 1 Small Group  p. 39 Investigation 2 Day 2 Choice Time  p. 51 Investigation 4 Day 1 Small Group</p>



		p. 52 Investigation 4 Day 2 Large Group p. 63 Investigation 5 Day 1 Small Group p. 87 Celebrating Learning Day 2 Small Group
<b>STANDARD AREA / STATEMENT</b>	<b>16.2.PK.</b>	<b>Establishing and Maintaining Relationships</b>
<b>STANDARD</b>		<b>Big Idea:</b> Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children’s ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. <b>Essential Question:</b> How do my relationships with adults and peers help me feel secure, supported, and successful?
<b>DESCRIPTOR / STANDARD</b>	<b>16.2.PK.D.</b>	<b>Managing Interpersonal Conflicts: Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict (See also 5.2.PK.B).</b>
<b>DESCRIPTOR</b>	<b>16.2.PK.D.3.</b>	<b>Solve simple conflicts with peers with independence (share, take turns, apologize, try something else, ask for help).</b>  <u>Balls Study</u> p. 23 Exploring the Topic Day 5 Small Group p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Choice Time p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 63 Investigation 5 Day 1 Small Group p. 87 Celebrating Learning Day 2 Small Group
<b>STANDARD AREA / STATEMENT</b>	<b>16.2.PK.</b>	<b>Establishing and Maintaining Relationships</b>
<b>STANDARD</b>		<b>Big Idea:</b> Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children’s ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. <b>Essential Question:</b> How do my relationships with adults and peers help me feel secure, supported, and successful?
<b>DESCRIPTOR / STANDARD</b>	<b>16.2.PK.E.</b>	<b>Support: Asking for Help: Ask for and accept offers of help when needed or appropriate.</b>
<b>DESCRIPTOR</b>	<b>16.2.PK.E.5.</b>	<b>Respond appropriately to offers of help (e.g. “That’s okay, I can do it” or “yes, thank you”).</b>  <u>Balls Study</u> p. 19 Exploring the Topic Day 3 Mighty Minutes p. 52 Investigation 4 Day 2 Large Group p. 65 Investigation 5 Day 2 Small Group p. 85 Celebrating Learning Day 1 Small Group
<b>STANDARD AREA / STATEMENT</b>	<b>16.3.PK.</b>	<b>Decision Making and Responsible Behavior</b>
<b>STANDARD</b>		<b>Big Idea:</b> Actions and behaviors either positively or negatively affect how I learn, and how I get along with others. <b>Essential Question:</b> How do I use healthy strategies to manage my behavior?
<b>DESCRIPTOR / STANDARD</b>	<b>16.3.PK.A.</b>	<b>Decision Making Skills: Interpret the consequences of choices.</b>
<b>DESCRIPTOR</b>	<b>16.3.PK.A.2.</b>	<b>Tell a peer when a rule is broken.</b>  <u>Balls Study</u> p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience
<b>DESCRIPTOR</b>	<b>16.3.PK.A.5.</b>	<b>Discuss the reasons for having rules.</b>  <u>Balls Study</u> p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience

STANDARD AREA / STATEMENT	16.3.PK.	Decision Making and Responsible Behavior
STANDARD		Big Idea: Actions and behaviors either positively or negatively affect how I learn, and how I get along with others. Essential Question: How do I use healthy strategies to manage my behavior?
DESCRIPTOR / STANDARD	16.3.PK.B.	Understanding Social Norms: Recognize there are socially acceptable ways to behave in different places.
DESCRIPTOR	16.3.PK.B.3.	<p>Cooperate in both large and small group activities that are facilitated by adult.</p> <p><u>Balls Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group  p. 15 Exploring the Topic Day 1 Large-Group Roundup  p. 15 Exploring the Topic Day 1 Choice Time  p. 15 Exploring the Topic Day 1 Read-Aloud  p. 16 Exploring the Topic Day 2 Choice Time  p. 16 Exploring the Topic Day 2 Large Group  p. 17 Exploring the Topic Day 2 Small Group  p. 17 Exploring the Topic Day 2 Large-Group Roundup  p. 18 Exploring the Topic Day 3 Choice Time  p. 18 Exploring the Topic Day 3 Large Group  p. 19 Exploring the Topic Day 3 Large-Group Roundup  p. 19 Exploring the Topic Day 3 Read-Aloud  p. 19 Exploring the Topic Day 3 Small Group  p. 20 Exploring the Topic Day 4 Large Group  p. 20 Exploring the Topic Day 4 Choice Time  p. 21 Exploring the Topic Day 4 Read-Aloud  p. 21 Exploring the Topic Day 4 Large-Group Roundup  p. 21 Exploring the Topic Day 4 Small Group  p. 22 Exploring the Topic Day 5 Large Group  p. 23 Exploring the Topic Day 5 Large-Group Roundup  p. 23 Exploring the Topic Day 5 Choice Time  p. 23 Exploring the Topic Day 5 Read-Aloud  p. 23 Exploring the Topic Day 5 Small Group  p. 28 Investigation 1 Day 1 Large Group  p. 29 Investigation 1 Day 1 Choice Time  p. 29 Investigation 1 Day 1 Large-Group Roundup  p. 29 Investigation 1 Day 1 Read-Aloud  p. 29 Investigation 1 Day 1 Small Group  p. 30 Investigation 1 Day 2 Large Group  p. 31 Investigation 1 Day 2 Choice Time  p. 31 Investigation 1 Day 2 Large-Group Roundup  p. 31 Investigation 1 Day 2 Small Group  p. 32 Investigation 1 Day 3 Choice Time  p. 32 Investigation 1 Day 3 Large Group  p. 33 Investigation 1 Day 3 Large-Group Roundup  p. 33 Investigation 1 Day 3 Read-Aloud  p. 33 Investigation 1 Day 3 Small Group  p. 36 Investigation 2 Day 1 Choice Time  p. 36 Investigation 2 Day 1 Large Group  p. 37 Investigation 2 Day 1 Large-Group Roundup  p. 37 Investigation 2 Day 1 Small Group  p. 38 Investigation 2 Day 2 Large Group  p. 39 Investigation 2 Day 2 Choice Time  p. 39 Investigation 2 Day 2 Large-Group Roundup  p. 39 Investigation 2 Day 2 Read-Aloud  p. 39 Investigation 2 Day 2 Small Group  p. 40 Investigation 2 Day 3 Choice Time  p. 40 Investigation 2 Day 3 Large Group  p. 41 Investigation 2 Day 3 Large-Group Roundup  p. 41 Investigation 2 Day 3 Small Group  p. 44 Investigation 3 Day 1 Large Group  p. 45 Investigation 3 Day 1 Choice Time  p. 45 Investigation 3 Day 1 Large-Group Roundup</p>

		<p>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. 50 Investigation 4 Day 1 Large Group  p. 51 Investigation 4 Day 1 Choice Time  p. 51 Investigation 4 Day 1 Large-Group Roundup  p. 51 Investigation 4 Day 1 Read-Aloud  p. 51 Investigation 4 Day 1 Small Group  p. 52 Investigation 4 Day 2 Large Group  p. 53 Investigation 4 Day 2 Choice Time  p. 53 Investigation 4 Day 2 Large-Group Roundup  p. 54 Investigation 4 Day 3 Large Group  p. 55 Investigation 4 Day 3 Choice Time  p. 55 Investigation 4 Day 3 Large-Group Roundup  p. 55 Investigation 4 Day 3 Read-Aloud  p. 55 Investigation 4 Day 3 Small Group  p. 56 Investigation 4 Day 4 Choice Time  p. 56 Investigation 4 Day 4 Large Group  p. 57 Investigation 4 Day 4 Large-Group Roundup  p. 57 Investigation 4 Day 4 Read-Aloud  p. 57 Investigation 4 Day 4 Small Group  p. 58 Investigation 4 Day 5 Large Group  p. 59 Investigation 4 Day 5 Choice Time  p. 59 Investigation 4 Day 5 Large Group Roundup  p. 59 Investigation 4 Day 5 Mighty Minutes  p. 59 Investigation 4 Day 5 Read-Aloud  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 Large-Group Roundup  p. 63 Investigation 5 Day 1 Small Group  p. 64 Investigation 5 Day 2 Choice Time  p. 64 Investigation 5 Day 2 Large Group  p. 65 Investigation 5 Day 2 Large-Group Roundup  p. 65 Investigation 5 Day 2 Small Group  p. 66 Investigation 5 Day 3 Large Group  p. 67 Investigation 5 Day 3 Choice Time  p. 67 Investigation 5 Day 3 Mighty Minutes  p. 67 Investigation 5 Day 3 Small Group  p. 69 Investigation 5 Day 4 Choice Time  p. 69 Investigation 5 Day 4 Large-Group Roundup  p. 69 Investigation 5 Day 4 Small Group  p. 70 Investigation 5 Day 5 Large Group  p. 71 Investigation 5 Day 5 Large-Group Roundup  p. 71 Investigation 5 Day 5 Small Group  p. 83 Celebrating Learning Outdoor Experience  p. 84 Celebrating Learning Day 1 Choice Time  p. 85 Celebrating Learning Day 1 Large Group Roundup  p. 85 Celebrating Learning Day 1 Small Group  p. 86 Celebrating Learning Day 2 Choice Time  p. 86 Celebrating Learning Day 2 Large Group  p. 87 Celebrating Learning Day 2 Large-Group Roundup  p. 87 Celebrating Learning Day 2 Small Group  p.15 Exploring the Topic Day 1 Small Group  p.47 Investigation 3 Day 2 Large-Group Roundup  p.53 Investigation 4 Day 2 Small Group  p.67 Investigation 5 Day 3 Large-Group Roundup  p.68 Investigation 5 Day 4 Large Group  p.70 Investigation 5 Day 5 Choice Time  p.84 Celebrating Learning Day 1 Large Groups</p>
DESCRIPTOR	16.3.PK.B.4.	Apply classroom rules to new situations.  <u>Balls Study</u> p. 52 Investigation 4 Day 2 Large Group

		p. 83 Celebrating Learning Outdoor Experience
DESCRIPTOR	16.3.PK.B.6.	<p>Follow rules and routines in classroom and other settings with reminders.</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>

**Beginning the Year**  
**Secondary Criteria:** *Pennsylvania Learning Standards for Early Childhood: Pre-Kindergarten*  
**Subject:** Early Childhood Education  
**Grade:** Pre-Kindergarten

<b>SUBJECT / STANDARD AREA</b>	<b>PA.AL.</b>	<b>Approaches to Learning Through Play (Pre-kindergarten)</b>
<b>STANDARD AREA / STATEMENT</b>	<b>AL.1.PK.</b>	<b>Constructing and Gathering Knowledge</b>
<b>STANDARD</b>		<b>Big Idea:</b> Children actively construct knowledge through routines, play, practices, and language. Children use a variety of strategies to gather information based upon their own individualized approach to learning. <b>Essential Questions:</b> What strategies can be used to gather information? What can I learn from my every day experiences, including play?
<b>DESCRIPTOR / STANDARD</b>	<b>AL.1.PK.A.</b>	<b>Curiosity and Initiative:</b> Explore and ask questions to seek meaningful information about a growing range of topics, ideas and tasks.
<b>DESCRIPTOR</b>	<b>AL.1.PK.A.2.</b>	Show interest and interact with others about their work or actions.  <u>Beginning the Year</u> p. 59 Focus Question 5 Day 2 Large-Group Roundup
<b>DESCRIPTOR</b>	<b>AL.1.PK.A.4.</b>	Ask questions to understand something (e.g. "How does that work?").  <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
<b>STANDARD AREA / STATEMENT</b>	<b>AL.2.PK.</b>	<b>Organizing and Understanding Information</b>
<b>STANDARD</b>		<b>Big Idea:</b> Strategies for filtering and organizing information are important to the learning process. <b>Essential Questions:</b> How do I decide what information/task to attend to? What strategies do I use to organize information?
<b>DESCRIPTOR / STANDARD</b>	<b>AL.2.PK.A.</b>	<b>Engagement and Attention:</b> Work toward completing a task, even if challenging, and despite interruptions.
<b>DESCRIPTOR</b>	<b>AL.2.PK.A.1.</b>	State when they are being distracted.  <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>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>
DESCRIPTOR	AL.2.PK.A.2.	<p>State when they are frustrated by a challenge.</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>
STANDARD AREA / STATEMENT	AL.2.PK.	Organizing and Understanding Information
STANDARD		Big Idea: Strategies for filtering and organizing information are important to the learning process. Essential Questions: How do I decide what information/task to attend to? What strategies do I use to organize information?
DESCRIPTOR / STANDARD	AL.2.PK.B.	Task Analysis: Independently break simple tasks into steps and complete them one at a time.
DESCRIPTOR	AL.2.PK.B.1.	<p>Attend and follow through on two step directions.</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>
DESCRIPTOR	AL.2.PK.B.2.	<p>Explain a routine sequence.</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>

		<p>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>
DESCRIPTOR	AL.2.PK.B.3.	<p>Relate the steps necessary to complete a task or activity.</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>
DESCRIPTOR	AL.2.PK.B.4.	<p>Relate the desired outcome or end goal of a task or activity.</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>
STANDARD AREA / STATEMENT	AL.3.PK.	Applying Knowledge
STANDARD		Big Idea: Prior knowledge and experiences can be used to express and create new understandings. Essential Questions: How do I use what I already know to understand new things? How do I represent new understandings?
DESCRIPTOR / STANDARD	AL.3.PK.A.	Creativity: Use music, art and/or stories to express ideas, thoughts, and feelings.
DESCRIPTOR	AL.3.PK.A.1.	<p>Reference 9.1.M.PK.E; 9.1.D.PK.E; 9.1.V.PK.E; 1.4.PK.M; 1.5.PK.E.</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>

		<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. 35 Focus Question 3 Outdoor Experiences</p> <p>p. 38 Focus Question 3 Day 2 Large Group</p> <p>p. 45 Focus Question 3 Day 5 Large-Group Roundup</p> <p>p. 53 Focus Question 4 Day 23 Large-Group Roundup</p> <p>p. 61 Focus Question 5 Day 3 Large-Group Roundup</p> <p>p. 67 Focus Question 6 Day 1 Small Group</p> <p>p. 69 Focus Question 6 Day 2 Small Group</p> <p>p. 70 Focus Question 6 Day 3 Large Group</p> <p>p. 71 Focus Question 6 Day 3 Read-Aloud</p> <p>p. 74 Focus Question 6 Day 5 Large Group</p> <p>p. 75 Focus Question 6 Day 5 Choice Time</p> <p>p. 75 Focus Question 6 Day 5 Large-Group Roundup</p> <p>p. 81 Ministudy Day 1 Small Group</p> <p>p. 83 Ministudy Day 2 Small Group</p> <p>p. 85 Ministudy Day 3 Read-Aloud</p> <p>p. 86 Ministudy Day 4 Large Group</p> <p>p. 87 Ministudy Day 4 Large-Group Roundup</p>
<b>STANDARD AREA / STATEMENT</b>	<b>AL.3.PK.</b>	<b>Applying Knowledge</b>
<b>STANDARD</b>		<b>Big Idea: Prior knowledge and experiences can be used to express and create new understandings. Essential Questions: How do I use what I already know to understand new things? How do I represent new understandings?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>AL.3.PK.B.</b>	<b>Invention: Produce and explain the purpose for a new creation.</b>
<b>DESCRIPTOR</b>	<b>AL.3.PK.B.1.</b>	<p>Engage in a variety of creative activities.</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. 74 Focus Question 6 Day 5 Large Group</p> <p>p. 75 Focus Question 6 Day 5 Choice Time</p>



		<p>p. 75 Focus Question 6 Day 5 Large-Group Roundup  p. 81 Ministudy Day 1 Small Group  p. 83 Ministudy Day 2 Small Group  p. 85 Ministudy Day 3 Read-Along  p. 86 Ministudy Day 4 Large Group  p. 87 Ministudy Day 4 Large-Group Roundup</p>
DESCRIPTOR	AL.3.PK.B.2.	<p>Describe or draw a desired product (e.g. create a blueprint for a block structure).</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-Along  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. 81 Ministudy Day 1 Small Group  p. 83 Ministudy Day 2 Small Group  p. 85 Ministudy Day 3 Read-Along  p. 86 Ministudy Day 4 Large Group  p. 87 Ministudy Day 4 Large-Group Roundup</p>
DESCRIPTOR	AL.3.PK.B.3.	<p>Answer questions to explain the purpose of a creation.</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>

		<p>p. 69 Focus Question 6 Day 2 Small Group</p> <p>p. 70 Focus Question 6 Day 3 Large Group</p> <p>p. 71 Focus Question 6 Day 3 Read-Aloud</p> <p>p. 74 Focus Question 6 Day 5 Large Group</p> <p>p. 75 Focus Question 6 Day 5 Choice Time</p> <p>p. 75 Focus Question 6 Day 5 Large-Group Roundup</p> <p>p. 81 Ministudy Day 1 Small Group</p> <p>p. 83 Ministudy Day 2 Small Group</p> <p>p. 85 Ministudy Day 3 Read-Aloud</p> <p>p. 86 Ministudy Day 4 Large Group</p> <p>p. 87 Ministudy Day 4 Large-Group Roundup</p>
DESCRIPTOR	AL.3.PK.B.4.	<p>Show pride in a creation.</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. 74 Focus Question 6 Day 5 Large Group</p> <p>p. 75 Focus Question 6 Day 5 Choice Time</p> <p>p. 75 Focus Question 6 Day 5 Large-Group Roundup</p> <p>p. 81 Ministudy Day 1 Small Group</p> <p>p. 83 Ministudy Day 2 Small Group</p> <p>p. 85 Ministudy Day 3 Read-Aloud</p> <p>p. 86 Ministudy Day 4 Large Group</p> <p>p. 87 Ministudy Day 4 Large-Group Roundup</p>
STANDARD AREA / STATEMENT	AL.4.PK.	Learning Through Experience
STANDARD		Big Idea: Experiences provide the context in which learning is constructed. Essential Questions: In what ways does an experience in one setting influence my learning and experiences in another setting? How do I learn from my mistakes and/or from challenging situations?
DESCRIPTOR / STANDARD	AL.4.PK.A.	Making Connections: Relate knowledge learned from one experience to a similar experience in a new setting.
DESCRIPTOR	AL.4.PK.A.1.	<p>Relate personal (e.g. home, cultural, community) experiences during play, and other school activities.</p> <p><u>Beginning the Year</u></p> <p>p. 16 Focus Question 1 Day 1 Large Group</p> <p>p. 17 Focus Question 1 Day 1 Mighty Minutes</p> <p>p. 19 Focus Question 1 Day 2 Mighty Minutes</p> <p>p. 20 Focus Question 1 Day 3 Large Group</p> <p>p. 21 Focus Question 1 Day 3 Mighty Minutes</p>

		<p>p. 22 Focus Question 1 Day 4 Large Group  p. 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>
<p>DESCRIPTOR</p>	<p>AL.4.PK.A.2.</p>	<p>Understand that appropriate activities and events may differ from home to school.</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. 28 Focus Question 2 Day 1 Large Group  p. 29 Focus Question 2 Day 1 Choice Time  p. 30 Focus Question 2 Day 2 Large Group  p. 32 Focus Question 2 Day 3 Large Group  p. 37 Focus Question 3 Day 1 Read-Aloud  p. 38 Focus Question 3 Day 2 Large Group  p. 39 Focus Question 3 Day 2 Small Group  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 Large-Group Roundup  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. 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. 53 Focus Question 4 Day 23 Large-Group Roundup  p. 53 Focus Question 4 Day 3 Small Group  p. 57 Focus Question 5 Day 1 Small Group</p>

		<p>p. 59 Focus Question 5 Day 2 Small Group  p. 61 Focus Question 5 Day 3 Small Group  p. 63 Focus Question 5 Day 4 Small Group  p. 67 Focus Question 6 Day 1 Small Group  p. 69 Focus Question 6 Day 2 Small Group  p. 70 Focus Question 6 Day 3 Large Group  p. 71 Focus Question 6 Day 3 Read-Aloud  p. 71 Focus Question 6 Day 3 Small Group  p. 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. 75 Focus Question 6 Day 5 Small Group  p. 80 Ministudy Day 1 Large Group  p. 81 Ministudy Day 1 Choice Time  p. 81 Ministudy Day 1 Small Group  p. 83 Ministudy Day 2 Read-Aloud  p. 83 Ministudy Day 2 Small 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>
DESCRIPTOR	AL.4.PK.A.4.	<p>Practice skills learned in whole group demonstration or role play during center exploration.</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>

		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
<b>STANDARD AREA / STATEMENT</b>	<b>AL.4.PK.</b>	<b>Learning Through Experience</b>
<b>STANDARD</b>		<b>Big Idea: Experiences provide the context in which learning is constructed. Essential Questions: In what ways does an experience in one setting influence my learning and experiences in another setting? How do I learn from my mistakes and/or from challenging situations?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>AL.4.PK.C.</b>	<b>Problem Solving: Attempt problem solving activities to achieve a positive outcome.</b>
<b>DESCRIPTOR</b>	<b>AL.4.PK.C.1.</b>	Try new ways to complete a familiar task.  <u>Beginning the Year</u> p. 29 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 66 Focus Question 6 Day 1 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 85 Ministudy Day 3 Small Group
<b>DESCRIPTOR</b>	<b>AL.4.PK.C.2.</b>	Attempt to complete a task in more than one way (e.g. using materials in new ways, trial and error, breaking tasks into steps) before asking for help or stopping due to frustration.  <u>Beginning the Year</u> p. 29 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 66 Focus Question 6 Day 1 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 85 Ministudy Day 3 Small Group
<b>DESCRIPTOR</b>	<b>AL.4.PK.C.3.</b>	Ask questions to clarify problems.  <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
<b>DESCRIPTOR</b>	<b>AL.4.PK.C.4.</b>	Discuss the different ways used to accomplish a task or to solve a problem.  <u>Beginning the Year</u> p. 29 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 66 Focus Question 6 Day 1 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 85 Ministudy Day 3 Small Group
<b>DESCRIPTOR</b>	<b>AL.4.PK.C.5.</b>	Recall and use a previously successful strategy.  <u>Beginning the Year</u> p. 29 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 53 Focus Question 4 Day 3 Small Group

		p. 66 Focus Question 6 Day 1 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 85 Ministudy Day 3 Small Group
DESCRIPTOR	AL.4.PK.C.6.	Change plan if a better strategy presents itself.  <u>Beginning the Year</u> p. 29 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 66 Focus Question 6 Day 1 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 85 Ministudy Day 3 Small Group
DESCRIPTOR	AL.4.PK.C.7.	Observe mistakes and note the effectiveness of a difference solution (e.g. "That didn't work because ...").  <u>Beginning the Year</u> p. 29 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 66 Focus Question 6 Day 1 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 85 Ministudy Day 3 Small Group
SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Pre-kindergarten)
STANDARD AREA / STATEMENT	1.1.PK.	Foundational Skills
STANDARD		Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?
DESCRIPTOR / STANDARD	1.1.PK.A.	Book Handling: Practice appropriate book handling skills.
DESCRIPTOR	1.1.PK.A.3.	Use pointers or finger to track print on charts, posters, environmental print or in books.  <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
DESCRIPTOR	1.1.PK.A.4.	Practice tracking from top to bottom and left to right with scaffolding.  <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

STANDARD AREA / STATEMENT	1.1.PK.	Foundational Skills
STANDARD		Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?
DESCRIPTOR / STANDARD	1.1.PK.B.	Print Concepts: Identify basic features of print.
DESCRIPTOR	1.1.PK.B.2.	Recognize and name some upper and lower case letters of the alphabet.  <u>Beginning the Year</u> p. 30 Focus Question 2 Day 2 Large Group p. 41 Focus Question 3 Day 3 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Small Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group
STANDARD AREA / STATEMENT	1.1.PK.	Foundational Skills
STANDARD		Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?
DESCRIPTOR / STANDARD	1.1.PK.C.	Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
DESCRIPTOR	1.1.PK.C.1.	Recognize rhyming words.  <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
DESCRIPTOR	1.1.PK.C.2.	Recognize when two or more words begin with the same sound (alliteration).  <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>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>
DESCRIPTOR	1.1.PK.C.3.	<p>Count syllables in spoken words.</p> <p><u>Beginning the Year</u>  p. 20 Focus Question 1 Day 3 Large Group  p. 21 Focus Question 1 Day 3 Mighty Minutes  p. 57 Focus Question 5 Day 1 Mighty Minutes  p. 70 Focus Question 6 Day 3 Large Group  p. 74 Focus Question 6 Day 5 Large Group  p. 80 Ministudy Day 1 Large Group  p. 86 Ministudy Day 4 Large Group</p>
DESCRIPTOR	1.1.PK.C.4.	<p>Isolate and pronounce 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>
DESCRIPTOR	1.1.PK.C.5.	<p>Segment single-syllable spoken words into phonemes.</p> <p><u>Beginning the Year</u>  p. 58 Focus Question 5 Day 2 Large Group  p. 60 Focus Question 5 Day 3 Large Group</p>
STANDARD AREA / STATEMENT	1.1.PK.	Foundational Skills
STANDARD		Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?
DESCRIPTOR / STANDARD	1.1.PK.D.	Phonics and Word Recognition: Develop beginning phonics and word skills.
DESCRIPTOR	1.1.PK.D.1.	<p>Associate some letters with their names and sounds.</p> <p><u>Beginning the Year</u>  p. 20 Focus Question 1 Day 3 Large Group  p. 23 Focus Question 1 Day 4 Mighty Minutes  p. 41 Focus Question 3 Day 3 Small Group  p. 43 Focus Question 3 Day 4 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. 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>



		<p>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>
DESCRIPTOR	1.1.PK.D.2.	Identify familiar words and environmental print.  <u>Beginning the Year</u> p. 23 Focus Question 1 Day 4 Small Group p. 41 Focus Question 3 Day 3 Small Group
STANDARD AREA / STATEMENT	1.1.PK.	Foundational Skills
STANDARD		Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?
DESCRIPTOR / STANDARD	1.1.PK.E.	Fluency: Read emergent reader text with purpose and understanding.
DESCRIPTOR	1.1.PK.E.1.	Recite rhymes, songs, and familiar text while tracking with a finger or pointer.  <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. 39 Focus Question 3 Day 2 Small Group p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 41 Focus Question 3 Day 3 Small Group p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 48 Focus Question 4 Day 1 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 53 Focus Question 4 Day 23 Large-Group Roundup 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. 63 Focus Question 5 Day 4 Small Group p. 67 Focus Question 6 Day 1 Mighty Minutes 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 Mighty Minutes 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. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Read-Aloud
DESCRIPTOR	1.1.PK.E.2.	Apply knowledge of letters, word and sounds to read simple

		<p>sentences.</p> <p><b>Beginning the Year</b>  p. 16 Focus Question 1 Day 1 Large Group  p. 39 Focus Question 3 Day 2 Small Group  p. 41 Focus Question 3 Day 3 Small Group  p. 43 Focus Question 3 Day 4 Large-Group Roundup  p. 53 Focus Question 4 Day 23 Large-Group Roundup  p. 58 Focus Question 5 Day 2 Large Group  p. 59 Focus Question 5 Day 2 Small Group  p. 60 Focus Question 5 Day 3 Large Group  p. 61 Focus Question 5 Day 3 Small Group  p. 63 Focus Question 5 Day 4 Small Group  p. 67 Focus Question 6 Day 1 Small Group  p. 69 Focus Question 6 Day 2 Small Group  p. 71 Focus Question 6 Day 3 Small Group  p. 74 Focus Question 6 Day 5 Large Group  p. 81 Ministudy Day 1 Small Group  p. 83 Ministudy Day 2 Small Group</p>
DESCRIPTOR	1.1.PK.E.3.	<p>Assemble letters to form words and words to form sentences and (pretend) to read the words or sentences back.</p> <p><b>Beginning the Year</b>  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>
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		<p><b>Big Idea:</b> Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. <b>Essential Questions:</b> What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
DESCRIPTOR / STANDARD	1.2.PK.A.	Key Ideas and Details Main Idea: With prompting and support, retell key details of text that support a provided main idea.
DESCRIPTOR	1.2.PK.A.1.	<p>Know that the details of a text can be used to support a main topic or idea.</p> <p><b>Beginning the Year</b>  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>
DESCRIPTOR	1.2.PK.A.2.	<p>Provide relevant details from a text which support a provided main idea.</p> <p><b>Beginning the Year</b>  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>

		p. 89 Ministudy Day 5 Read-Aloud
<b>STANDARD AREA / STATEMENT</b>	1.2.PK.	Reading Informational Text
<b>STANDARD</b>		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
<b>DESCRIPTOR / STANDARD</b>	1.2.PK.B.	Key Ideas and Details Text Analysis: Answer questions about a text.
<b>DESCRIPTOR</b>	1.2.PK.B.1.	Use specific details from the text to answer questions.  <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
<b>DESCRIPTOR</b>	1.2.PK.B.2.	Answer "who" or "what" the text is about.  <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
<b>DESCRIPTOR</b>	1.2.PK.B.3.	Answer "how" and/or "why" questions using specifics from the 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
<b>STANDARD AREA / STATEMENT</b>	1.2.PK.	Reading Informational Text
<b>STANDARD</b>		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
<b>DESCRIPTOR / STANDARD</b>	1.2.PK.C.	Key Ideas and Details: With prompting and support, make connections between information in a text and personal experience.
<b>DESCRIPTOR</b>	1.2.PK.C.2.	Contribute relevant information to a K (know), W (what child wants to learn), L (what group learned) chart.  <u>Beginning the Year</u> p. 39 Focus Question 3 Day 2 Read-Aloud

		<p>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>
DESCRIPTOR	1.2.PK.C.3.	<p>Choose text based on personal interests and experiences.</p> <p><u>Beginning the Year</u>  p. 35 Focus Question 3 Outdoor Experiences  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. 73 Focus Question 6 Day 4 Large-Group Roundup  p. 89 Ministudy Day 5 Read-Aloud</p>
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
DESCRIPTOR / STANDARD	1.2.PK.F.	Craft and Structure Vocabulary: With prompting and support, answer questions about unfamiliar words read aloud from a text.
DESCRIPTOR	1.2.PK.F.1.	<p>Participate in discussions about unfamiliar words.</p> <p><u>Beginning the Year</u>  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>
DESCRIPTOR	1.2.PK.F.2.	<p>Connect prior understandings to unfamiliar words.</p> <p><u>Beginning the Year</u>  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>
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
DESCRIPTOR / STANDARD	1.2.PK.G.	Integration of Knowledge and Ideas – Diverse Media: With prompting and support, answer questions to connect illustrations to the written word.
DESCRIPTOR	1.2.PK.G.3.	Describe pictures in a text in detail to answer specific questions

		<p>about the text.</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. 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>
<b>STANDARD AREA / STATEMENT</b>	1.2.PK.	Reading Informational Text
<b>STANDARD</b>		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	1.2.PK.I.	Integration of Knowledge and Ideas –Analysis Across Texts: With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.
<b>DESCRIPTOR</b>	1.2.PK.I.1.	<p>Recognize that texts have similar components that can be compared and contrasted (e.g. main ideas, details).</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>
<b>DESCRIPTOR</b>	1.2.PK.I.2.	<p>Participate in strategies that provide opportunities to compare and contrast texts and/or components of texts (e.g. Venn diagrams, T-charts).</p> <p><u>Beginning the Year</u>  p. 49 Focus Question 4 Day 1 Small Group  p. 51 Focus Question 4 Day 2 Small Group  p. 89 Ministudy Day 5 Read-Aloud</p>
<b>STANDARD AREA / STATEMENT</b>	1.2.PK.	Reading Informational Text
<b>STANDARD</b>		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	1.2.PK.J.	Vocabulary Acquisition and Use: Use new vocabulary and phrases acquired in conversations and being read to.
<b>DESCRIPTOR</b>	1.2.PK.J.1.	<p>Talk about pictures using new vocabulary words or phrases.</p> <p><u>Beginning the Year</u>  p. 15 Focus Question 1 Outdoor Experiences  p. 16 Focus Question 1 Day 1 Large Group  p. 17 Focus Question 1 Day 1 Small Group  p. 20 Focus Question 1 Day 3 Large Group  p. 22 Focus Question 1 Day 4 Large Group</p>

		<p>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 3 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>DESCRIPTOR</p>	<p>1.2.PK.J.2.</p>	<p>Use new vocabulary in the context of dramatic play, daily routines and classroom conversations.</p> <p><u>Beginning the Year</u></p> <p>p. 16 Focus Question 1 Day 1 Large Group  p. 17 Focus Question 1 Day 1 Choice Time  p. 17 Focus Question 1 Day 1 Large-Group Roundup  p. 17 Focus Question 1 Day 1 Mighty Minutes  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 Mighty Minutes  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 Mighty Minutes  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 Mighty Minutes  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 Mighty Minutes  
 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 Mighty Minutes  
 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 Mighty Minutes  
 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 Mighty Minutes  
 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 Mighty Minutes  
 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 Mighty Minutes  
 p. 51 Focus Question 4 Day 2 Read-Aloud  
 p. 51 Focus Question 4 Day 2 Small Group  
 p. 52 Focus Question 4 Day 3 Choice Time  
 p. 52 Focus Question 4 Day 3 Large Group  
 p. 53 Focus Question 4 Day 23 Large-Group Roundup  
 p. 53 Focus Question 4 Day 3 Mighty Minutes  
 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 Mighty Minutes  
 p. 59 Focus Question 5 Day 2 Small Group  
 p. 60 Focus Question 5 Day 3 Choice Time  
 p. 60 Focus Question 5 Day 3 Large Group  
 p. 61 Focus Question 5 Day 3 Large-Group Roundup  
 p. 61 Focus Question 5 Day 3 Mighty Minutes  
 p. 61 Focus Question 5 Day 3 Read-Aloud  
 p. 61 Focus Question 5 Day 3 Small Group  
 p. 62 Focus Question 5 Day 4 Large Group  
 p. 63 Focus Question 5 Day 4 Choice Time  
 p. 63 Focus Question 5 Day 4 Large-Group Roundup  
 p. 63 Focus Question 5 Day 4 Small Group  
 p. 65 Focus Question 6 Outdoor Experiences  
 p. 66 Focus Question 6 Day 1 Large Group  
 p. 67 Focus Question 6 Day 1 Choice Time  
 p. 67 Focus Question 6 Day 1 Large-Group Roundup  
 p. 67 Focus Question 6 Day 1 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 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 Mighty Minutes  
 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 Mighty Minutes  
 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 Mighty Minutes  
 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 Mighty Minutes  
 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>p. 86 Ministudy Day 4 Large Group  p. 87 Ministudy Day 4 Large-Group Roundup  p. 87 Ministudy Day 4 Mighty Minutes  p. 87 Ministudy Day 4 Small Group  p. 88 Ministudy Day 5 Choice Time  p. 88 Ministudy Day 5 Large Group  p. 89 Ministudy Day 5 Large-Group Roundup  p. 89 Ministudy Day 5 Mighty Minutes  p. 89 Ministudy Day 5 Small Group</p>
DESCRIPTOR	1.2.PK.J.3.	<p>Begin to use new vocabulary when asking questions or describing situations or objects.</p> <p><u>Beginning the Year</u>  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. 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. 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>
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
DESCRIPTOR / STANDARD	1.2.PK.K.	Vocabulary Acquisition and Use: With prompting and support, clarify unknown words or phrases read aloud.
DESCRIPTOR	1.2.PK.K.1.	<p>Recognize words or phrases that are unfamiliar to them.</p> <p><u>Beginning the Year</u>  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>
DESCRIPTOR	1.2.PK.K.3.	<p>Talk about connections between familiar and unfamiliar words or phrases that mean similar things (e.g. grass, lawn).</p> <p><u>Beginning the Year</u>  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>
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out</p>

		unknown vocabulary?
DESCRIPTOR / STANDARD	1.2.PK.L.	Range of Reading: With prompting and support, actively engage in group reading activities with purpose and understanding.
DESCRIPTOR	1.2.PK.L.1.	Ask and answer questions about text being read aloud.  <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
DESCRIPTOR	1.2.PK.L.3.	Respond to and build on comments from other children.  <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
DESCRIPTOR	1.2.PK.L.4.	Use ideas gained in group reading activities in other daily routines, learning centers, and activities.  <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
STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.3.PK.A.	Key Ideas and Details Theme: With prompting and support, retell a familiar story in a sequence with picture support.
DESCRIPTOR	1.3.PK.A.1.	Retell a story in sequential order using various materials.  <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>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>
<b>STANDARD AREA / STATEMENT</b>	1.3.PK.	Reading Literature
<b>STANDARD</b>		<p><b>Big Idea:</b> Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. <b>Essential Questions:</b> What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	1.3.PK.B.	Key Ideas and Details Text Analysis: Answer questions about a particular story (who, what, how, when, and where).
<b>DESCRIPTOR</b>	1.3.PK.B.1.	<p>Use specific details from the story to answer questions.</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. 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. 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. 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>
<b>STANDARD AREA / STATEMENT</b>	1.3.PK.	Reading Literature

STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.3.PK.C.	Key Ideas and Details Literary Elements: With prompting and support, answer questions to identify characters, settings, and major events in a story.
DESCRIPTOR	1.3.PK.C.2.	<p>Demonstrate understanding that “characters” are people or animals who have a role in the 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>
DESCRIPTOR	1.3.PK.C.3.	<p>Respond to questions and prompts about characters, settings and events during a read aloud.</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. 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. 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>

		<p>p. 61 Focus Question 5 Day 3 Read-Aloud</p> <p>p. 62 Focus Question 5 Day 4 Large Group</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. 68 Focus Question 6 Day 2 Large Group</p> <p>p. 69 Focus Question 6 Day 2 Read-Aloud</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. 72 Focus Question 6 Day 4 Choice Time</p> <p>p. 72 Focus Question 6 Day 4 Large Group</p> <p>p. 73 Focus Question 6 Day 4 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. 85 Ministudy Day 3 Small Group</p> <p>p. 87 Ministudy Day 4 Read-Aloud</p> <p>p. 87 Ministudy Day 4 Small Group</p> <p>p. 89 Ministudy Day 5 Small Group</p>
<b>STANDARD AREA / STATEMENT</b>	<b>1.3.PK.</b>	<b>Reading Literature</b>
<b>STANDARD</b>		<p><b>Big Idea:</b> Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. <b>Essential Questions:</b> What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>1.3.PK.D.</b>	<b>Craft and Structure Point of View: With prompting and support, name the author and illustrator of a story.</b>
<b>DESCRIPTOR</b>	<b>1.3.PK.D.1.</b>	<p>Understand that an author writes the story.</p> <p><u>Beginning the Year</u></p> <p>p. 17 Focus Question 1 Day 1 Read-Aloud</p> <p>p. 19 Focus Question 1 Day 2 Read-Aloud</p> <p>p. 25 Focus Question 1 Day 5 Read-Aloud</p> <p>p. 29 Focus Question 2 Day 1 Read-Aloud</p> <p>p. 33 Focus Question 2 Day 3 Read-Aloud</p> <p>p. 37 Focus Question 3 Day 1 Read-Aloud</p> <p>p. 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. 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. 67 Focus Question 6 Day 1 Read-Aloud</p> <p>p. 71 Focus Question 6 Day 3 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>
<b>DESCRIPTOR</b>	<b>1.3.PK.D.2.</b>	<p>Understand that the illustrator draws the pictures.</p> <p><u>Beginning the Year</u></p> <p>p. 17 Focus Question 1 Day 1 Read-Aloud</p> <p>p. 19 Focus Question 1 Day 2 Read-Aloud</p> <p>p. 25 Focus Question 1 Day 5 Read-Aloud</p> <p>p. 29 Focus Question 2 Day 1 Read-Aloud</p> <p>p. 33 Focus Question 2 Day 3 Read-Aloud</p> <p>p. 37 Focus Question 3 Day 1 Read-Aloud</p> <p>p. 41 Focus Question 3 Day 3 Read-Aloud</p>

		<p>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>
<b>STANDARD AREA / STATEMENT</b>	<b>1.3.PK.</b>	<b>Reading Literature</b>
<b>STANDARD</b>		<p><b>Big Idea:</b> Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. <b>Essential Questions:</b> What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>1.3.PK.E.</b>	<b>Craft and Structure Text Structure: With prompting and support, recognize common types of text.</b>
<b>DESCRIPTOR</b>	<b>1.3.PK.E.2.</b>	<p>Understand that a storybook has characters, setting, and actions associated with words and, most often, illustrations.</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. 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. 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>
<b>DESCRIPTOR</b>	<b>1.3.PK.E.3.</b>	<p>Understand that a poem consists of words arranged in patterns of sound (e.g. rhyming words, alliteration).</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>

		<p>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. 55 Focus Question 5 Outdoor Experiences  p. 57 Focus Question 5 Day 1 Mighty Minutes  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. 61 Focus Question 5 Day 3 Mighty Minutes  p. 63 Focus Question 5 Day 4 Read-Aloud  p. 65 Focus Question 6 Outdoor Experiences  p. 67 Focus Question 6 Day 1 Mighty Minutes  p. 69 Focus Question 6 Day 2 Mighty Minutes  p. 71 Focus Question 6 Day 3 Mighty Minutes  p. 72 Focus Question 6 Day 4 Large Group  p. 75 Focus Question 6 Day 5 Mighty Minutes  p. 75 Focus Question 6 Day 5 Small Group  p. 84 Ministudy Day 3 Large Group  p. 85 Ministudy Day 3 Read-Aloud</p>
<p>DESCRIPTOR</p>	<p>1.3.PK.E.4.</p>	<p>Tell if a text is storybook or poem.</p> <p><u>Beginning the Year</u></p> <p>p. 15 Focus Question 1 Outdoor Experiences  p. 17 Focus Question 1 Day 1 Read-Aloud  p. 19 Focus Question 1 Day 2 Read-Aloud  p. 20 Focus Question 1 Day 3 Large Group  p. 21 Focus Question 1 Day 3 Read-Aloud  p. 21 Focus Question 1 Day 3 Small Group  p. 23 Focus Question 1 Day 4 Read-Aloud  p. 25 Focus Question 1 Day 5 Read-Aloud  p. 28 Focus Question 2 Day 1 Large Group  p. 29 Focus Question 2 Day 1 Read-Aloud  p. 31 Focus Question 2 Day 2 Read-Aloud  p. 33 Focus Question 2 Day 3 Read-Aloud  p. 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. 47 Focus Question 4 Outdoor Experiences  p. 49 Focus Question 4 Day 1 Read-Aloud  p. 51 Focus Question 4 Day 2 Read-Aloud  p. 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. 70 Focus Question 6 Day 3 Large Group  p. 71 Focus Question 6 Day 3 Read-Aloud</p>

		<p>p. 72 Focus Question 6 Day 4 Choice Time  p. 72 Focus Question 6 Day 4 Large Group  p. 73 Focus Question 6 Day 4 Large-Group Roundup  p. 73 Focus Question 6 Day 4 Read-Aloud  p. 75 Focus Question 6 Day 5 Mighty Minutes  p. 75 Focus Question 6 Day 5 Read-Aloud  p. 79 Ministudy Outdoor Experiences  p. 81 Ministudy Day 1 Read-Aloud  p. 82 Ministudy Day 2 Large Group  p. 83 Ministudy Day 2 Read-Aloud  p. 85 Ministudy Day 3 Read-Aloud  p. 85 Ministudy Day 3 Small Group  p. 87 Ministudy Day 4 Read-Aloud  p. 87 Ministudy Day 4 Small Group  p. 89 Ministudy Day 5 Small Group</p>
<b>STANDARD AREA / STATEMENT</b>	1.3.PK.	Reading Literature
<b>STANDARD</b>		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	1.3.PK.F.	Craft and Structure Vocabulary: Answer questions about unfamiliar words read aloud from a story.
<b>DESCRIPTOR</b>	1.3.PK.F.1.	<p>Participate in discussions about unfamiliar words.</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>
<b>DESCRIPTOR</b>	1.3.PK.F.2.	<p>Connect prior understandings to unfamiliar words.</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>
<b>STANDARD AREA / STATEMENT</b>	1.3.PK.	Reading Literature
<b>STANDARD</b>		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential</p>



		Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.3.PK.G.	Integration of Knowledge and Ideas Sources: Describe pictures in books using detail.
DESCRIPTOR	1.3.PK.G.1.	Attach action and descriptive words to illustrations (e.g. “That man in the yellow hat is running fast”).  <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
STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.3.PK.H.	Integration of Knowledge and Ideas Text Analysis: Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.
DESCRIPTOR	1.3.PK.H.1.	Understand that characters within the same story or characters from different stories can be compared and contrasted.  <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. 52 Focus Question 4 Day 3 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. 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

DESCRIPTOR	1.3.PK.H.2.	<p>Participate in strategies that provide opportunities to compare and contrast the experiences of characters (e.g. Venn diagrams, T-charts, dramatic 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. 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. 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. 32 Focus Question 2 Day 3 Large Group  p. 36 Focus Question 3 Day 1 Choice Time  p. 36 Focus Question 3 Day 1 Large Group  p. 38 Focus Question 3 Day 2 Choice Time  p. 38 Focus Question 3 Day 2 Large Group  p. 39 Focus Question 3 Day 2 Large-Group Roundup  p. 39 Focus Question 3 Day 2 Read-Aloud  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. 43 Focus Question 3 Day 4 Small Group  p. 44 Focus Question 3 Day 5 Large Group  p. 45 Focus Question 3 Day 5 Mighty Minutes  p. 45 Focus Question 3 Day 5 Small Group  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 Choice Time  p. 52 Focus Question 4 Day 3 Large Group  p. 53 Focus Question 4 Day 3 Mighty Minutes  p. 53 Focus Question 4 Day 3 Small Group  p. 56 Focus Question 5 Day 1 Large Group  p. 58 Focus Question 5 Day 2 Large Group  p. 59 Focus Question 5 Day 2 Large-Group Roundup  p. 59 Focus Question 5 Day 2 Mighty Minutes  p. 60 Focus Question 5 Day 3 Large Group  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. 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. 87 Ministudy Day 4 Mighty Minutes  p. 89 Ministudy Day 5 Mighty Minutes</p>
STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature

STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.3.PK.I.	Vocabulary Acquisition & Use Strategies: With prompting and support, clarify unknown words or phrases read aloud.
DESCRIPTOR	1.3.PK.I.1.	Recognize words or phrases that are unfamiliar to them.  <u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 39 Focus Question 3 Day 2 Small Group p. 41 Focus Question 3 Day 3 Small Group p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 63 Focus Question 5 Day 4 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Small Group
DESCRIPTOR	1.3.PK.I.3.	Talk about connections between familiar and unfamiliar words or phrases that mean similar things (e.g. grass, lawn).  <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
STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.3.PK.J.	Vocabulary Acquisition and Use: Use new vocabulary and phrases acquired in conversations and being read to.
DESCRIPTOR	1.3.PK.J.1.	Talk about pictures using new vocabulary words or phrases.  <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. 25 Focus Question 1 Day 5 Read-Aloud p. 27 Focus Question 2 Outdoor Experiences

		<p>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. 32 Focus Question 2 Day 3 Large Group  p. 33 Focus Question 2 Day 3 Read-Aloud  p. 36 Focus Question 3 Day 1 Choice Time  p. 37 Focus Question 3 Day 1 Large-Group Roundup  p. 37 Focus Question 3 Day 1 Read-Aloud  p. 39 Focus Question 3 Day 2 Small Group  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 Large-Group Roundup  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. 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. 57 Focus Question 5 Day 1 Read-Aloud  p. 58 Focus Question 5 Day 2 Large Group  p. 61 Focus Question 5 Day 3 Large-Group Roundup  p. 61 Focus Question 5 Day 3 Read-Aloud  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 Read-Aloud  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 Read-Aloud  p. 75 Focus Question 6 Day 5 Small Group  p. 82 Ministudy Day 2 Large Group  p. 83 Ministudy Day 2 Read-Aloud  p. 84 Ministudy Day 3 Large Group  p. 85 Ministudy Day 3 Small Group  p. 86 Ministudy Day 4 Large Group  p. 87 Ministudy Day 4 Small Group  p. 89 Ministudy Day 5 Small Group</p>
DESCRIPTOR	1.3.PK.J.2.	<p>Use new vocabulary in the context of dramatic play, daily routines and classroom conversations.</p> <p><u>Beginning the Year</u>  p. 16 Focus Question 1 Day 1 Large Group  p. 17 Focus Question 1 Day 1 Mighty Minutes  p. 19 Focus Question 1 Day 2 Mighty Minutes  p. 20 Focus Question 1 Day 3 Large Group  p. 21 Focus Question 1 Day 3 Mighty Minutes  p. 22 Focus Question 1 Day 4 Large Group  p. 23 Focus Question 1 Day 4 Mighty Minutes  p. 24 Focus Question 1 Day 5 Large Group  p. 25 Focus Question 1 Day 5 Mighty Minutes  p. 25 Focus Question 1 Day 5 Read-Aloud  p. 29 Focus Question 2 Day 1 Mighty Minutes  p. 29 Focus Question 2 Day 1 Read-Aloud</p>

		<p>p. 30 Focus Question 2 Day 2 Large Group  p. 33 Focus Question 2 Day 3 Read-Aloud  p. 36 Focus Question 3 Day 1 Choice Time  p. 37 Focus Question 3 Day 1 Read-Aloud  p. 38 Focus Question 3 Day 2 Choice Time  p. 38 Focus Question 3 Day 2 Large Group  p. 39 Focus Question 3 Day 2 Large-Group Roundup  p. 40 Focus Question 3 Day 3 Large Group  p. 41 Focus Question 3 Day 3 Read-Aloud  p. 42 Focus Question 3 Day 4 Large Group  p. 43 Focus Question 3 Day 4 Mighty Minutes  p. 45 Focus Question 3 Day Read-Aloud  p. 45 Focus Question 3 Day 5 Mighty Minutes  p. 49 Focus Question 4 Day 1 Mighty Minutes  p. 49 Focus Question 4 Day 1 Small Group  p. 51 Focus Question 4 Day 2 Mighty Minutes  p. 51 Focus Question 4 Day 2 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 3 Mighty Minutes  p. 56 Focus Question 5 Day 1 Large Group  p. 57 Focus Question 5 Day 1 Read-Aloud  p. 58 Focus Question 5 Day 2 Large Group  p. 59 Focus Question 5 Day 2 Mighty Minutes  p. 61 Focus Question 5 Day 3 Read-Aloud  p. 62 Focus Question 5 Day 4 Large Group  p. 66 Focus Question 6 Day 1 Large Group  p. 67 Focus Question 6 Day 1 Mighty Minutes  p. 67 Focus Question 6 Day 1 Read-Aloud  p. 68 Focus Question 6 Day 2 Large Group  p. 69 Focus Question 6 Day 2 Mighty Minutes  p. 70 Focus Question 6 Day 3 Large Group  p. 71 Focus Question 6 Day 3 Mighty Minutes  p. 71 Focus Question 6 Day 3 Read-Aloud  p. 72 Focus Question 6 Day 4 Large Group  p. 73 Focus Question 6 Day 4 Mighty Minutes  p. 74 Focus Question 6 Day 5 Large Group  p. 75 Focus Question 6 Day 5 Mighty Minutes  p. 75 Focus Question 6 Day 5 Read-Aloud  p. 79 Ministudy Outdoor Experiences  p. 82 Ministudy Day 2 Large Group  p. 83 Ministudy Day 2 Read-Aloud  p. 84 Ministudy Day 3 Large Group  p. 85 Ministudy Day 3 Small Group  p. 87 Ministudy Day 4 Mighty Minutes  p. 89 Ministudy Day 5 Mighty Minutes</p>
DESCRIPTOR	1.3.PK.J.3.	<p>Begin to use new vocabulary when asking questions or describing situations or objects.</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. 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 Group51  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>

STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.3.PK.K.	Range of Reading: With prompting and support, actively engage in group reading activities with purpose and understanding.
DESCRIPTOR	1.3.PK.K.1.	Ask and answer questions about story or poem being read aloud.  <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. 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. 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
DESCRIPTOR	1.3.PK.K.3.	Respond to and build on comments from other children.  <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>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. 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>DESCRIPTOR</p>	<p>1.3.PK.K.4.</p>	<p>Use ideas gained in group reading activities in other daily routines, learning centers, and activities.</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. 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. 56 Focus Question 5 Day 1 Large Group</p>

		<p>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>
<b>STANDARD AREA / STATEMENT</b>	<b>1.4.PK.</b>	<b>Writing</b>
<b>STANDARD</b>		<p>Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>1.4.PK.A.</b>	<b>Informative/ Explanatory: Draw/dictate to compose informative /explanatory texts examining a topic.</b>
<b>DESCRIPTOR</b>	<b>1.4.PK.A.1.</b>	<p>Use illustration/dictation to convey meaning about a particular topic.</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>
<b>STANDARD AREA /</b>	<b>1.4.PK.</b>	<b>Writing</b>



STATEMENT		
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.C.	Informative / Explanatory Organization: With prompting and support, generate ideas to convey information.
DESCRIPTOR	1.4.PK.C.1.	Brainstorm ideas for pictures and stories.  <u>Beginning the Year</u> p. 30 Focus Question 2 Day 2 Large Group
DESCRIPTOR	1.4.PK.C.2.	Tell teacher what she/he will draw.  <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
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.D.	Informative/ Explanatory Organization: With prompting and support, make logical connections between drawing and dictation.
DESCRIPTOR	1.4.PK.D.1.	Understand that words are connected to print.  <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>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>
DESCRIPTOR	1.4.PK.D.2.	<p>Work with teacher to create words or sentences that relate to drawings.</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>
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		<p>Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?</p>
DESCRIPTOR / STANDARD	1.4.PK.E.	Informative / Explanatory Conventions of: Emerging to...Spell simple words phonetically.
DESCRIPTOR	1.4.PK.E.1.	<p>Write symbols, letters, or letter-like shapes.</p> <p><u>Beginning the Year</u>  p. 24 Focus Question 1 Day 5 Choice Time  p. 30 Focus Question 2 Day 2 Large Group  p. 31 Focus Question 2 Day 2 Choice Time  p. 45 Focus Question 3 Day 5 Large-Group Roundup  p. 59 Focus Question 5 Day 2 Small Group  p. 61 Focus Question 5 Day 3 Large-Group Roundup  p. 61 Focus Question 5 Day 3 Small Group  p. 67 Focus Question 6 Day 1 Small Group  p. 69 Focus Question 6 Day 2 Small Group  p. 70 Focus Question 6 Day 3 Large Group  p. 71 Focus Question 6 Day 3 Read-Aloud  p. 81 Ministudy Day 1 Small Group  p. 83 Ministudy Day 2 Small Group  p. 85 Ministudy Day 3 Read-Aloud  p. 86 Ministudy Day 4 Large Group</p>
DESCRIPTOR	1.4.PK.E.2.	<p>Attempt to reproduce own name and/or simple words, with most letters correct.</p> <p><u>Beginning the Year</u>  p. 30 Focus Question 2 Day 2 Large Group  p. 59 Focus Question 5 Day 2 Small Group  p. 61 Focus Question 5 Day 3 Small Group  p. 81 Ministudy Day 1 Small Group  p. 83 Ministudy Day 2 Small Group</p>
STANDARD AREA / STATEMENT	1.4.PK.	Writing

STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.M.	Narrative: Dictate narratives to describe real or imagined experiences or events.
DESCRIPTOR	1.4.PK.M.1.	<p>Use illustration/dictation to convey meaning about an experience or event.</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>
DESCRIPTOR	1.4.PK.M.2.	<p>Create a picture about an experience or event and talk about it with the teacher.</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>

		<p>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>
<b>STANDARD AREA / STATEMENT</b>	1.4.PK.	<b>Writing</b>
<b>STANDARD</b>		<p><b>Big Idea:</b> Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. <b>Essential Questions:</b> What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?</p>
<b>DESCRIPTOR / STANDARD</b>	1.4.PK.N.	<b>Narrative Focus: Establish “who” and “what” the narrative will be about.</b>
<b>DESCRIPTOR</b>	1.4.PK.N.1.	<p>Generate ideas for writing.</p> <p><u>Beginning the Year</u>  p. 30 Focus Question 2 Day 2 Large Group</p>
<b>DESCRIPTOR</b>	1.4.PK.N.2.	<p>Understand that “who” a story will be about refers to the person, animal, or animated object that the story will be about.</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>
<b>DESCRIPTOR</b>	1.4.PK.N.3.	<p>Understand that “what” a story will be about refers to the sequenced events that happen to the referenced “who”.</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>

		<p>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>
DESCRIPTOR	1.4.PK.N.4.	<p>Respond when asked “who” or “what” a story is about, and follow through when drawing about or dictating the story.</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. 29 Focus Question 2 Day 1 Choice Time  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 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. 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. 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 Large-Group Roundup  p. 61 Focus Question 5 Day 3 Small Group  p. 63 Focus Question 5 Day 4 Large-Group Roundup  p. 63 Focus Question 5 Day 4 Small Group  p. 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>

		<p>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. 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. 85 Ministudy Day 3 Read-Aloud  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>
<b>STANDARD AREA / STATEMENT</b>	<b>1.4.PK.</b>	<b>Writing</b>
<b>STANDARD</b>		<p>Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>1.4.PK.O.</b>	<b>Narrative Content: With prompting and support, describe experiences and events.</b>
<b>DESCRIPTOR</b>	<b>1.4.PK.O.1.</b>	<p>When prompted, provide details (e.g. descriptive words, feelings and thoughts of the character) to further develop a story.</p> <p><u>Beginning the Year</u>  p. 17 Focus Question 1 Day 1 Read-Aloud  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. 21 Focus Question 1 Day 3 Read-Aloud  p. 22 Focus Question 1 Day 4 Choice Time  p. 23 Focus Question 1 Day 4 Large-Group Roundup  p. 23 Focus Question 1 Day 4 Read-Aloud  p. 24 Focus Question 1 Day 5 Choice Time  p. 25 Focus Question 1 Day 5 Large-Group Roundup  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 Choice Time  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 Large-Group Roundup  p. 31 Focus Question 2 Day 2 Mighty Minutes  p. 31 Focus Question 2 Day 2 Read-Aloud  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. 33 Focus Question 2 Day 3 Read-Aloud  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. 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>

		<p>p. 39 Focus Question 3 Day 2 Small Group  p. 41 Focus Question 3 Day 3 Read-Aloud  p. 42 Focus Question 3 Day 4 Large Group  p. 43 Focus Question 3 Day 4 Small 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. 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 Groupp51  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 Read-Aloud  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 Read-Aloud  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 Read-Aloud  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 Read-Aloud  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 Read-Aloud  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. 75 Focus Question 6 Day 5 Read-Aloud  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 Read-Aloud  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. 87 Ministudy Day 4 Small Group  p. 89 Ministudy Day 5 Large-Group Roundup  p. 89 Ministudy Day 5 Mighty Minutes  p. 89 Ministudy Day 5 Small Group</p>
DESCRIPTOR	1.4.PK.O.2.	<p>Tell teacher what she/he has drawn/written about.</p> <p><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>

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<b>STANDARD AREA / STATEMENT</b>	1.4.PK.	Writing
<b>STANDARD</b>		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand



		knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.P.	Narrative Organization: Recount a single event and tell about the events in the order in which they occurred.
DESCRIPTOR	1.4.PK.P.1.	Understand that stories can be told about a single event.  <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 Small Group
DESCRIPTOR	1.4.PK.P.2.	Understand that a single event is made up of a series of smaller events that are in a sequence (before, next, end).  <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
DESCRIPTOR	1.4.PK.P.3.	Respond with a logical sequence of events when asked “what” their story is about.  <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
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.R.	Narrative Conventions of Language: Emerging to...Spell simple words phonetically.
DESCRIPTOR	1.4.PK.R.1.	Write symbols, letters, or letter like shapes.

		<p><u>Beginning the Year</u>  p. 30 Focus Question 2 Day 2 Large Group  p. 59 Focus Question 5 Day 2 Small Group  p. 61 Focus Question 5 Day 3 Small Group  p. 81 Ministudy Day 1 Small Group  p. 83 Ministudy Day 2 Small Group</p>
DESCRIPTOR	1.4.PK.R.2.	<p>Attempt to reproduce own name and/or simple words, with most letters correct.</p> <p><u>Beginning the Year</u>  p. 24 Focus Question 1 Day 5 Choice Time  p. 30 Focus Question 2 Day 2 Large Group  p. 31 Focus Question 2 Day 2 Choice Time  p. 45 Focus Question 3 Day 5 Large-Group Roundup  p. 59 Focus Question 5 Day 2 Small Group  p. 61 Focus Question 5 Day 3 Large-Group Roundup  p. 61 Focus Question 5 Day 3 Small Group  p. 67 Focus Question 6 Day 1 Small Group  p. 69 Focus Question 6 Day 2 Small Group  p. 70 Focus Question 6 Day 3 Large Group  p. 71 Focus Question 6 Day 3 Read-Aloud  p. 81 Ministudy Day 1 Small Group  p. 83 Ministudy Day 2 Small Group  p. 85 Ministudy Day 3 Read-Aloud  p. 86 Ministudy Day 4 Large Group</p>
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		<p>Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?</p>
DESCRIPTOR / STANDARD	1.4.PK.T.	<p>Production and Distribution of Writing Process: With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.</p>
DESCRIPTOR	1.4.PK.T.1.	<p>Understand that drawings and dictations can convey meaning to an audience.</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>

		<p>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>
<p>DESCRIPTOR</p>	<p>1.4.PK.T.2.</p>	<p>Understand that stories may have to be changed to make meaning more clear.</p> <p><u>Beginning the Year</u></p> <p>p. 16 Focus Question 1 Day 1 Large Group  p. 18 Focus Question 1 Day 2 Large Group  p. 19 Focus Question 1 Day 2 Read-Aloud  p. 21 Focus Question 1 Day 3 Read-Aloud  p. 22 Focus Question 1 Day 4 Large Group  p. 23 Focus Question 1 Day 4 Read-Aloud  p. 24 Focus Question 1 Day 5 Large Group  p. 27 Focus Question 2 Outdoor Experiences  p. 28 Focus Question 2 Day 1 Large Group  p. 30 Focus Question 2 Day 2 Large Group  p. 31 Focus Question 2 Day 2 Mighty Minutes  p. 32 Focus Question 2 Day 3 Large Group  p. 33 Focus Question 2 Day 3 Mighty Minutes  p. 36 Focus Question 3 Day 1 Large Group  p. 38 Focus Question 3 Day 2 Choice Time  p. 38 Focus Question 3 Day 2 Large Group  p. 39 Focus Question 3 Day 2 Large-Group Roundup  p. 40 Focus Question 3 Day 3 Large Group  p. 41 Focus Question 3 Day 3 Small Group  p. 42 Focus Question 3 Day 4 Large Group  p. 43 Focus Question 3 Day 4 Large-Group Roundup  p. 44 Focus Question 3 Day 5 Large Group  p. 49 Focus Question 4 Day 1 Small Group  p. 50 Focus Question 4 Day 2 Choice Time  p. 50 Focus Question 4 Day 2 Large Group  p. 51 Focus Question 4 Day 2 Small Group  p. 52 Focus Question 4 Day 3 Large Group  p. 53 Focus Question 4 Day 3 Small Group  p. 56 Focus Question 5 Day 1 Large Group  p. 58 Focus Question 5 Day 2 Large Group  p. 59 Focus Question 5 Day 2 Small Group  p. 60 Focus Question 5 Day 3 Large Group  p. 61 Focus Question 5 Day 3 Large-Group Roundup  p. 61 Focus Question 5 Day 3 Small Group  p. 63 Focus Question 5 Day 4 Large-Group Roundup  p. 63 Focus Question 5 Day 4 Mighty Minutes  p. 66 Focus Question 6 Day 1 Large Group  p. 67 Focus Question 6 Day 1 Choice Time  p. 67 Focus Question 6 Day 1 Small Group  p. 68 Focus Question 6 Day 2 Large Group  p. 69 Focus Question 6 Day 2 Read-Aloud  p. 69 Focus Question 6 Day 2 Small Group  p. 70 Focus Question 6 Day 3 Large Group  p. 71 Focus Question 6 Day 3 Read-Aloud  p. 71 Focus Question 6 Day 3 Small Group  p. 72 Focus Question 6 Day 4 Large Group  p. 73 Focus Question 6 Day 4 Read-Aloud  p. 73 Focus Question 6 Day 4 Small Group  p. 74 Focus Question 6 Day 5 Large Group  p. 80 Ministudy Day 1 Large Group  p. 82 Ministudy Day 2 Large Group  p. 83 Ministudy Day 2 Choice Time  p. 84 Ministudy Day 3 Choice Time  p. 84 Ministudy Day 3 Large Group  p. 85 Ministudy Day 3 Small Group  p. 86 Ministudy Day 4 Large Group</p>

DESCRIPTOR	1.4.PK.T.3.	Share work with others.  <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
DESCRIPTOR	1.4.PK.T.4.	Participate in discussions about their work.  <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
DESCRIPTOR	1.4.PK.T.5.	When prompted, make changes to work based on feedback.  <u>Beginning the Year</u> p. 30 Focus Question 2 Day 2 Large Group
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.V.	Conducting Research: Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.
DESCRIPTOR	1.4.PK.V.1.	Ask adults for explanations or information using why, how, where and when questions (e.g. “Why do leaves turn colors?”, “Why doesn’t Jamal like pizza?”).  <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
DESCRIPTOR	1.4.PK.V.2.	Use a variety of resources (e.g. adults and peers, books, digital media, maps, recipes, experts) to find new information.  <u>Beginning the Year</u> p. 21 Focus Question 1 Day 3 Small Group p. 43 Focus Question 3 Day 4 Small Group p. 45 Focus Question 3 Day 5 Small Group
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?

DESCRIPTOR / STANDARD	1.4.PK.W.	Credibility, Reliability, and Validity of Sources: With guidance and support, recall information from experiences or books.
DESCRIPTOR	1.4.PK.W.2.	Relate prior experiences and learning to a current topic.  <u>Beginning the Year</u> p. 30 Focus Question 2 Day 2 Large Group
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.X.	Range of Writing: Emerging to...Write routinely over short time frames.
DESCRIPTOR	1.4.PK.X.1.	Engage in writing opportunities including journaling.  <u>Beginning the Year</u> p. 30 Focus Question 2 Day 2 Large Group
DESCRIPTOR	1.4.PK.X.3.	Ask to revisit previous work.  <u>Beginning the Year</u> p. 30 Focus Question 2 Day 2 Large Group
STANDARD AREA / STATEMENT	1.5.PK.	Speaking and Listening
STANDARD		Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?
DESCRIPTOR / STANDARD	1.5.PK.A.	Comprehension and Collaboration Collaborative Discussion: Participate in collaborative conversations with peers and adults in small and larger groups.
DESCRIPTOR	1.5.PK.A.1.	Communicate using detail related to topic being discussed.  <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. 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

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 p. 35 Focus Question 3 Outdoor Experiences  
 p. 36 Focus Question 3 Day 1 Choice Time  
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 p. 37 Focus Question 3 Day 1 Large-Group Roundup  
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 p. 38 Focus Question 3 Day 2 Choice Time  
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 p. 51 Focus Question 4 Day 2 Large-Group Roundup  
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		<p>p. 61 Focus Question 5 Day 3 Read-Aloud  p. 61 Focus Question 5 Day 3 Small Group  p. 62 Focus Question 5 Day 4 Large Group  p. 63 Focus Question 5 Day 4 Choice Time  p. 63 Focus Question 5 Day 4 Large-Group Roundup  p. 63 Focus Question 5 Day 4 Small Group  p. 65 Focus Question 6 Outdoor Experiences  p. 66 Focus Question 6 Day 1 Large Group  p. 67 Focus Question 6 Day 1 Choice Time  p. 67 Focus Question 6 Day 1 Large-Group Roundup  p. 67 Focus Question 6 Day 1 Read-Aloud  p. 67 Focus Question 6 Day 1 Small Group  p. 68 Focus Question 6 Day 2 Choice Time  p. 68 Focus Question 6 Day 2 Large Group  p. 69 Focus Question 6 Day 2 Large-Group Roundup  p. 69 Focus Question 6 Day 2 Small Group  p. 70 Focus Question 6 Day 3 Choice Time  p. 70 Focus Question 6 Day 3 Large Group  p. 71 Focus Question 6 Day 3 Large-Group Roundup  p. 71 Focus Question 6 Day 3 Read-Aloud  p. 71 Focus Question 6 Day 3 Small Group  p. 72 Focus Question 6 Day 4 Choice Time  p. 72 Focus Question 6 Day 4 Large Group  p. 73 Focus Question 6 Day 4 Large-Group Roundup  p. 73 Focus Question 6 Day 4 Small Group  p. 74 Focus Question 6 Day 5 Large Group  p. 75 Focus Question 6 Day 5 Choice Time  p. 75 Focus Question 6 Day 5 Large-Group Roundup  p. 75 Focus Question 6 Day 5 Read-Aloud  p. 75 Focus Question 6 Day 5 Small Group  p. 79 Ministudy Outdoor Experiences  p. 80 Ministudy Day 1 Large Group  p. 81 Ministudy Day 1 Choice Time  p. 81 Ministudy Day 1 Large-Group Roundup  p. 81 Ministudy Day 1 Small Group  p. 82 Ministudy Day 2 Large Group  p. 83 Ministudy Day 2 Choice Time  p. 83 Ministudy Day 2 Large-Group Roundup  p. 83 Ministudy Day 2 Read-Aloud  p. 83 Ministudy Day 2 Small Group  p. 84 Ministudy Day 3 Choice Time  p. 84 Ministudy Day 3 Large Group  p. 85 Ministudy Day 3 Large-Group Roundup  p. 85 Ministudy Day 3 Small Group  p. 86 Ministudy Day 4 Choice Time  p. 86 Ministudy Day 4 Large Group  p. 87 Ministudy Day 4 Large-Group Roundup  p. 87 Ministudy Day 4 Small Group  p. 88 Ministudy Day 5 Choice Time  p. 88 Ministudy Day 5 Large Group  p. 89 Ministudy Day 5 Large-Group Roundup  p. 89 Ministudy Day 5 Small Group</p>
<p>DESCRIPTOR</p>	<p>1.5.PK.A.2.</p>	<p>Pose questions related to topic being discussed.</p> <p><u>Beginning the Year</u></p> <p>p. 16 Focus Question 1 Day 1 Large Group  p. 17 Focus Question 1 Day 1 Choice Time  p. 17 Focus Question 1 Day 1 Large-Group Roundup  p. 17 Focus Question 1 Day 1 Small Group  p. 18 Focus Question 1 Day 2 Large Group  p. 19 Focus Question 1 Day 2 Choice Time  p. 19 Focus Question 1 Day 2 Large-Group Roundup  p. 19 Focus Question 1 Day 2 Small Group  p. 20 Focus Question 1 Day 3 Large Group  p. 21 Focus Question 1 Day 3 Choice Time</p>

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  
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 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. 52 Focus Question 4 Day 3 Choice Time  
 p. 52 Focus Question 4 Day 3 Large Group  
 p. 53 Focus Question 4 Day 23 Large-Group Roundup  
 p. 53 Focus Question 4 Day 3 Small Group  
 p. 55 Focus Question 5 Outdoor Experiences



p. 56 Focus Question 5 Day 1 Large Group  
 p. 57 Focus Question 5 Day 1 Choice Time  
 p. 57 Focus Question 5 Day 1 Large-Group Roundup  
 p. 57 Focus Question 5 Day 1 Read-Aloud  
 p. 57 Focus Question 5 Day 1 Small Group  
 p. 58 Focus Question 5 Day 2 Choice Time  
 p. 58 Focus Question 5 Day 2 Large Group  
 p. 59 Focus Question 5 Day 2 Large-Group Roundup  
 p. 59 Focus Question 5 Day 2 Small Group  
 p. 60 Focus Question 5 Day 3 Choice Time  
 p. 60 Focus Question 5 Day 3 Large Group  
 p. 61 Focus Question 5 Day 3 Large-Group Roundup  
 p. 61 Focus Question 5 Day 3 Mighty Minutes  
 p. 61 Focus Question 5 Day 3 Read-Aloud  
 p. 61 Focus Question 5 Day 3 Small Group  
 p. 62 Focus Question 5 Day 4 Large Group  
 p. 63 Focus Question 5 Day 4 Choice Time  
 p. 63 Focus Question 5 Day 4 Large-Group Roundup  
 p. 63 Focus Question 5 Day 4 Small Group  
 p. 65 Focus Question 6 Outdoor Experiences  
 p. 66 Focus Question 6 Day 1 Large Group  
 p. 67 Focus Question 6 Day 1 Choice Time  
 p. 67 Focus Question 6 Day 1 Large-Group Roundup  
 p. 67 Focus Question 6 Day 1 Read-Aloud  
 p. 67 Focus Question 6 Day 1 Small Group  
 p. 68 Focus Question 6 Day 2 Choice Time  
 p. 68 Focus Question 6 Day 2 Large Group  
 p. 69 Focus Question 6 Day 2 Large-Group Roundup  
 p. 69 Focus Question 6 Day 2 Small Group  
 p. 70 Focus Question 6 Day 3 Choice Time  
 p. 70 Focus Question 6 Day 3 Large Group  
 p. 71 Focus Question 6 Day 3 Large-Group Roundup  
 p. 71 Focus Question 6 Day 3 Read-Aloud  
 p. 71 Focus Question 6 Day 3 Small Group  
 p. 72 Focus Question 6 Day 4 Choice Time  
 p. 72 Focus Question 6 Day 4 Large Group  
 p. 73 Focus Question 6 Day 4 Large-Group Roundup  
 p. 73 Focus Question 6 Day 4 Small Group  
 p. 74 Focus Question 6 Day 5 Large Group  
 p. 75 Focus Question 6 Day 5 Choice Time  
 p. 75 Focus Question 6 Day 5 Large-Group Roundup  
 p. 75 Focus Question 6 Day 5 Read-Aloud  
 p. 75 Focus Question 6 Day 5 Small Group  
 p. 79 Ministudy Outdoor Experiences  
 p. 80 Ministudy Day 1 Large Group  
 p. 81 Ministudy Day 1 Choice Time  
 p. 81 Ministudy Day 1 Large-Group Roundup  
 p. 81 Ministudy Day 1 Small Group  
 p. 82 Ministudy Day 2 Large Group  
 p. 83 Ministudy Day 2 Choice Time  
 p. 83 Ministudy Day 2 Large-Group Roundup  
 p. 83 Ministudy Day 2 Read-Aloud  
 p. 83 Ministudy Day 2 Small Group  
 p. 84 Ministudy Day 3 Choice Time  
 p. 84 Ministudy Day 3 Large Group  
 p. 85 Ministudy Day 3 Large-Group Roundup  
 p. 85 Ministudy Day 3 Small Group  
 p. 86 Ministudy Day 4 Choice Time  
 p. 86 Ministudy Day 4 Large Group  
 p. 87 Ministudy Day 4 Large-Group Roundup  
 p. 87 Ministudy Day 4 Small Group  
 p. 88 Ministudy Day 5 Choice Time  
 p. 88 Ministudy Day 5 Large Group  
 p. 89 Ministudy Day 5 Large-Group Roundup  
 p. 89 Ministudy Day 5 Small Group

DESCRIPTOR	1.5.PK.A.3.	<p>Allow wait time before responding.</p> <p><u>Beginning the Year</u></p> <p>p. 16 Focus Question 1 Day 1 Large Group  p. 17 Focus Question 1 Day 1 Choice Time  p. 17 Focus Question 1 Day 1 Large-Group Roundup  p. 17 Focus Question 1 Day 1 Small Group  p. 18 Focus Question 1 Day 2 Large Group  p. 19 Focus Question 1 Day 2 Choice Time  p. 19 Focus Question 1 Day 2 Large-Group Roundup  p. 19 Focus Question 1 Day 2 Small Group  p. 20 Focus Question 1 Day 3 Large Group  p. 21 Focus Question 1 Day 3 Choice Time  p. 21 Focus Question 1 Day 3 Large-Group Roundup  p. 21 Focus Question 1 Day 3 Small Group  p. 22 Focus Question 1 Day 4 Choice Time  p. 22 Focus Question 1 Day 4 Large Group  p. 23 Focus Question 1 Day 4 Large-Group Roundup  p. 23 Focus Question 1 Day 4 Small Group  p. 24 Focus Question 1 Day 5 Choice Time  p. 24 Focus Question 1 Day 5 Large Group  p. 25 Focus Question 1 Day 5 Large-Group Roundup  p. 25 Focus Question 1 Day 5 Read-Aloud  p. 25 Focus Question 1 Day 5 Small Group  p. 27 Focus Question 2 Outdoor Experiences  p. 28 Focus Question 2 Day 1 Large Group  p. 29 Focus Question 2 Day 1 Choice Time  p. 29 Focus Question 2 Day 1 Large-Group Roundup  p. 29 Focus Question 2 Day 1 Read-Aloud  p. 29 Focus Question 2 Day 1 Small Group  p. 30 Focus Question 2 Day 2 Large Group  p. 31 Focus Question 2 Day 2 Choice Time  p. 31 Focus Question 2 Day 2 Large-Group Roundup  p. 31 Focus Question 2 Day 2 Small Group  p. 32 Focus Question 2 Day 3 Choice Time  p. 32 Focus Question 2 Day 3 Large Group  p. 33 Focus Question 2 Day 3 Large-Group Roundup  p. 33 Focus Question 2 Day 3 Read-Aloud  p. 33 Focus Question 2 Day 3 Small Group  p. 35 Focus Question 3 Outdoor Experiences  p. 36 Focus Question 3 Day 1 Choice Time  p. 36 Focus Question 3 Day 1 Large Group  p. 37 Focus Question 3 Day 1 Large-Group Roundup  p. 37 Focus Question 3 Day 1 Read-Aloud  p. 37 Focus Question 3 Day 1 Small Group  p. 38 Focus Question 3 Day 2 Choice Time  p. 38 Focus Question 3 Day 2 Large Group  p. 39 Focus Question 3 Day 2 Large-Group Roundup  p. 39 Focus Question 3 Day 2 Small Group  p. 40 Focus Question 3 Day 3 Choice Time  p. 40 Focus Question 3 Day 3 Large Group  p. 41 Focus Question 3 Day 3 Large-Group Roundup  p. 41 Focus Question 3 Day 3 Read-Aloud  p. 41 Focus Question 3 Day 3 Small Group  p. 42 Focus Question 3 Day 4 Choice Time  p. 42 Focus Question 3 Day 4 Large Group  p. 43 Focus Question 3 Day 4 Large-Group Roundup  p. 43 Focus Question 3 Day 4 Small Group  p. 44 Focus Question 3 Day 5 Choice Time  p. 44 Focus Question 3 Day 5 Large Group  p. 45 Focus Question 3 Day Read-Aloud  p. 45 Focus Question 3 Day 5 Large-Group Roundup  p. 45 Focus Question 3 Day 5 Small Group  p. 47 Focus Question 4 Outdoor Experiences  p. 48 Focus Question 4 Day 1 Large Group</p>
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p. 49 Focus Question 4 Day 1 Choice Time  
 p. 49 Focus Question 4 Day 1 Large-Group Roundup  
 p. 49 Focus Question 4 Day 1 Small Group  
 p. 50 Focus Question 4 Day 2 Choice Time  
 p. 50 Focus Question 4 Day 2 Large Group  
 p. 51 Focus Question 4 Day 2 Large-Group Roundup  
 p. 51 Focus Question 4 Day 2 Read-Aloud  
 p. 51 Focus Question 4 Day 2 Small Group  
 p. 52 Focus Question 4 Day 3 Choice Time  
 p. 52 Focus Question 4 Day 3 Large Group  
 p. 53 Focus Question 4 Day 3 Large-Group Roundup  
 p. 53 Focus Question 4 Day 3 Small Group  
 p. 55 Focus Question 5 Outdoor Experiences  
 p. 56 Focus Question 5 Day 1 Large Group  
 p. 57 Focus Question 5 Day 1 Choice Time  
 p. 57 Focus Question 5 Day 1 Large-Group Roundup  
 p. 57 Focus Question 5 Day 1 Read-Aloud  
 p. 57 Focus Question 5 Day 1 Small Group  
 p. 58 Focus Question 5 Day 2 Choice Time  
 p. 58 Focus Question 5 Day 2 Large Group  
 p. 59 Focus Question 5 Day 2 Large-Group Roundup  
 p. 59 Focus Question 5 Day 2 Small Group  
 p. 60 Focus Question 5 Day 3 Choice Time  
 p. 60 Focus Question 5 Day 3 Large Group  
 p. 61 Focus Question 5 Day 3 Large-Group Roundup  
 p. 61 Focus Question 5 Day 3 Mighty Minutes  
 p. 61 Focus Question 5 Day 3 Read-Aloud  
 p. 61 Focus Question 5 Day 3 Small Group  
 p. 62 Focus Question 5 Day 4 Large Group  
 p. 63 Focus Question 5 Day 4 Choice Time  
 p. 63 Focus Question 5 Day 4 Large-Group Roundup  
 p. 63 Focus Question 5 Day 4 Small Group  
 p. 65 Focus Question 6 Outdoor Experiences  
 p. 66 Focus Question 6 Day 1 Large Group  
 p. 67 Focus Question 6 Day 1 Choice Time  
 p. 67 Focus Question 6 Day 1 Large-Group Roundup  
 p. 67 Focus Question 6 Day 1 Read-Aloud  
 p. 67 Focus Question 6 Day 1 Small Group  
 p. 68 Focus Question 6 Day 2 Choice Time  
 p. 68 Focus Question 6 Day 2 Large Group  
 p. 69 Focus Question 6 Day 2 Large-Group Roundup  
 p. 69 Focus Question 6 Day 2 Small Group  
 p. 70 Focus Question 6 Day 3 Choice Time  
 p. 70 Focus Question 6 Day 3 Large Group  
 p. 71 Focus Question 6 Day 3 Large-Group Roundup  
 p. 71 Focus Question 6 Day 3 Read-Aloud  
 p. 71 Focus Question 6 Day 3 Small Group  
 p. 72 Focus Question 6 Day 4 Choice Time  
 p. 72 Focus Question 6 Day 4 Large Group  
 p. 73 Focus Question 6 Day 4 Large-Group Roundup  
 p. 73 Focus Question 6 Day 4 Small Group  
 p. 74 Focus Question 6 Day 5 Large Group  
 p. 75 Focus Question 6 Day 5 Choice Time  
 p. 75 Focus Question 6 Day 5 Large-Group Roundup  
 p. 75 Focus Question 6 Day 5 Read-Aloud  
 p. 75 Focus Question 6 Day 5 Small Group  
 p. 79 Ministudy Outdoor Experiences  
 p. 80 Ministudy Day 1 Large Group  
 p. 81 Ministudy Day 1 Choice Time  
 p. 81 Ministudy Day 1 Large-Group Roundup  
 p. 81 Ministudy Day 1 Small Group  
 p. 82 Ministudy Day 2 Large Group  
 p. 83 Ministudy Day 2 Choice Time  
 p. 83 Ministudy Day 2 Large-Group Roundup  
 p. 83 Ministudy Day 2 Read-Aloud

		<p>p. 83 Ministudy Day 2 Small Group  p. 84 Ministudy Day 3 Choice Time  p. 84 Ministudy Day 3 Large Group  p. 85 Ministudy Day 3 Large-Group Roundup  p. 85 Ministudy Day 3 Small Group  p. 86 Ministudy Day 4 Choice Time  p. 86 Ministudy Day 4 Large Group  p. 87 Ministudy Day 4 Large-Group Roundup  p. 87 Ministudy Day 4 Small Group  p. 88 Ministudy Day 5 Choice Time  p. 88 Ministudy Day 5 Large Group  p. 89 Ministudy Day 5 Large-Group Roundup  p. 89 Ministudy Day 5 Small Group</p>
DESCRIPTOR	1.5.PK.A.4.	<p>Engage in turn taking.</p> <p><u>Beginning the Year</u>  p. 38 Focus Question 3 Day 2 Large Group  p. 41 Focus Question 3 Day 3 Small Group  p. 73 Focus Question 6 Day 4 Small Group</p>
STANDARD AREA / STATEMENT	1.5.PK.	Speaking and Listening
STANDARD		<p>Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?</p>
DESCRIPTOR / STANDARD	1.5.PK.B.	Comprehension and Collaboration Critical Listening: Answer questions about key details in a text read aloud or information presented orally or through other media.
DESCRIPTOR	1.5.PK.B.1.	<p>Respond to a question with an answer or details related to the topic being discussed.</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 Read-Aloud  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 Read-Aloud  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 Read-Aloud  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>

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 Mighty Minutes  
 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 Mighty Minutes  
 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. 52 Focus Question 4 Day 3 Choice Time  
 p. 52 Focus Question 4 Day 3 Large Group  
 p. 53 Focus Question 4 Day 23 Large-Group Roundup  
 p. 53 Focus Question 4 Day 3 Small Group  
 p. 55 Focus Question 5 Outdoor Experiences  
 p. 56 Focus Question 5 Day 1 Large Group  
 p. 57 Focus Question 5 Day 1 Choice Time  
 p. 57 Focus Question 5 Day 1 Large-Group Roundup  
 p. 57 Focus Question 5 Day 1 Read-Aloud  
 p. 57 Focus Question 5 Day 1 Small Group  
 p. 58 Focus Question 5 Day 2 Choice Time  
 p. 58 Focus Question 5 Day 2 Large Group  
 p. 59 Focus Question 5 Day 2 Large-Group Roundup  
 p. 59 Focus Question 5 Day 2 Small Group  
 p. 60 Focus Question 5 Day 3 Choice Time  
 p. 60 Focus Question 5 Day 3 Large Group  
 p. 61 Focus Question 5 Day 3 Large-Group Roundup  
 p. 61 Focus Question 5 Day 3 Mighty Minutes  
 p. 61 Focus Question 5 Day 3 Read-Aloud

		<p>p. 61 Focus Question 5 Day 3 Small Group</p> <p>p. 62 Focus Question 5 Day 4 Large Group</p> <p>p. 63 Focus Question 5 Day 4 Choice Time</p> <p>p. 63 Focus Question 5 Day 4 Large-Group Roundup</p> <p>p. 63 Focus Question 5 Day 4 Mighty Minutes</p> <p>p. 63 Focus Question 5 Day 4 Small Group</p> <p>p. 65 Focus Question 6 Outdoor Experiences</p> <p>p. 66 Focus Question 6 Day 1 Large Group</p> <p>p. 67 Focus Question 6 Day 1 Choice Time</p> <p>p. 67 Focus Question 6 Day 1 Large-Group Roundup</p> <p>p. 67 Focus Question 6 Day 1 Read-Aloud</p> <p>p. 67 Focus Question 6 Day 1 Small Group</p> <p>p. 68 Focus Question 6 Day 2 Choice Time</p> <p>p. 68 Focus Question 6 Day 2 Large Group</p> <p>p. 69 Focus Question 6 Day 2 Large-Group Roundup</p> <p>p. 69 Focus Question 6 Day 2 Read-Aloud</p> <p>p. 69 Focus Question 6 Day 2 Small Group</p> <p>p. 70 Focus Question 6 Day 3 Choice Time</p> <p>p. 70 Focus Question 6 Day 3 Large Group</p> <p>p. 71 Focus Question 6 Day 3 Large-Group Roundup</p> <p>p. 71 Focus Question 6 Day 3 Read-Aloud</p> <p>p. 71 Focus Question 6 Day 3 Small Group</p> <p>p. 72 Focus Question 6 Day 4 Choice Time</p> <p>p. 72 Focus Question 6 Day 4 Large Group</p> <p>p. 73 Focus Question 6 Day 4 Large-Group Roundup</p> <p>p. 73 Focus Question 6 Day 4 Read-Aloud</p> <p>p. 73 Focus Question 6 Day 4 Small Group</p> <p>p. 74 Focus Question 6 Day 5 Large Group</p> <p>p. 75 Focus Question 6 Day 5 Choice Time</p> <p>p. 75 Focus Question 6 Day 5 Large-Group Roundup</p> <p>p. 75 Focus Question 6 Day 5 Read-Aloud</p> <p>p. 75 Focus Question 6 Day 5 Small Group</p> <p>p. 79 Ministudy Outdoor Experiences</p> <p>p. 80 Ministudy Day 1 Large Group</p> <p>p. 81 Ministudy Day 1 Choice Time</p> <p>p. 81 Ministudy Day 1 Large-Group Roundup</p> <p>p. 81 Ministudy Day 1 Small Group</p> <p>p. 82 Ministudy Day 2 Large Group</p> <p>p. 83 Ministudy Day 2 Choice Time</p> <p>p. 83 Ministudy Day 2 Large-Group Roundup</p> <p>p. 83 Ministudy Day 2 Read-Aloud</p> <p>p. 83 Ministudy Day 2 Small Group</p> <p>p. 84 Ministudy Day 3 Choice Time</p> <p>p. 84 Ministudy Day 3 Large Group</p> <p>p. 85 Ministudy Day 3 Large-Group Roundup</p> <p>p. 85 Ministudy Day 3 Small Group</p> <p>p. 86 Ministudy Day 4 Choice Time</p> <p>p. 86 Ministudy Day 4 Large Group</p> <p>p. 87 Ministudy Day 4 Large-Group Roundup</p> <p>p. 87 Ministudy Day 4 Small Group</p> <p>p. 88 Ministudy Day 5 Choice Time</p> <p>p. 88 Ministudy Day 5 Large Group</p> <p>p. 89 Ministudy Day 5 Large-Group Roundup</p> <p>p. 89 Ministudy Day 5 Small Group</p>
<b>STANDARD AREA / STATEMENT</b>	<b>1.5.PK.</b>	<b>Speaking and Listening</b>
<b>STANDARD</b>		<b>Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>1.5.PK.C.</b>	<b>Comprehension and Collaboration Evaluating: Respond to what a speaker says in order to follow directions, seek help, or gather</b>

		information.
DESCRIPTOR	1.5.PK.C.1.	<p>Follow two-step directions.</p> <p><u>Beginning the Year</u></p> <p>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>
DESCRIPTOR	1.5.PK.C.2.	<p>Act upon or respond to simple statements and questions showing understanding of intent.</p> <p><u>Beginning the Year</u></p> <p>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>
STANDARD AREA / STATEMENT	1.5.PK.	Speaking and Listening
STANDARD		Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?
DESCRIPTOR / STANDARD	1.5.PK.D.	Presentation of Knowledge and Ideas Purpose, Audience, and: Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.
DESCRIPTOR	1.5.PK.D.1.	<p>Talk about stories, experiences, and interests using some detail.</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>

		<p>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 23 Large-Group Roundup  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>
DESCRIPTOR	1.5.PK.D.2.	<p>Use appropriate volume to be heard by group, paying attention to inside and outside voices.</p> <p><u>Beginning the Year</u>  p. 24 Focus Question 1 Day 5 Large Group  p. 38 Focus Question 3 Day 2 Large Group  p. 41 Focus Question 3 Day 3 Small Group  p. 42 Focus Question 3 Day 4 Large Group  p. 72 Focus Question 6 Day 4 Large Group  p. 73 Focus Question 6 Day 4 Small Group</p>
DESCRIPTOR	1.5.PK.D.3.	<p>Use appropriate pacing when speaking.</p> <p><u>Beginning the Year</u>  p. 24 Focus Question 1 Day 5 Large Group  p. 42 Focus Question 3 Day 4 Large Group  p. 72 Focus Question 6 Day 4 Large Group  p. 87 Ministudy Day 4 Small Group  p. 89 Ministudy Day 5 Small Group</p>
STANDARD AREA / STATEMENT	1.5.PK.	Speaking and Listening
STANDARD		Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers



		effectively communicate a message?
DESCRIPTOR / STANDARD	1.5.PK.E.	Presentation of Knowledge and Ideas Context: Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.
DESCRIPTOR	1.5.PK.E.1.	<p>Talk about personal thoughts, feelings, and ideas.</p> <p><u>Beginning the Year</u></p> <p>p. 16 Focus Question 1 Day 1 Large Group  p. 17 Focus Question 1 Day 1 Choice Time  p. 17 Focus Question 1 Day 1 Large-Group Roundup  p. 17 Focus Question 1 Day 1 Small Group  p. 18 Focus Question 1 Day 2 Large Group  p. 19 Focus Question 1 Day 2 Choice Time  p. 19 Focus Question 1 Day 2 Large-Group Roundup  p. 19 Focus Question 1 Day 2 Small Group  p. 20 Focus Question 1 Day 3 Large Group  p. 21 Focus Question 1 Day 3 Choice Time  p. 21 Focus Question 1 Day 3 Large-Group Roundup  p. 21 Focus Question 1 Day 3 Small Group  p. 22 Focus Question 1 Day 4 Choice Time  p. 22 Focus Question 1 Day 4 Large Group  p. 23 Focus Question 1 Day 4 Large-Group Roundup  p. 23 Focus Question 1 Day 4 Small Group  p. 24 Focus Question 1 Day 5 Choice Time  p. 24 Focus Question 1 Day 5 Large Group  p. 25 Focus Question 1 Day 5 Large-Group Roundup  p. 25 Focus Question 1 Day 5 Read-Aloud  p. 25 Focus Question 1 Day 5 Small Group  p. 27 Focus Question 2 Outdoor Experiences  p. 28 Focus Question 2 Day 1 Large Group  p. 29 Focus Question 2 Day 1 Choice Time  p. 29 Focus Question 2 Day 1 Large-Group Roundup  p. 29 Focus Question 2 Day 1 Read-Aloud  p. 29 Focus Question 2 Day 1 Small Group  p. 30 Focus Question 2 Day 2 Large Group  p. 31 Focus Question 2 Day 2 Choice Time  p. 31 Focus Question 2 Day 2 Large-Group Roundup  p. 31 Focus Question 2 Day 2 Small Group  p. 32 Focus Question 2 Day 3 Choice Time  p. 32 Focus Question 2 Day 3 Large Group  p. 33 Focus Question 2 Day 3 Large-Group Roundup  p. 33 Focus Question 2 Day 3 Read-Aloud  p. 33 Focus Question 2 Day 3 Small Group  p. 35 Focus Question 3 Outdoor Experiences  p. 36 Focus Question 3 Day 1 Choice Time  p. 36 Focus Question 3 Day 1 Large Group  p. 37 Focus Question 3 Day 1 Large-Group Roundup  p. 37 Focus Question 3 Day 1 Read-Aloud  p. 37 Focus Question 3 Day 1 Small Group  p. 38 Focus Question 3 Day 2 Choice Time  p. 38 Focus Question 3 Day 2 Large Group  p. 39 Focus Question 3 Day 2 Large-Group Roundup  p. 39 Focus Question 3 Day 2 Small Group  p. 40 Focus Question 3 Day 3 Choice Time  p. 40 Focus Question 3 Day 3 Large Group  p. 41 Focus Question 3 Day 3 Large-Group Roundup  p. 41 Focus Question 3 Day 3 Read-Aloud  p. 41 Focus Question 3 Day 3 Small Group  p. 42 Focus Question 3 Day 4 Choice Time  p. 42 Focus Question 3 Day 4 Large Group  p. 43 Focus Question 3 Day 4 Large-Group Roundup  p. 43 Focus Question 3 Day 4 Small Group  p. 44 Focus Question 3 Day 5 Choice Time  p. 44 Focus Question 3 Day 5 Large Group  p. 45 Focus Question 3 Day Read-Aloud</p>

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 p51  
 p. 52 Focus Question 4 Day 3 Choice Time  
 p. 52 Focus Question 4 Day 3 Large Group  
 p. 53 Focus Question 4 Day 23 Large-Group Roundup  
 p. 53 Focus Question 4 Day 3 Small Group  
 p. 55 Focus Question 5 Outdoor Experiences  
 p. 56 Focus Question 5 Day 1 Large Group  
 p. 57 Focus Question 5 Day 1 Choice Time  
 p. 57 Focus Question 5 Day 1 Large-Group Roundup  
 p. 57 Focus Question 5 Day 1 Read-Aloud  
 p. 57 Focus Question 5 Day 1 Small Group  
 p. 58 Focus Question 5 Day 2 Choice Time  
 p. 58 Focus Question 5 Day 2 Large Group  
 p. 59 Focus Question 5 Day 2 Large-Group Roundup  
 p. 59 Focus Question 5 Day 2 Small Group  
 p. 60 Focus Question 5 Day 3 Choice Time  
 p. 60 Focus Question 5 Day 3 Large Group  
 p. 61 Focus Question 5 Day 3 Large-Group Roundup  
 p. 61 Focus Question 5 Day 3 Mighty Minutes  
 p. 61 Focus Question 5 Day 3 Read-Aloud  
 p. 61 Focus Question 5 Day 3 Small Group  
 p. 62 Focus Question 5 Day 4 Large Group  
 p. 63 Focus Question 5 Day 4 Choice Time  
 p. 63 Focus Question 5 Day 4 Large-Group Roundup  
 p. 63 Focus Question 5 Day 4 Small Group  
 p. 65 Focus Question 6 Outdoor Experiences  
 p. 66 Focus Question 6 Day 1 Large Group  
 p. 67 Focus Question 6 Day 1 Choice Time  
 p. 67 Focus Question 6 Day 1 Large-Group Roundup  
 p. 67 Focus Question 6 Day 1 Read-Aloud  
 p. 67 Focus Question 6 Day 1 Small Group  
 p. 68 Focus Question 6 Day 2 Choice Time  
 p. 68 Focus Question 6 Day 2 Large Group  
 p. 69 Focus Question 6 Day 2 Large-Group Roundup  
 p. 69 Focus Question 6 Day 2 Small Group  
 p. 70 Focus Question 6 Day 3 Choice Time  
 p. 70 Focus Question 6 Day 3 Large Group  
 p. 71 Focus Question 6 Day 3 Large-Group Roundup  
 p. 71 Focus Question 6 Day 3 Read-Aloud  
 p. 71 Focus Question 6 Day 3 Small Group  
 p. 72 Focus Question 6 Day 4 Choice Time  
 p. 72 Focus Question 6 Day 4 Large Group  
 p. 73 Focus Question 6 Day 4 Large-Group Roundup  
 p. 73 Focus Question 6 Day 4 Small Group  
 p. 74 Focus Question 6 Day 5 Large Group  
 p. 75 Focus Question 6 Day 5 Choice Time  
 p. 75 Focus Question 6 Day 5 Large-Group Roundup  
 p. 75 Focus Question 6 Day 5 Read-Aloud  
 p. 75 Focus Question 6 Day 5 Small Group  
 p. 79 Ministudy Outdoor Experiences  
 p. 80 Ministudy Day 1 Large Group  
 p. 81 Ministudy Day 1 Choice Time  
 p. 81 Ministudy Day 1 Large-Group Roundup  
 p. 81 Ministudy Day 1 Small Group

		<p>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. 89 Ministudy Day 5 Large-Group Roundup  p. 89 Ministudy Day 5 Small Group</p>
DESCRIPTOR	1.5.PK.E.2.	<p>Use appropriate volume to be heard by group, paying attention to inside and outside voices.</p> <p><u>Beginning the Year</u>  p. 24 Focus Question 1 Day 5 Large Group  p. 38 Focus Question 3 Day 2 Large Group  p. 41 Focus Question 3 Day 3 Small Group  p. 42 Focus Question 3 Day 4 Large Group  p. 72 Focus Question 6 Day 4 Large Group  p. 73 Focus Question 6 Day 4 Small Group</p>
DESCRIPTOR	1.5.PK.E.3.	<p>Use appropriate pacing when speaking.</p> <p><u>Beginning the Year</u>  p. 24 Focus Question 1 Day 5 Large Group  p. 42 Focus Question 3 Day 4 Large Group  p. 72 Focus Question 6 Day 4 Large Group  p. 87 Ministudy Day 4 Small Group  p. 89 Ministudy Day 5 Small Group</p>
STANDARD AREA / STATEMENT	1.5.PK.	Speaking and Listening
STANDARD		Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?
DESCRIPTOR / STANDARD	1.5.PK.G.	Conventions of Standard English: Demonstrate command of the conventions of standard English when speaking based on pre-kindergarten level and content.
DESCRIPTOR	1.5.PK.G.1.	<p>Speak in complete sentences that contain more than three words.</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>
SUBJECT / STANDARD AREA	PA.M.	Mathematical Thinking and Expression (Pre-kindergarten)
STANDARD AREA / STATEMENT	2.1.PK.	Numbers and Operations
STANDARD		Big Idea: Mathematical relationships among numbers can be represented, compared, and communicated. Essential Question: How is mathematics used to quantify, compare, represent, and model numbers?

DESCRIPTOR / STANDARD	2.1.PK.A.1.	Counting and Cardinality: Know number names and the count sequence.
DESCRIPTOR	2.1.PK.A.1.2.	Rote count up to 20.  <u>Beginning the Year</u> p. 75 Focus Question 6 Day 5 Small Group p. 85 Ministudy Day 3 Small Group
DESCRIPTOR	2.1.PK.A.1.3.	Match a numeral to a set of 0-10 objects.  <u>Beginning the Year</u> 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
DESCRIPTOR	2.1.PK.A.1.6.	Counts on when a specific number is provided.  <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. 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
STANDARD AREA / STATEMENT	2.1.PK.	Numbers and Operations
STANDARD		Big Idea: Mathematical relationships among numbers can be represented, compared, and communicated. Essential Question: How is mathematics used to quantify, compare, represent, and model numbers?
DESCRIPTOR / STANDARD	2.1.PK.A.2.	Counting and Cardinality: Count to tell the number of objects.
DESCRIPTOR	2.1.PK.A.2.2.	Use one-to-one correspondence when counting to 10.  <u>Beginning the Year</u> p. 85 Ministudy Day 3 Small Group
DESCRIPTOR	2.1.PK.A.2.3.	State the total number of objects counted, demonstrating understanding that the last number named tells the number of objects counted.  <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. 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
<b>STANDARD AREA / STATEMENT</b>	<b>2.2.PK.</b>	<b>Algebraic Concepts</b>
<b>STANDARD</b>		<b>Big Idea: Mathematical relationships can be represented as expressions, equations, and inequalities in mathematical situations. Essential Question: How are relationships represented mathematically?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>2.2.PK.A.1.</b>	<b>Operations and Algebraic Thinking: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b>
<b>DESCRIPTOR</b>	<b>2.2.PK.A.1.1.</b>	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations.  <u>Beginning the Year</u> p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Mighty Minutes p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 5 Small Group p. 85 Ministudy Day 3 Small Group
<b>DESCRIPTOR</b>	<b>2.2.PK.A.1.2.</b>	Explain adding and subtracting sets of objects up to and including six, using basic math vocabulary (e.g. putting together, adding to, taking away, taking apart, taking from).  <u>Beginning the Year</u> p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Mighty Minutes p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 5 Small Group p. 85 Ministudy Day 3 Small Group
<b>DESCRIPTOR</b>	<b>2.2.PK.A.1.3.</b>	Join sets of objects.  <u>Beginning the Year</u> p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Mighty Minutes p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 5 Small Group p. 85 Ministudy Day 3 Small Group
<b>DESCRIPTOR</b>	<b>2.2.PK.A.1.5.</b>	Add objects to a set and tell a number story about it.  <u>Beginning the Year</u> p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Mighty Minutes p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 5 Small Group p. 85 Ministudy Day 3 Small Group
<b>STANDARD AREA / STATEMENT</b>	<b>2.2.PK.</b>	<b>Algebraic Concepts</b>
<b>STANDARD</b>		<b>Big Idea: Mathematical relationships can be represented as expressions, equations, and inequalities in mathematical situations. Essential Question: How are relationships represented mathematically?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>2.2.PK.MP.</b>	<b>Operations and Algebraic Thinking: Use mathematical processes when representing relationships.</b>

DESCRIPTOR	2.2.PK.MP.1.	Engage in mathematical play.  <u>Beginning the Year</u> p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Mighty Minutes p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 5 Small Group p. 85 Ministudy Day 3 Small Group
DESCRIPTOR	2.2.PK.MP.2.	Persist in mathematical play (Reference AL.2.PK.C).  <u>Beginning the Year</u> p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Mighty Minutes p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 5 Small Group p. 85 Ministudy Day 3 Small Group
DESCRIPTOR	2.2.PK.MP.3.	Problem solve during mathematical play (Reference AL.4.PK.C).  <u>Beginning the Year</u> p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Mighty Minutes p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 5 Small Group p. 85 Ministudy Day 3 Small Group
DESCRIPTOR	2.2.PK.MP.4.	When prompted, communicate thinking while engaged in mathematical play.  <u>Beginning the Year</u> p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Mighty Minutes p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 5 Small Group p. 85 Ministudy Day 3 Small Group
DESCRIPTOR	2.2.PK.MP.5.	Talk and listen to peers during mathematical play.  <u>Beginning the Year</u> p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Mighty Minutes p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 5 Small Group p. 85 Ministudy Day 3 Small Group
STANDARD AREA / STATEMENT	2.3.PK.	Geometry
STANDARD		Big Idea: Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization. Essential Questions: How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems? How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?
DESCRIPTOR / STANDARD	2.3.PK.A.1.	Geometry: Identify and describe shapes.
DESCRIPTOR	2.3.PK.A.1.1.	Describe objects in the environment using names of shapes.  <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>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>
DESCRIPTOR	2.3.PK.A.1.2.	<p>Recognize and describe the attributes of geometric figures.</p> <p><u>Beginning the Year</u>  p. 29 Focus Question 2 Day 1 Choice Time  p. 57 Focus Question 5 Day 1 Small Group  p. 67 Focus Question 6 Day 1 Choice Time  p. 67 Focus Question 6 Day 1 Large-Group Roundup</p>
DESCRIPTOR	2.3.PK.A.1.3.	<p>Describe the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to.</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>
DESCRIPTOR	2.3.PK.A.1.4.	<p>Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (solid).</p> <p><u>Beginning the Year</u>  p. 29 Focus Question 2 Day 1 Choice Time  p. 57 Focus Question 5 Day 1 Small Group  p. 67 Focus Question 6 Day 1 Choice Time  p. 67 Focus Question 6 Day 1 Large-Group Roundup</p>
STANDARD AREA / STATEMENT	2.3.PK.	Geometry
STANDARD		<p>Big Idea: Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization. Essential Questions: How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems? How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?</p>
DESCRIPTOR / STANDARD	2.3.PK.A.2.	Geometry: Analyze, compare, create, and compose shapes.
DESCRIPTOR	2.3.PK.A.2.1.	<p>Analyze and compare two-and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes.</p> <p><u>Beginning the Year</u>  p. 29 Focus Question 2 Day 1 Choice Time  p. 36 Focus Question 3 Day 1 Choice Time  p. 38 Focus Question 3 Day 2 Large Group  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. 60 Focus Question 5 Day 3 Large 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. 83 Ministudy Day 2 Mighty Minutes</p>
DESCRIPTOR	2.3.PK.A.2.2.	<p>Model shapes in the world by building shapes from components and drawing shapes.</p> <p><u>Beginning the Year</u></p>

		<p>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</p>
DESCRIPTOR	2.3.PK.A.2.3.	<p>Use geoboards to create shapes with rubber bands.</p> <p><u>Beginning the Year</u>  p. 29 Focus Question 2 Day 1 Choice Time  p. 57 Focus Question 5 Day 1 Small Group  p. 67 Focus Question 6 Day 1 Choice Time  p. 67 Focus Question 6 Day 1 Large-Group Roundup</p>
DESCRIPTOR	2.3.PK.A.2.4.	<p>Use simple shapes to compose larger shapes.</p> <p><u>Beginning the Year</u>  p. 29 Focus Question 2 Day 1 Choice Time  p. 57 Focus Question 5 Day 1 Small Group  p. 67 Focus Question 6 Day 1 Choice Time  p. 67 Focus Question 6 Day 1 Large-Group Roundup</p>
STANDARD AREA / STATEMENT	2.4.PK.	Measurement, Data and Probability
STANDARD		<p>Big Idea: Measurement attributes can be quantified and estimated using customary and non-customary units of measure. Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions.  Essential Questions: Why does “what” we measure influence “how” we measure? How can data be organized and represented to provide insight into the relationship between quantities?</p>
DESCRIPTOR / STANDARD	2.4.PK.A.1.	Measurement and Data: Describe and compare measurable attributes of length and weights of everyday objects.
DESCRIPTOR	2.4.PK.A.1.4.	<p>Practice using measurement vocabulary.</p> <p><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</p>
DESCRIPTOR	2.4.PK.A.1.5.	<p>Sort and order by one attribute.</p> <p><u>Beginning the Year</u>  p. 53 Focus Question 4 Day 3 Small Group  p. 85 Ministudy Day 3 Mighty Minutes</p>
DESCRIPTOR	2.4.PK.A.1.7.	<p>Compare two objects with a measureable attribute in common to see which object has “more of”/ “less of” the attribute and describe the difference.</p> <p><u>Beginning the Year</u>  p. 53 Focus Question 4 Day 3 Small Group  p. 85 Ministudy Day 3 Mighty Minutes</p>
STANDARD AREA / STATEMENT	2.4.PK.	Measurement, Data and Probability
STANDARD		<p>Big Idea: Measurement attributes can be quantified and estimated using customary and non-customary units of measure. Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions.  Essential Questions: Why does “what” we measure influence “how”</p>



		we measure? How can data be organized and represented to provide insight into the relationship between quantities?
DESCRIPTOR / STANDARD	2.4.PK.A.2.	Measurement and Data: Classify objects and count the number of objects in each category.
DESCRIPTOR	2.4.PK.A.2.1.	Classify up to 10 objects using one attribute into categories.  <u>Beginning the Year</u> p. 53 Focus Question 4 Day 3 Small Group p. 85 Ministudy Day 3 Mighty Minutes
DESCRIPTOR	2.4.PK.A.2.2.	Display the number of objects in each category.  <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. 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
STANDARD AREA / STATEMENT	2.4.PK.	Measurement, Data and Probability
STANDARD		Big Idea: Measurement attributes can be quantified and estimated using customary and non-customary units of measure. Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions. Essential Questions: Why does “what” we measure influence “how” we measure? How can data be organized and represented to provide insight into the relationship between quantities?
DESCRIPTOR / STANDARD	2.4.PK.MP.	Measurement and Data: Use mathematical processes when measuring; representing, organizing, and understanding data.
DESCRIPTOR	2.4.PK.MP.1.	Engage in activities that include measuring, representing, organizing, and understanding data.  <u>Beginning the Year</u> p. 23 Focus Question 1 Day 4 Mighty Minutes p. 53 Focus Question 4 Day 3 Small Group p. 58 Focus Question 5 Day 2 Large Group
DESCRIPTOR	2.4.PK.MP.2.	Persist in activities that include measuring, representing, organizing, and understanding data (Reference AL.2.PK.C).  <u>Beginning the Year</u> p. 23 Focus Question 1 Day 4 Mighty Minutes p. 53 Focus Question 4 Day 3 Small Group p. 58 Focus Question 5 Day 2 Large Group
DESCRIPTOR	2.4.PK.MP.4.	When prompted, communicate thinking while engaged in activities that include measuring, representing, organizing, and understanding data.  <u>Beginning the Year</u> p. 23 Focus Question 1 Day 4 Mighty Minutes p. 53 Focus Question 4 Day 3 Small Group p. 58 Focus Question 5 Day 2 Large Group

DESCRIPTOR	2.4.PK.MP.5.	Talk and listen to peers during activities that include measuring, representing, organizing, and understanding data.  <u>Beginning the Year</u> p. 23 Focus Question 1 Day 4 Mighty Minutes p. 53 Focus Question 4 Day 3 Small Group p. 58 Focus Question 5 Day 2 Large Group
SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Pre-kindergarten)
STANDARD AREA / STATEMENT	3.1.PK.A.	Biological Sciences: Living and Non-Living Organisms
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.PK.A.1.	Common Characteristics of Life: Recognize the difference between living and non-living things.
DESCRIPTOR	3.1.PK.A.1.2.	Categorize common living things into plants and animals.  <u>Beginning the Year</u> p. 37 Focus Question 3 Day 1 Mighty Minutes p. 39 Focus Question 3 Day 2 Mighty Minutes
STANDARD AREA / STATEMENT	3.1.PK.A.	Biological Sciences: Living and Non-Living Organisms
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.PK.A.2.	Energy Flow: Identify basic needs of plants (water and light) and animals (food, water and light).
DESCRIPTOR	3.1.PK.A.2.1.	Categorize common living things into plants and animals.  <u>Beginning the Year</u> p. 37 Focus Question 3 Day 1 Mighty Minutes p. 39 Focus Question 3 Day 2 Mighty Minutes
DESCRIPTOR	3.1.PK.A.2.3.	Observe the effect of darkness and light on growing plants.  <u>Beginning the Year</u> p. 37 Focus Question 3 Day 1 Mighty Minutes p. 39 Focus Question 3 Day 2 Mighty Minutes
STANDARD AREA / STATEMENT	3.1.PK.A.	Biological Sciences: Living and Non-Living Organisms
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.PK.A.3.	Life Cycles: Recognize that plants and animals grow and change.
DESCRIPTOR	3.1.PK.A.3.1.	Observe and document the growth of a living thing through drawings, writing, and/or photos.  <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. 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. 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. 28 Focus Question 2 Day 1 Large 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. 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 Large-Group Roundup</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. 70 Focus Question 6 Day 3 Large 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. 81 Ministudy Day 1 Small Group</p> <p>p. 82 Ministudy Day 2 Large Group</p> <p>p. 83 Ministudy Day 2 Small Group</p> <p>p. 84 Ministudy Day 3 Large Group</p> <p>p. 85 Ministudy Day 3 Read-Aloud</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 Large-Group Roundup</p> <p>p. 87 Ministudy Day 4 Small Group</p> <p>p. 89 Ministudy Day 5 Small Group</p>
DESCRIPTOR	3.1.PK.A.3.3.	<p>Care for plants and animals in the classroom.</p> <p><u>Beginning the Year</u></p> <p>p. 37 Focus Question 3 Day 1 Mighty Minutes</p> <p>p. 39 Focus Question 3 Day 2 Mighty Minutes</p>
STANDARD AREA / STATEMENT	3.1.PK.A.	Biological Sciences: Living and Non-Living Organisms
STANDARD		Big Idea: Living things have unique characteristics which differ from

		non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
<b>DESCRIPTOR / STANDARD</b>	<b>3.1.PK.A.5.</b>	<b>Form and Function: Name basic parts of living things.</b>
<b>DESCRIPTOR</b>	<b>3.1.PK.A.5.1.</b>	Tell the parts of a person, an animal or a plant.  <u>Beginning the Year</u> p. 24 Focus Question 1 Day 5 Choice Time p. 37 Focus Question 3 Day 1 Mighty Minutes p. 39 Focus Question 3 Day 2 Mighty Minutes
<b>DESCRIPTOR</b>	<b>3.1.PK.A.5.2.</b>	Draw a picture of a person, an animal or plant including most of the major observable features.  <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. 37 Focus Question 3 Day 1 Mighty Minutes p. 39 Focus Question 3 Day 2 Mighty Minutes 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
<b>STANDARD AREA / STATEMENT</b>	<b>3.1.PK.A.</b>	<b>Biological Sciences: Living and Non-Living Organisms</b>
<b>STANDARD</b>		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
<b>DESCRIPTOR / STANDARD</b>	<b>3.1.PK.A.9.</b>	<b>Science as Inquiry: Participate in simple investigations about living and/or non-living things to answer a question or to test a prediction.</b>
<b>DESCRIPTOR</b>	<b>3.1.PK.A.9.1.</b>	Ask questions about objects, organisms, and events.  <u>Beginning the Year</u> p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 60 Focus Question 5 Day 3 Large Group
<b>DESCRIPTOR</b>	<b>3.1.PK.A.9.3.</b>	Collect objects during a nature walk.  <u>Beginning the Year</u>

		<p>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>
<p><b>DESCRIPTOR</b></p>	<p>3.1.PK.A.9.6.</p>	<p>Make a prediction about the result of the experiment.</p> <p><u>Beginning the Year</u></p> <p>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>

		<p>p. 63 Focus Question 5 Day 4 Small Group</p> <p>p. 67 Focus Question 6 Day 1 Choice Time</p> <p>p. 68 Focus Question 6 Day 2 Choice Time</p> <p>p. 70 Focus Question 6 Day 3 Choice Time</p> <p>p. 72 Focus Question 6 Day 4 Choice Time</p> <p>p. 75 Focus Question 6 Day 5 Small Group</p> <p>p. 79 Ministudy Outdoor Experiences</p> <p>p. 80 Ministudy Day 1 Large Group</p> <p>p. 81 Ministudy Day 1 Choice Time</p> <p>p. 83 Ministudy Day 2 Choice Time</p> <p>p. 84 Ministudy Day 3 Choice Time</p> <p>p. 86 Ministudy Day 4 Choice Time</p>
<b>STANDARD AREA / STATEMENT</b>	<b>3.1.PK.B.</b>	<b>Biological Sciences: Genetics</b>
<b>STANDARD</b>		<p><b>Big Idea:</b> Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. <b>Essential Questions:</b> In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>3.1.PK.B.6.</b>	<p><b>Science as Inquiry:</b> Participate in simple investigations of physical characteristics of living things from same species to answer a question or to test a prediction.</p>
<b>DESCRIPTOR</b>	<b>3.1.PK.B.6.1.</b>	<p>Ask questions about objects, organisms, and events.</p> <p><u>Beginning the Year</u></p> <p>p. 43 Focus Question 3 Day 4 Large-Group Roundup</p> <p>p. 60 Focus Question 5 Day 3 Large Group</p>
<b>DESCRIPTOR</b>	<b>3.1.PK.B.6.6.</b>	<p>Make a prediction about the results of the experiment.</p> <p><u>Beginning the Year</u></p> <p>p. 17 Focus Question 1 Day 1 Choice Time</p> <p>p. 17 Focus Question 1 Day 1 Small Group</p> <p>p. 19 Focus Question 1 Day 2 Small Group</p> <p>p. 21 Focus Question 1 Day 3 Small Group</p> <p>p. 22 Focus Question 1 Day 4 Choice Time</p> <p>p. 23 Focus Question 1 Day 4 Small Group</p> <p>p. 25 Focus Question 1 Day 5 Small Group</p> <p>p. 29 Focus Question 2 Day 1 Choice Time</p> <p>p. 29 Focus Question 2 Day 1 Small Group</p> <p>p. 31 Focus Question 2 Day 2 Small Group</p> <p>p. 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. 37 Focus Question 3 Day 1 Small Group</p> <p>p. 39 Focus Question 3 Day 2 Small Group</p> <p>p. 40 Focus Question 3 Day 3 Choice Time</p> <p>p. 44 Focus Question 3 Day 5 Choice Time</p> <p>p. 49 Focus Question 4 Day 1 Choice Time</p> <p>p. 50 Focus Question 4 Day 2 Choice Time</p> <p>p. 52 Focus Question 4 Day 3 Choice Time</p> <p>p. 53 Focus Question 4 Day 3 Small Group</p> <p>p. 57 Focus Question 5 Day 1 Small Group</p> <p>p. 58 Focus Question 5 Day 2 Choice Time</p> <p>p. 60 Focus Question 5 Day 3 Choice Time</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. 68 Focus Question 6 Day 2 Choice Time</p> <p>p. 70 Focus Question 6 Day 3 Choice Time</p> <p>p. 72 Focus Question 6 Day 4 Choice Time</p> <p>p. 75 Focus Question 6 Day 5 Small Group</p> <p>p. 79 Ministudy Outdoor Experiences</p> <p>p. 80 Ministudy Day 1 Large Group</p>

		<p>p. 81 Ministudy Day 1 Choice Time  p. 83 Ministudy Day 2 Choice Time  p. 84 Ministudy Day 3 Choice Time  p. 86 Ministudy Day 4 Choice Time</p>
DESCRIPTOR	3.1.PK.B.6.7.	<p>Ask questions about objects, organisms, and events.</p> <p><u>Beginning the Year</u>  p. 43 Focus Question 3 Day 4 Large-Group Roundup  p. 60 Focus Question 5 Day 3 Large Group</p>
STANDARD AREA / STATEMENT	3.1.PK.C.	Biological Sciences: Evolution
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.PK.C.4.	Science as Inquiry: Participate in simple investigations of changes in animals to answer a question or to test a prediction.
DESCRIPTOR	3.1.PK.C.4.1.	<p>Ask questions about objects, organisms, and events.</p> <p><u>Beginning the Year</u>  p. 43 Focus Question 3 Day 4 Large-Group Roundup  p. 60 Focus Question 5 Day 3 Large Group</p>
DESCRIPTOR	3.1.PK.C.4.6.	<p>Make a prediction about the results of the experiment.</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>

STANDARD AREA / STATEMENT	3.2.PK.A.	Physical Sciences: Chemistry
STANDARD		Big Idea: Physical properties help us to understand the world. Essential Questions: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?
DESCRIPTOR / STANDARD	3.2.PK.A.6.	Science as Inquiry: Participate in simple investigations of matter to answer a question or to test a prediction.
DESCRIPTOR	3.2.PK.A.6.1.	Ask questions about objects.  <u>Beginning the Year</u> p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 60 Focus Question 5 Day 3 Large Group
DESCRIPTOR	3.2.PK.A.6.5.	Make a prediction about the results of the experiment.  <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
STANDARD AREA / STATEMENT	3.2.PK.B.	Physical Sciences: Physics
STANDARD		Big Idea: Physical properties help us to understand the world. Essential Questions: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?
DESCRIPTOR / STANDARD	3.2.PK.B.1.	Force & Motion of Practices & Rigid Bodies: Explore and describe the motion of toys and objects.
DESCRIPTOR	3.2.PK.B.1.1.	Comment about the motion of a variety of objects during play.



		<u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences p. 57 Focus Question 5 Day 1 Choice Time
<b>STANDARD AREA / STATEMENT</b>	3.2.PK.B.	Physical Sciences: Physics
<b>STANDARD</b>		Big Idea: Physical properties help us to understand the world. Essential Questions: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?
<b>DESCRIPTOR / STANDARD</b>	3.2.PK.B.5.	Nature of Waves (Sound and Light Energy): Create and describe variations of sound.
<b>DESCRIPTOR</b>	3.2.PK.B.5.1.	Categorize and create sounds based on different attributes.  <u>Beginning the Year</u> p. 80 Ministudy Day 1 Large Group
<b>DESCRIPTOR</b>	3.2.PK.B.5.2.	Listen to sounds from outside or inside and identify if it is loud, soft, high, low.  <u>Beginning the Year</u> p. 80 Ministudy Day 1 Large Group
<b>DESCRIPTOR</b>	3.2.PK.B.5.3.	Listen to sounds and identify the source.  <u>Beginning the Year</u> p. 80 Ministudy Day 1 Large Group
<b>STANDARD AREA / STATEMENT</b>	3.2.PK.B.	Physical Sciences: Physics
<b>STANDARD</b>		Big Idea: Physical properties help us to understand the world. Essential Questions: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?
<b>DESCRIPTOR / STANDARD</b>	3.2.PK.B.6.	Unifying Themes (Energy): Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.
<b>DESCRIPTOR</b>	3.2.PK.B.6.3.	Identify what plants and animals need to grow.  <u>Beginning the Year</u> p. 37 Focus Question 3 Day 1 Mighty Minutes p. 39 Focus Question 3 Day 2 Mighty Minutes
<b>STANDARD AREA / STATEMENT</b>	3.2.PK.B.	Physical Sciences: Physics
<b>STANDARD</b>		Big Idea: Physical properties help us to understand the world. Essential Questions: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?
<b>DESCRIPTOR / STANDARD</b>	3.2.PK.B.7.	Science as Inquiry: Participate in simple investigations of energy and motion to answer a question or to test a prediction.
<b>DESCRIPTOR</b>	3.2.PK.B.7.1.	Ask questions about objects.  <u>Beginning the Year</u> p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 60 Focus Question 5 Day 3 Large Group
<b>DESCRIPTOR</b>	3.2.PK.B.7.3.	Experiment with objects or ideas to obtain a result.  <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>p. 63 Focus Question 5 Day 4 Small Group</p> <p>p. 75 Focus Question 6 Day 5 Small Group</p> <p>p. 79 Ministudy Outdoor Experiences</p> <p>p. 81 Ministudy Day 1 Choice Time</p> <p>p. 81 Ministudy Day 1 Small Group</p>
DESCRIPTOR	3.2.PK.B.7.4.	<p>Make predictions about an outcome (e.g. “What might happen to a kite when the wind blows or slows down?”).</p> <p><u>Beginning the Year</u></p> <p>p. 17 Focus Question 1 Day 1 Choice Time</p> <p>p. 17 Focus Question 1 Day 1 Small Group</p> <p>p. 19 Focus Question 1 Day 2 Small Group</p> <p>p. 21 Focus Question 1 Day 3 Small Group</p> <p>p. 22 Focus Question 1 Day 4 Choice Time</p> <p>p. 23 Focus Question 1 Day 4 Small Group</p> <p>p. 25 Focus Question 1 Day 5 Small Group</p> <p>p. 29 Focus Question 2 Day 1 Choice Time</p> <p>p. 29 Focus Question 2 Day 1 Small Group</p> <p>p. 31 Focus Question 2 Day 2 Small Group</p> <p>p. 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. 37 Focus Question 3 Day 1 Small Group</p> <p>p. 39 Focus Question 3 Day 2 Small Group</p> <p>p. 40 Focus Question 3 Day 3 Choice Time</p> <p>p. 44 Focus Question 3 Day 5 Choice Time</p> <p>p. 49 Focus Question 4 Day 1 Choice Time</p> <p>p. 50 Focus Question 4 Day 2 Choice Time</p> <p>p. 52 Focus Question 4 Day 3 Choice Time</p> <p>p. 53 Focus Question 4 Day 3 Small Group</p> <p>p. 57 Focus Question 5 Day 1 Small Group</p> <p>p. 58 Focus Question 5 Day 2 Choice Time</p> <p>p. 60 Focus Question 5 Day 3 Choice Time</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. 68 Focus Question 6 Day 2 Choice Time</p> <p>p. 70 Focus Question 6 Day 3 Choice Time</p> <p>p. 72 Focus Question 6 Day 4 Choice Time</p> <p>p. 75 Focus Question 6 Day 5 Small Group</p> <p>p. 79 Ministudy Outdoor Experiences</p> <p>p. 80 Ministudy Day 1 Large Group</p> <p>p. 81 Ministudy Day 1 Choice Time</p> <p>p. 83 Ministudy Day 2 Choice Time</p> <p>p. 84 Ministudy Day 3 Choice Time</p> <p>p. 86 Ministudy Day 4 Choice Time</p>
STANDARD AREA / STATEMENT	3.3.PK.A.	Earth and Space Sciences: Earth Structure, Processes and Cycles
STANDARD		<p>Big Idea: The earth, which is part of a larger solar system, consists of structures, processes and cycles which affect its inhabitants.</p> <p>Essential Questions: What structures, processes, and cycles make up the earth? How do the various structures, processes and cycles affect the earth’s inhabitants? How do we know the earth is part of a larger solar system?</p>
DESCRIPTOR / STANDARD	3.3.PK.A.1.	Earth Features and the Processes that Change it: Sort different types of earth materials.
DESCRIPTOR	3.3.PK.A.1.3.	<p>Use senses and simple tools to explore earth materials.</p> <p><u>Beginning the Year</u></p> <p>p. 39 Focus Question 3 Day 2 Small Group</p> <p>p. 53 Focus Question 4 Day 3 Small Group</p> <p>p. 57 Focus Question 5 Day 1 Small Group</p> <p>p. 58 Focus Question 5 Day 2 Choice Time</p>

		<p>p. 58 Focus Question 5 Day 2 Large Group  p. 60 Focus Question 5 Day 3 Large Group  p. 63 Focus Question 5 Day 4 Small Group  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>
<b>STANDARD AREA / STATEMENT</b>	<b>3.3.PK.A.</b>	<b>Earth and Space Sciences: Earth Structure, Processes and Cycles</b>
<b>STANDARD</b>		<p><b>Big Idea:</b> The earth, which is part of a larger solar system, consists of structures, processes and cycles which affect its inhabitants.  <b>Essential Questions:</b> What structures, processes, and cycles make up the earth? How do the various structures, processes and cycles affect the earth's inhabitants? How do we know the earth is part of a larger solar system?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>3.3.PK.A.7.</b>	<b>Science as Inquiry: Participate in simple investigations of earth structures, processes, and cycles to answer a question or to test a prediction.</b>
<b>DESCRIPTOR</b>	<b>3.3.PK.A.7.1.</b>	<p>Ask questions about objects, organisms, and events.</p> <p><u>Beginning the Year</u>  p. 43 Focus Question 3 Day 4 Large-Group Roundup  p. 60 Focus Question 5 Day 3 Large Group</p>
<b>DESCRIPTOR</b>	<b>3.3.PK.A.7.3.</b>	<p>Experiment with different types of earth materials.</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. 63 Focus Question 5 Day 4 Small Group  p. 75 Focus Question 6 Day 5 Small Group  p. 79 Ministudy Outdoor Experiences  p. 81 Ministudy Day 1 Choice Time  p. 81 Ministudy Day 1 Small Group</p>
<b>DESCRIPTOR</b>	<b>3.3.PK.A.7.4.</b>	<p>Make predictions about an outcome (e.g. "What might happen if we go out in the snow without our boots?").</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>

		<p>p. 58 Focus Question 5 Day 2 Choice Time</p> <p>p. 60 Focus Question 5 Day 3 Choice Time</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. 68 Focus Question 6 Day 2 Choice Time</p> <p>p. 70 Focus Question 6 Day 3 Choice Time</p> <p>p. 72 Focus Question 6 Day 4 Choice Time</p> <p>p. 75 Focus Question 6 Day 5 Small Group</p> <p>p. 79 Ministudy Outdoor Experiences</p> <p>p. 80 Ministudy Day 1 Large Group</p> <p>p. 81 Ministudy Day 1 Choice Time</p> <p>p. 83 Ministudy Day 2 Choice Time</p> <p>p. 84 Ministudy Day 3 Choice Time</p> <p>p. 86 Ministudy Day 4 Choice Time</p>
<b>STANDARD AREA / STATEMENT</b>	3.3.PK.B.	Earth and Space Sciences: Origin and Evolution of the Universe
<b>STANDARD</b>		<p>Big Idea: The earth, which is part of a larger solar system, consists of structures, processes and cycles which affect its inhabitants.</p> <p>Essential Questions: What structures, processes, and cycles make up the earth? How do the various structures, processes and cycles affect the earth's inhabitants? How do we know the earth is part of a larger solar system?</p>
<b>DESCRIPTOR / STANDARD</b>	3.3.PK.B.1.	Comparisons and Structure: Identify objects that can be found in the day or night sky.
<b>DESCRIPTOR</b>	3.3.PK.B.1.1.	<p>Talk about things that can be found in the day or night sky (e.g. moon, sun, stars, clouds).</p> <p><u>Beginning the Year</u></p> <p>p. 53 Focus Question 4 Day 3 Read-Aloud</p>
<b>DESCRIPTOR</b>	3.3.PK.B.1.2.	<p>Distinguish between objects found in the day sky and in the night sky.</p> <p><u>Beginning the Year</u></p> <p>p. 53 Focus Question 4 Day 3 Read-Aloud</p>
<b>STANDARD AREA / STATEMENT</b>	3.3.PK.B.	Earth and Space Sciences: Origin and Evolution of the Universe
<b>STANDARD</b>		<p>Big Idea: The earth, which is part of a larger solar system, consists of structures, processes and cycles which affect its inhabitants.</p> <p>Essential Questions: What structures, processes, and cycles make up the earth? How do the various structures, processes and cycles affect the earth's inhabitants? How do we know the earth is part of a larger solar system?</p>
<b>DESCRIPTOR / STANDARD</b>	3.3.PK.B.3.	Science as Inquiry: Participate in simple investigations of the objects found in the day or night sky to answer a question or to test a prediction.
<b>DESCRIPTOR</b>	3.3.PK.B.3.1.	<p>Ask questions about objects, organisms, and events.</p> <p><u>Beginning the Year</u></p> <p>p. 43 Focus Question 3 Day 4 Large-Group Roundup</p> <p>p. 60 Focus Question 5 Day 3 Large Group</p>
<b>DESCRIPTOR</b>	3.3.PK.B.3.6.	<p>Use digital media to explore night sky, constellations, and other solar phenomena.</p> <p><u>Beginning the Year</u></p> <p>p. 53 Focus Question 4 Day 3 Read-Aloud</p>
<b>STANDARD AREA / STATEMENT</b>	4.1.PK.	Environment and Ecology: Ecology
<b>STANDARD</b>		<p>Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe</p>

		my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
<b>DESCRIPTOR / STANDARD</b>	4.1.PK.C.	<b>Energy Flow: Identify that plants need the sun to grow.</b>
<b>DESCRIPTOR</b>	4.1.PK.C.1.	Participate in experiments that show the effects on plant growth when the sun is removed as a source of energy.  <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. 63 Focus Question 5 Day 4 Small Group p. 75 Focus Question 6 Day 5 Small Group p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Choice Time p. 81 Ministudy Day 1 Small Group
<b>STANDARD AREA / STATEMENT</b>	4.4.PK.	<b>Environment and Ecology: Agriculture and Society</b>
<b>STANDARD</b>		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
<b>DESCRIPTOR / STANDARD</b>	4.4.PK.C.	<b>Applying Sciences to: Recognize that plants and animals grow and change.</b>
<b>DESCRIPTOR</b>	4.4.PK.C.1.	Reference 3.1.PK.A.3.  <u>Beginning the Year</u> p. 37 Focus Question 3 Day 1 Mighty Minutes p. 39 Focus Question 3 Day 2 Mighty Minutes
<b>STANDARD AREA / STATEMENT</b>	4.5.PK.	<b>Environment and Ecology: Humans and the Environment</b>
<b>STANDARD</b>		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
<b>DESCRIPTOR / STANDARD</b>	4.5.PK.B.	<b>Integrated Pest Management: Identify things in the natural environment that can be harmful to people, pets and other living things.</b>
<b>DESCRIPTOR</b>	4.5.PK.B.2.	Discuss plants, insects and animals that could be harmful; share personal experiences when relevant.  <u>Beginning the Year</u> p. 37 Focus Question 3 Day 1 Mighty Minutes p. 39 Focus Question 3 Day 2 Mighty Minutes
<b>STANDARD AREA / STATEMENT</b>	4.5.PK.	<b>Environment and Ecology: Humans and the Environment</b>
<b>STANDARD</b>		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
<b>DESCRIPTOR / STANDARD</b>	4.5.PK.C.	<b>Pollution: Identify ways people pollute the environment.</b>
<b>DESCRIPTOR</b>	4.5.PK.C.3.	Identify ways that litter should be handled.

		<u>Beginning the Year</u> p. 52 Focus Question 4 Day 3 Choice Time
<b>STANDARD AREA / STATEMENT</b>	4.5.PK.	Environment and Ecology: Humans and the Environment
<b>STANDARD</b>		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
<b>DESCRIPTOR / STANDARD</b>	4.5.PK.D.	Waste: Describe how everyday human activities generate waste.
<b>DESCRIPTOR</b>	4.5.PK.D.1.	Sort waste into those things that can be recycled and those things that cannot.  <u>Beginning the Year</u> p. 52 Focus Question 4 Day 3 Choice Time
<b>DESCRIPTOR</b>	4.5.PK.D.2.	Practice recycling as part of classroom routine.  <u>Beginning the Year</u> p. 52 Focus Question 4 Day 3 Choice Time
<b>STANDARD AREA / STATEMENT</b>	15.4.PK.	Computer and Information Technology:
<b>STANDARD</b>		Big Idea: Technology impacts daily living and can be used as a tool for exploring and understanding the world, as well as communicating with one another. The media (e.g. music, books, maps, TV programming, newspapers, magazines, movies, Internet, applications, advertising) constructed with available technology conveys a message that can be read, interpreted, and evaluated. Essential Questions: How do I choose the correct technology for a task? Can I use various technologies appropriately? How do I read, interpret, and evaluate media?
<b>DESCRIPTOR / STANDARD</b>	15.4.PK.L.	Technology Research: With help and support, use web browser to locate content-specific websites.
<b>DESCRIPTOR</b>	15.4.PK.L.1.	Generate or choose a topic to learn about.  <u>Beginning the Year</u> p. 43 Focus Question 3 Day 4 Large-Group Roundup
<b>SUBJECT / STANDARD AREA</b>	PA.SS.	Social Studies Thinking (Pre-kindergarten)
<b>STANDARD AREA / STATEMENT</b>	5.1.PK.	Civics and Government: Principles and Documents of Government
<b>STANDARD</b>		Big Idea: Learning to be a good citizen helps one contribute to society in a meaningful way. Essential Questions: What rules and consequences are important? Can I identify some American symbols?
<b>DESCRIPTOR / STANDARD</b>	5.1.PK.A.	Rule of Law: State rules and their consequences.
<b>DESCRIPTOR</b>	5.1.PK.A.1.	Describe classroom rules.  <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
<b>DESCRIPTOR</b>	5.1.PK.A.2.	Explain a consequence for breaking a classroom rule.  <u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 27 Focus Question 2 Outdoor Experiences

		<p>p. 38 Focus Question 3 Day 2 Large Group</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. 66 Focus Question 6 Day 1 Large Group</p>
<b>STANDARD AREA / STATEMENT</b>	5.2.PK.	<b>Civics and Government: Rights and Responsibilities of Citizenship</b>
<b>STANDARD</b>		<b>Big Idea: Learning to be a good citizen helps one contribute to society in a meaningful way. Essential Questions: What rules and consequences are important? Can I identify some American symbols?</b>
<b>DESCRIPTOR / STANDARD</b>	5.2.PK.A.	<b>Civics Rights and Responsibilities: Identify self-membership of a group such as the class or family.</b>
<b>DESCRIPTOR</b>	5.2.PK.A.1.	<p>Display awareness of role as member of a group.</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. 41 Focus Question 3 Day 3 Small Group  
 p. 42 Focus Question 3 Day 4 Choice Time  
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 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  
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 p. 51 Focus Question 4 Day 2 Small Group  
 p. 52 Focus Question 4 Day 3 Choice Time  
 p. 52 Focus Question 4 Day 3 Large Group  
 p. 53 Focus Question 4 Day 23 Large-Group Roundup  
 p. 53 Focus Question 4 Day 3 Small Group  
 p. 56 Focus Question 5 Day 1 Large Group  
 p. 57 Focus Question 5 Day 1 Choice Time  
 p. 57 Focus Question 5 Day 1 Large-Group Roundup  
 p. 57 Focus Question 5 Day 1 Read-Aloud  
 p. 57 Focus Question 5 Day 1 Small Group  
 p. 58 Focus Question 5 Day 2 Choice Time  
 p. 58 Focus Question 5 Day 2 Large Group  
 p. 59 Focus Question 5 Day 2 Large-Group Roundup  
 p. 59 Focus Question 5 Day 2 Small Group  
 p. 60 Focus Question 5 Day 3 Choice Time  
 p. 60 Focus Question 5 Day 3 Large Group  
 p. 61 Focus Question 5 Day 3 Large-Group Roundup  
 p. 61 Focus Question 5 Day 3 Read-Aloud  
 p. 61 Focus Question 5 Day 3 Small Group  
 p. 62 Focus Question 5 Day 4 Large Group  
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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 Choice Time  
 p. 67 Focus Question 6 Day 1 Large-Group Roundup  
 p. 67 Focus Question 6 Day 1 Read-Aloud  
 p. 67 Focus Question 6 Day 1 Small Group  
 p. 68 Focus Question 6 Day 2 Choice Time  
 p. 68 Focus Question 6 Day 2 Large Group  
 p. 69 Focus Question 6 Day 2 Large-Group Roundup  
 p. 69 Focus Question 6 Day 2 Small Group  
 p. 70 Focus Question 6 Day 3 Choice Time  
 p. 70 Focus Question 6 Day 3 Large Group  
 p. 71 Focus Question 6 Day 3 Large-Group Roundup  
 p. 71 Focus Question 6 Day 3 Read-Aloud  
 p. 71 Focus Question 6 Day 3 Small Group  
 p. 72 Focus Question 6 Day 4 Choice Time  
 p. 72 Focus Question 6 Day 4 Large Group  
 p. 73 Focus Question 6 Day 4 Large-Group Roundup  
 p. 73 Focus Question 6 Day 4 Small Group  
 p. 74 Focus Question 6 Day 5 Large Group  
 p. 75 Focus Question 6 Day 5 Choice Time  
 p. 75 Focus Question 6 Day 5 Large-Group Roundup  
 p. 75 Focus Question 6 Day 5 Read-Aloud  
 p. 75 Focus Question 6 Day 5 Small Group



		<p>p. 79 Ministudy Outdoor Experiences  p. 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. 89 Ministudy Day 5 Large-Group Roundup  p. 89 Ministudy Day 5 Small Group</p>
DESCRIPTOR	5.2.PK.A.2.	<p>Participate in group decision-making.</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. 24 Focus Question 1 Day 5 Choice Time  p. 24 Focus Question 1 Day 5 Large Group  p. 25 Focus Question 1 Day 5 Large-Group Roundup  p. 25 Focus Question 1 Day 5 Read-Aloud  p. 25 Focus Question 1 Day 5 Small Group  p. 27 Focus Question 2 Outdoor Experiences  p. 28 Focus Question 2 Day 1 Large Group  p. 29 Focus Question 2 Day 1 Choice Time  p. 29 Focus Question 2 Day 1 Large-Group Roundup  p. 29 Focus Question 2 Day 1 Read-Aloud  p. 29 Focus Question 2 Day 1 Small Group  p. 30 Focus Question 2 Day 2 Large Group  p. 31 Focus Question 2 Day 2 Choice Time  p. 31 Focus Question 2 Day 2 Large-Group Roundup  p. 31 Focus Question 2 Day 2 Small Group  p. 32 Focus Question 2 Day 3 Choice Time  p. 32 Focus Question 2 Day 3 Large Group  p. 33 Focus Question 2 Day 3 Large-Group Roundup  p. 33 Focus Question 2 Day 3 Read-Aloud  p. 33 Focus Question 2 Day 3 Small Group  p. 36 Focus Question 3 Day 1 Choice Time  p. 36 Focus Question 3 Day 1 Large Group  p. 37 Focus Question 3 Day 1 Large-Group Roundup  p. 37 Focus Question 3 Day 1 Read-Aloud</p>

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  
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 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  
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 p. 43 Focus Question 3 Day 4 Large-Group Roundup  
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 p. 45 Focus Question 3 Day 5 Small Group  
 p. 48 Focus Question 4 Day 1 Large Group  
 p. 49 Focus Question 4 Day 1 Choice Time  
 p. 49 Focus Question 4 Day 1 Large-Group Roundup  
 p. 49 Focus Question 4 Day 1 Small Group  
 p. 50 Focus Question 4 Day 2 Choice Time  
 p. 50 Focus Question 4 Day 2 Large Group  
 p. 51 Focus Question 4 Day 2 Large-Group Roundup  
 p. 51 Focus Question 4 Day 2 Read-Aloud  
 p. 51 Focus Question 4 Day 2 Small Group  
 p. 52 Focus Question 4 Day 3 Choice Time  
 p. 52 Focus Question 4 Day 3 Large Group  
 p. 53 Focus Question 4 Day 23 Large-Group Roundup  
 p. 53 Focus Question 4 Day 3 Small Group  
 p. 56 Focus Question 5 Day 1 Large Group  
 p. 57 Focus Question 5 Day 1 Choice Time  
 p. 57 Focus Question 5 Day 1 Large-Group Roundup  
 p. 57 Focus Question 5 Day 1 Read-Aloud  
 p. 57 Focus Question 5 Day 1 Small Group  
 p. 58 Focus Question 5 Day 2 Choice Time  
 p. 58 Focus Question 5 Day 2 Large Group  
 p. 59 Focus Question 5 Day 2 Large-Group Roundup  
 p. 59 Focus Question 5 Day 2 Small Group  
 p. 60 Focus Question 5 Day 3 Choice Time  
 p. 60 Focus Question 5 Day 3 Large Group  
 p. 61 Focus Question 5 Day 3 Large-Group Roundup  
 p. 61 Focus Question 5 Day 3 Read-Aloud  
 p. 61 Focus Question 5 Day 3 Small Group  
 p. 62 Focus Question 5 Day 4 Large Group  
 p. 63 Focus Question 5 Day 4 Choice Time  
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 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  
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 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>p. 72 Focus Question 6 Day 4 Choice Time</p> <p>p. 72 Focus Question 6 Day 4 Large Group</p> <p>p. 73 Focus Question 6 Day 4 Large-Group Roundup</p> <p>p. 73 Focus Question 6 Day 4 Small Group</p> <p>p. 74 Focus Question 6 Day 5 Large Group</p> <p>p. 75 Focus Question 6 Day 5 Choice Time</p> <p>p. 75 Focus Question 6 Day 5 Large-Group Roundup</p> <p>p. 75 Focus Question 6 Day 5 Read-Aloud</p> <p>p. 75 Focus Question 6 Day 5 Small Group</p> <p>p. 79 Ministudy Outdoor Experiences</p> <p>p. 80 Ministudy Day 1 Large Group</p> <p>p. 81 Ministudy Day 1 Choice Time</p> <p>p. 81 Ministudy Day 1 Large-Group Roundup</p> <p>p. 81 Ministudy Day 1 Small Group</p> <p>p. 82 Ministudy Day 2 Large Group</p> <p>p. 83 Ministudy Day 2 Choice Time</p> <p>p. 83 Ministudy Day 2 Large-Group Roundup</p> <p>p. 83 Ministudy Day 2 Read-Aloud</p> <p>p. 83 Ministudy Day 2 Small Group</p> <p>p. 84 Ministudy Day 3 Choice Time</p> <p>p. 84 Ministudy Day 3 Large Group</p> <p>p. 85 Ministudy Day 3 Large-Group Roundup</p> <p>p. 85 Ministudy Day 3 Small Group</p> <p>p. 86 Ministudy Day 4 Choice Time</p> <p>p. 86 Ministudy Day 4 Large Group</p> <p>p. 87 Ministudy Day 4 Large-Group Roundup</p> <p>p. 87 Ministudy Day 4 Small Group</p> <p>p. 88 Ministudy Day 5 Choice Time</p> <p>p. 88 Ministudy Day 5 Large Group</p> <p>p. 89 Ministudy Day 5 Large-Group Roundup</p> <p>p. 89 Ministudy Day 5 Small Group</p>
DESCRIPTOR	5.2.PK.A.3.	<p>Participate in classroom and family responsibilities.</p> <p><u>Beginning the Year</u></p> <p>p. 16 Focus Question 1 Day 1 Large Group</p> <p>p. 27 Focus Question 2 Outdoor Experiences</p> <p>p. 38 Focus Question 3 Day 2 Large Group</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. 66 Focus Question 6 Day 1 Large Group</p>
DESCRIPTOR	5.2.PK.A.5.	<p>Work cooperatively with other children to achieve an outcome.</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. 27 Focus Question 2 Outdoor Experiences  
 p. 28 Focus Question 2 Day 1 Large Group  
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 p. 29 Focus Question 2 Day 1 Small Group  
 p. 30 Focus Question 2 Day 2 Large Group  
 p. 31 Focus Question 2 Day 2 Choice Time  
 p. 31 Focus Question 2 Day 2 Large-Group Roundup  
 p. 31 Focus Question 2 Day 2 Small Group  
 p. 32 Focus Question 2 Day 3 Choice Time  
 p. 32 Focus Question 2 Day 3 Large Group  
 p. 33 Focus Question 2 Day 3 Large-Group Roundup  
 p. 33 Focus Question 2 Day 3 Read-Aloud  
 p. 33 Focus Question 2 Day 3 Small Group  
 p. 36 Focus Question 3 Day 1 Choice Time  
 p. 36 Focus Question 3 Day 1 Large Group  
 p. 37 Focus Question 3 Day 1 Large-Group Roundup  
 p. 37 Focus Question 3 Day 1 Read-Aloud  
 p. 37 Focus Question 3 Day 1 Small Group  
 p. 38 Focus Question 3 Day 2 Choice Time  
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 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  
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 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  
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 p. 51 Focus Question 4 Day 2 Small Group<sup>51</sup>  
 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  
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 p. 60 Focus Question 5 Day 3 Choice Time  
 p. 60 Focus Question 5 Day 3 Large Group  
 p. 61 Focus Question 5 Day 3 Large-Group Roundup  
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<b>STANDARD AREA / STATEMENT</b>	<b>5.3.PK.</b>	<b>Civics and Government: How Government Works</b>
<b>STANDARD</b>		<b>Big Idea: Learning to be a good citizen helps one contribute to society in a meaningful way. Essential Questions: What rules and consequences are important? Can I identify some American symbols?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>5.3.PK.C.</b>	<b>Government Services: Identify community workers through their uniforms and equipment.</b>
<b>DESCRIPTOR</b>	<b>5.3.PK.C.1.</b>	<p>Match descriptions of people’s work in a community with picture illustrating the job.</p> <p><u>Beginning the Year</u></p> <p>p. 59 Focus Question 5 Day 2 Large-Group Roundup</p>

DESCRIPTOR	5.3.PK.C.2.	Act out roles of community workers in dramatic play.  <u>Beginning the Year</u> p. 59 Focus Question 5 Day 2 Large-Group Roundup
DESCRIPTOR	5.3.PK.C.3.	Relay personal experiences to describe the work that community workers do.  <u>Beginning the Year</u> p. 59 Focus Question 5 Day 2 Large-Group Roundup
STANDARD AREA / STATEMENT	5.3.PK.	Civics and Government: How Government Works
STANDARD		Big Idea: Learning to be a good citizen helps one contribute to society in a meaningful way. Essential Questions: What rules and consequences are important? Can I identify some American symbols?
DESCRIPTOR / STANDARD	5.3.PK.F.	Conflict and the Court System: Identify appropriate behaviors for responsible classroom citizens.
DESCRIPTOR	5.3.PK.F.1.	Use inside voices while indoors and outside voices when outdoors.  <u>Beginning the Year</u> p. 24 Focus Question 1 Day 5 Large Group p. 42 Focus Question 3 Day 4 Large Group p. 72 Focus Question 6 Day 4 Large Group
DESCRIPTOR	5.3.PK.F.2.	Cooperate in both large and small group activities that are facilitated by adult.  <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. 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

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 p. 43 Focus Question 3 Day 4 Small Group  
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 p. 45 Focus Question 3 Day 5 Small Group  
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 p. 50 Focus Question 4 Day 2 Choice Time  
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 p. 51 Focus Question 4 Day 2 Large-Group Roundup  
 p. 51 Focus Question 4 Day 2 Read-Aloud  
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 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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 p. 62 Focus Question 5 Day 4 Large Group  
 p. 63 Focus Question 5 Day 4 Choice Time  
 p. 63 Focus Question 5 Day 4 Large-Group Roundup  
 p. 63 Focus Question 5 Day 4 Small Group  
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 p. 66 Focus Question 6 Day 1 Large Group  
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 p. 67 Focus Question 6 Day 1 Large-Group Roundup  
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DESCRIPTOR	5.3.PK.F.3.	<p>Follow rules and routines in classroom.</p> <p><u>Beginning the Year</u></p> <p>p. 16 Focus Question 1 Day 1 Large Group</p> <p>p. 27 Focus Question 2 Outdoor Experiences</p> <p>p. 38 Focus Question 3 Day 2 Large Group</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. 66 Focus Question 6 Day 1 Large Group</p>
STANDARD AREA / STATEMENT	6.1.PK.	Economics: Scarcity and Choice
STANDARD		<p>Big Idea: Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money based on different influences. Essential Questions: How can I use money? What influences the choices I make about spending what I have earned?</p>
DESCRIPTOR / STANDARD	6.1.PK.A.	Scarcity and Choice: Emerging to...Identify how scarcity influences choice.
DESCRIPTOR	6.1.PK.A.1.	<p>Understand that some resources are limited.</p> <p><u>Beginning the Year</u></p> <p>p. 38 Focus Question 3 Day 2 Large Group</p>
DESCRIPTOR	6.1.PK.A.2.	<p>Notice when materials are running low (e.g. we need more paper in the art area).</p> <p><u>Beginning the Year</u></p> <p>p. 32 Focus Question 2 Day 3 Choice Time</p> <p>p. 32 Focus Question 2 Day 3 Large Group</p>



		p. 53 Focus Question 4 Day 3 Small Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group
DESCRIPTOR	6.1.PK.A.3.	Offer to share materials when materials are scarce (e.g. one shovel in sensory table).  <u>Beginning the Year</u> p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group
DESCRIPTOR	6.1.PK.A.4.	Show preference for one material/center, but choose a different material/center when materials are scarce or center is full.  <u>Beginning the Year</u> 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. 53 Focus Question 4 Day 3 Small Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group
STANDARD AREA / STATEMENT	6.1.PK.	Economics: Scarcity and Choice
STANDARD		Big Idea: Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money based on different influences. Essential Questions: How can I use money? What influences the choices I make about spending what I have earned?
DESCRIPTOR / STANDARD	6.1.PK.D.	Incentives and Choice: Identify a choice based on individual interest.
DESCRIPTOR	6.1.PK.D.1.	Make a choice and explain the reason for the choice.  <u>Beginning the Year</u> p. 38 Focus Question 3 Day 2 Large Group
DESCRIPTOR	6.1.PK.D.2.	Provide a reason for choosing to play in a particular center that shows interest in specific materials or people.  <u>Beginning the Year</u> p. 38 Focus Question 3 Day 2 Large Group
STANDARD AREA / STATEMENT	6.2.PK.	Economics: Market and Economic Systems
STANDARD		Big Idea: Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money based on different influences. Essential Questions: How can I use money? What influences the choices I make about spending what I have earned?
DESCRIPTOR / STANDARD	6.2.PK.C.	Advertising and Media: Emerging to...Identify advertisements that encourage us to buy things.
DESCRIPTOR	6.2.PK.C.1.	Recognize logos (environmental print) from local businesses.  <u>Beginning the Year</u> p. 23 Focus Question 1 Day 4 Small Group p. 41 Focus Question 3 Day 3 Small Group
STANDARD AREA / STATEMENT	6.5.PK.	Economics: Income, Profit, and Wealth
STANDARD		Big Idea: Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money based on different influences. Essential Questions: How can I use money? What influences the choices I make about spending what I have earned?

DESCRIPTOR / STANDARD	6.5.PK.A.	Factors Influencing Wages: Differentiate between work and play.
DESCRIPTOR	6.5.PK.A.1.	Respond that adults work to earn money.  <u>Beginning the Year</u> p. 59 Focus Question 5 Day 2 Large-Group Roundup
DESCRIPTOR	6.5.PK.A.2.	Relate that work involves performing an activity that is chosen and directed by someone else, and has a specific goal.  <u>Beginning the Year</u> p. 59 Focus Question 5 Day 2 Large-Group Roundup
STANDARD AREA / STATEMENT	6.5.PK.	Economics: Income, Profit, and Wealth
STANDARD		Big Idea: Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money based on different influences. Essential Questions: How can I use money? What influences the choices I make about spending what I have earned?
DESCRIPTOR / STANDARD	6.5.PK.C.	Types of Business: Identify local businesses.
DESCRIPTOR	6.5.PK.C.1.	Participate in role play that is related to a local business (e.g. pet store, hair salon, restaurant).  <u>Beginning the Year</u> p. 59 Focus Question 5 Day 2 Large-Group Roundup
STANDARD AREA / STATEMENT	7.1.PK.	Geography: Basic Geographic Literacy
STANDARD		Big Idea: Location can be represented using a variety of tools. Essential Questions: What tools help me to understand the location of places and things? How can I represent the location of places and things?
DESCRIPTOR / STANDARD	7.1.PK.B.	Location of Places and Regions: Emerging to...Describe the location of places in the home, school, and community to gain an understanding of relative location.
DESCRIPTOR	7.1.PK.B.2.	Use directionality, size and position (e.g. left, right, first, last, little, big, top, bottom) to describe location.  <u>Beginning the Year</u> p. 43 Focus Question 3 Day 4 Small Group p. 45 Focus Question 3 Day 5 Small Group p. 85 Ministudy Day 3 Small Group
DESCRIPTOR	7.1.PK.B.4.	Listen to directions and retrieve items.  <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
STANDARD AREA / STATEMENT	8.1.PK.	History: Historical Analysis and Skills Development
STANDARD		Big Idea: Past experiences and ideas help us make sense of the

		world. Essential Questions: In what ways can events be sequenced? How do I use past experiences and events to understand the present?
DESCRIPTOR / STANDARD	8.1.PK.C.	Research: Understand that information comes from many sources such as books, computers, and newspapers.
DESCRIPTOR	8.1.PK.C.2.	Locate information on identified topics using media (e.g. music, books, maps, TV programming, newspapers, magazines, movies, Internet, applications, advertising).  <u>Beginning the Year</u> p. 43 Focus Question 3 Day 4 Small Group p. 45 Focus Question 3 Day 5 Small Group
SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Pre-kindergarten)
STANDARD AREA / STATEMENT	9.1.M.PK.	Production and Performance: Music and Movement
STANDARD		Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?
DESCRIPTOR / STANDARD	9.1.M.PK.A.	Elements and Principles: Know and use basic elements and principles of music and movement.
DESCRIPTOR	9.1.M.PK.A.1.	Practice rhythms in different forms of music and dance.  <u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences
DESCRIPTOR	9.1.M.PK.A.4.	Participate in teacher-guided music and movement activities.  <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. 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

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 p. 37 Focus Question 3 Day 1 Large-Group Roundup  
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 p. 51 Focus Question 4 Day 2 Small Group p51  
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 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  
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 p. 63 Focus Question 5 Day 4 Small Group  
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 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  
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 p. 69 Focus Question 6 Day 2 Large-Group Roundup

		<p>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  p. 84 Ministudy Day 3 Large Group  p. 85 Ministudy Day 3 Large-Group Roundup  p. 85 Ministudy Day 3 Small Group  p. 86 Ministudy Day 4 Choice Time  p. 86 Ministudy Day 4 Large Group  p. 87 Ministudy Day 4 Large-Group Roundup  p. 87 Ministudy Day 4 Small Group  p. 88 Ministudy Day 5 Choice Time  p. 88 Ministudy Day 5 Large Group  p. 89 Ministudy Day 5 Large-Group Roundup  p. 89 Ministudy Day 5 Small Group</p>
DESCRIPTOR	9.1.M.PK.A.5.	<p>Participate in group movement activities demonstrating an awareness of shared space.</p> <p><u>Beginning the Year</u></p> <p>p. 16 Focus Question 1 Day 1 Large Group  p. 17 Focus Question 1 Day 1 Choice Time  p. 17 Focus Question 1 Day 1 Large-Group Roundup  p. 17 Focus Question 1 Day 1 Small Group  p. 18 Focus Question 1 Day 2 Large Group  p. 19 Focus Question 1 Day 2 Choice Time  p. 19 Focus Question 1 Day 2 Large-Group Roundup  p. 19 Focus Question 1 Day 2 Small Group  p. 20 Focus Question 1 Day 3 Large Group  p. 21 Focus Question 1 Day 3 Choice Time  p. 21 Focus Question 1 Day 3 Large-Group Roundup  p. 21 Focus Question 1 Day 3 Small Group  p. 22 Focus Question 1 Day 4 Choice Time  p. 22 Focus Question 1 Day 4 Large Group  p. 23 Focus Question 1 Day 4 Large-Group Roundup  p. 23 Focus Question 1 Day 4 Small Group  p. 24 Focus Question 1 Day 5 Choice Time  p. 24 Focus Question 1 Day 5 Large Group  p. 25 Focus Question 1 Day 5 Large-Group Roundup  p. 25 Focus Question 1 Day 5 Read-Aloud  p. 25 Focus Question 1 Day 5 Small Group  p. 27 Focus Question 2 Outdoor Experiences  p. 28 Focus Question 2 Day 1 Large Group  p. 29 Focus Question 2 Day 1 Choice Time</p>

p. 29 Focus Question 2 Day 1 Large-Group Roundup  
 p. 29 Focus Question 2 Day 1 Read-Aloud  
 p. 29 Focus Question 2 Day 1 Small Group  
 p. 30 Focus Question 2 Day 2 Large Group  
 p. 31 Focus Question 2 Day 2 Choice Time  
 p. 31 Focus Question 2 Day 2 Large-Group Roundup  
 p. 31 Focus Question 2 Day 2 Small Group  
 p. 32 Focus Question 2 Day 3 Choice Time  
 p. 32 Focus Question 2 Day 3 Large Group  
 p. 33 Focus Question 2 Day 3 Large-Group Roundup  
 p. 33 Focus Question 2 Day 3 Read-Aloud  
 p. 33 Focus Question 2 Day 3 Small Group  
 p. 36 Focus Question 3 Day 1 Choice Time  
 p. 36 Focus Question 3 Day 1 Large Group  
 p. 37 Focus Question 3 Day 1 Large-Group Roundup  
 p. 37 Focus Question 3 Day 1 Read-Aloud  
 p. 37 Focus Question 3 Day 1 Small Group  
 p. 38 Focus Question 3 Day 2 Choice Time  
 p. 38 Focus Question 3 Day 2 Large Group  
 p. 39 Focus Question 3 Day 2 Large-Group Roundup  
 p. 39 Focus Question 3 Day 2 Small Group  
 p. 40 Focus Question 3 Day 3 Choice Time  
 p. 40 Focus Question 3 Day 3 Large Group  
 p. 41 Focus Question 3 Day 3 Large-Group Roundup  
 p. 41 Focus Question 3 Day 3 Read-Aloud  
 p. 41 Focus Question 3 Day 3 Small Group  
 p. 42 Focus Question 3 Day 4 Choice Time  
 p. 42 Focus Question 3 Day 4 Large Group  
 p. 43 Focus Question 3 Day 4 Large-Group Roundup  
 p. 43 Focus Question 3 Day 4 Small Group  
 p. 44 Focus Question 3 Day 5 Choice Time  
 p. 44 Focus Question 3 Day 5 Large Group  
 p. 45 Focus Question 3 Day Read-Aloud  
 p. 45 Focus Question 3 Day 5 Large-Group Roundup  
 p. 45 Focus Question 3 Day 5 Small Group  
 p. 48 Focus Question 4 Day 1 Large Group  
 p. 49 Focus Question 4 Day 1 Choice Time  
 p. 49 Focus Question 4 Day 1 Large-Group Roundup  
 p. 49 Focus Question 4 Day 1 Small Group  
 p. 50 Focus Question 4 Day 2 Choice Time  
 p. 50 Focus Question 4 Day 2 Large Group  
 p. 51 Focus Question 4 Day 2 Large-Group Roundup  
 p. 51 Focus Question 4 Day 2 Read-Aloud  
 p. 51 Focus Question 4 Day 2 Small Groupp51  
 p. 52 Focus Question 4 Day 3 Choice Time  
 p. 52 Focus Question 4 Day 3 Large Group  
 p. 53 Focus Question 4 Day 23 Large-Group Roundup  
 p. 53 Focus Question 4 Day 3 Small Group  
 p. 56 Focus Question 5 Day 1 Large Group  
 p. 57 Focus Question 5 Day 1 Choice Time  
 p. 57 Focus Question 5 Day 1 Large-Group Roundup  
 p. 57 Focus Question 5 Day 1 Read-Aloud  
 p. 57 Focus Question 5 Day 1 Small Group  
 p. 58 Focus Question 5 Day 2 Choice Time  
 p. 58 Focus Question 5 Day 2 Large Group  
 p. 59 Focus Question 5 Day 2 Large-Group Roundup  
 p. 59 Focus Question 5 Day 2 Small Group  
 p. 60 Focus Question 5 Day 3 Choice Time  
 p. 60 Focus Question 5 Day 3 Large Group  
 p. 61 Focus Question 5 Day 3 Large-Group Roundup  
 p. 61 Focus Question 5 Day 3 Read-Aloud  
 p. 61 Focus Question 5 Day 3 Small Group  
 p. 62 Focus Question 5 Day 4 Large Group  
 p. 63 Focus Question 5 Day 4 Choice Time  
 p. 63 Focus Question 5 Day 4 Large-Group Roundup

		<p>p. 63 Focus Question 5 Day 4 Small Group</p> <p>p. 65 Focus Question 6 Outdoor Experiences</p> <p>p. 66 Focus Question 6 Day 1 Large Group</p> <p>p. 67 Focus Question 6 Day 1 Choice Time</p> <p>p. 67 Focus Question 6 Day 1 Large-Group Roundup</p> <p>p. 67 Focus Question 6 Day 1 Read-Aloud</p> <p>p. 67 Focus Question 6 Day 1 Small Group</p> <p>p. 68 Focus Question 6 Day 2 Choice Time</p> <p>p. 68 Focus Question 6 Day 2 Large Group</p> <p>p. 69 Focus Question 6 Day 2 Large-Group Roundup</p> <p>p. 69 Focus Question 6 Day 2 Small Group</p> <p>p. 70 Focus Question 6 Day 3 Choice Time</p> <p>p. 70 Focus Question 6 Day 3 Large Group</p> <p>p. 71 Focus Question 6 Day 3 Large-Group Roundup</p> <p>p. 71 Focus Question 6 Day 3 Read-Aloud</p> <p>p. 71 Focus Question 6 Day 3 Small Group</p> <p>p. 72 Focus Question 6 Day 4 Choice Time</p> <p>p. 72 Focus Question 6 Day 4 Large Group</p> <p>p. 73 Focus Question 6 Day 4 Large-Group Roundup</p> <p>p. 73 Focus Question 6 Day 4 Small Group</p> <p>p. 74 Focus Question 6 Day 5 Large Group</p> <p>p. 75 Focus Question 6 Day 5 Choice Time</p> <p>p. 75 Focus Question 6 Day 5 Large-Group Roundup</p> <p>p. 75 Focus Question 6 Day 5 Read-Aloud</p> <p>p. 75 Focus Question 6 Day 5 Small Group</p> <p>p. 79 Ministudy Outdoor Experiences</p> <p>p. 80 Ministudy Day 1 Large Group</p> <p>p. 81 Ministudy Day 1 Choice Time</p> <p>p. 81 Ministudy Day 1 Large-Group Roundup</p> <p>p. 81 Ministudy Day 1 Small Group</p> <p>p. 82 Ministudy Day 2 Large Group</p> <p>p. 83 Ministudy Day 2 Choice Time</p> <p>p. 83 Ministudy Day 2 Large-Group Roundup</p> <p>p. 83 Ministudy Day 2 Read-Aloud</p> <p>p. 83 Ministudy Day 2 Small Group</p> <p>p. 84 Ministudy Day 3 Choice Time</p> <p>p. 84 Ministudy Day 3 Large Group</p> <p>p. 85 Ministudy Day 3 Large-Group Roundup</p> <p>p. 85 Ministudy Day 3 Small Group</p> <p>p. 86 Ministudy Day 4 Choice Time</p> <p>p. 86 Ministudy Day 4 Large Group</p> <p>p. 87 Ministudy Day 4 Large-Group Roundup</p> <p>p. 87 Ministudy Day 4 Small Group</p> <p>p. 88 Ministudy Day 5 Choice Time</p> <p>p. 88 Ministudy Day 5 Large Group</p> <p>p. 89 Ministudy Day 5 Large-Group Roundup</p> <p>p. 89 Ministudy Day 5 Small Group</p>
STANDARD AREA / STATEMENT	9.1.M.PK.	Production and Performance: Music and Movement
STANDARD		Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?
DESCRIPTOR / STANDARD	9.1.M.PK.B.	Demonstration: Respond to different types of music and dance through participation and discussion.
DESCRIPTOR	9.1.M.PK.B.1.	Participate in teacher-guided music and movement activities.  <u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences
DESCRIPTOR	9.1.M.PK.B.2.	Sing familiar songs, chants, and finger plays.  <u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Mighty Minutes

		<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. 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> <p>p. 62 Focus Question 5 Day 4 Large Group</p> <p>p. 63 Focus Question 5 Day 4 Mighty Minutes</p> <p>p. 63 Focus Question 5 Day 4 Read-Aloud</p> <p>p. 65 Focus Question 6 Outdoor Experiences</p> <p>p. 66 Focus Question 6 Day 1 Large Group</p> <p>p. 67 Focus Question 6 Day 1 Mighty Minutes</p> <p>p. 68 Focus Question 6 Day 2 Large Group</p> <p>p. 70 Focus Question 6 Day 3 Large Group</p> <p>p. 71 Focus Question 6 Day 3 Mighty Minutes</p> <p>p. 72 Focus Question 6 Day 4 Large Group</p> <p>p. 74 Focus Question 6 Day 5 Large Group</p> <p>p. 75 Focus Question 6 Day 5 Small Group</p> <p>p. 80 Ministudy Day 1 Large Group</p> <p>p. 82 Ministudy Day 2 Large Group</p> <p>p. 84 Ministudy Day 3 Large Group</p> <p>p. 85 Ministudy Day 3 Small Group</p> <p>p. 86 Ministudy Day 4 Large Group</p> <p>p. 88 Ministudy Day 5 Large Group</p>
DESCRIPTOR	9.1.M.PK.B.3.	<p>Dance to different types of music.</p> <p><u>Beginning the Year</u></p> <p>p. 35 Focus Question 3 Outdoor Experiences</p>
DESCRIPTOR	9.1.M.PK.B.4.	<p>Discuss music and movement experiences.</p> <p><u>Beginning the Year</u></p> <p>p. 35 Focus Question 3 Outdoor Experiences</p>
STANDARD AREA / STATEMENT	9.1.M.PK.	Production and Performance: Music and Movement
STANDARD		Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?
DESCRIPTOR / STANDARD	9.1.M.PK.E.	Representation: Use imagination and creativity to express self through music and dance.



DESCRIPTOR	9.1.M.PK.E.1.	Initiate music and movement activities.  <u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences
DESCRIPTOR	9.1.M.PK.E.2.	Select music and movement area during free choice.  <u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences
DESCRIPTOR	9.1.M.PK.E.3.	Improvise songs and rhythmic patterns.  <u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Mighty Minutes p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 1 Mighty Minutes p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Mighty Minutes p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Large-Group Roundup p. 42 Focus Question 3 Day 4 Large Group p. 44 Focus Question 3 Day 5 Large Group p. 48 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 1 Choice Time p. 49 Focus Question 4 Day 1 Mighty Minutes p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Mighty Minutes p. 55 Focus Question 5 Outdoor Experiences p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Mighty Minutes p. 59 Focus Question 5 Day 2 Read-Aloud p. 60 Focus Question 5 Day 3 Large Group p. 62 Focus Question 5 Day 4 Large Group p. 63 Focus Question 5 Day 4 Mighty Minutes p. 63 Focus Question 5 Day 4 Read-Aloud p. 65 Focus Question 6 Outdoor Experiences p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Mighty Minutes p. 68 Focus Question 6 Day 2 Large Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Mighty Minutes p. 72 Focus Question 6 Day 4 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Small Group p. 80 Ministudy Day 1 Large Group p. 82 Ministudy Day 2 Large Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Large Group p. 88 Ministudy Day 5 Large Group
DESCRIPTOR	9.1.M.PK.E.4.	Change words or tune of familiar songs to make new songs.  <u>Beginning the Year</u>

		<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. 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> <p>p. 62 Focus Question 5 Day 4 Large Group</p> <p>p. 63 Focus Question 5 Day 4 Mighty Minutes</p> <p>p. 63 Focus Question 5 Day 4 Read-Aloud</p> <p>p. 65 Focus Question 6 Outdoor Experiences</p> <p>p. 66 Focus Question 6 Day 1 Large Group</p> <p>p. 67 Focus Question 6 Day 1 Mighty Minutes</p> <p>p. 68 Focus Question 6 Day 2 Large Group</p> <p>p. 70 Focus Question 6 Day 3 Large Group</p> <p>p. 71 Focus Question 6 Day 3 Mighty Minutes</p> <p>p. 72 Focus Question 6 Day 4 Large Group</p> <p>p. 74 Focus Question 6 Day 5 Large Group</p> <p>p. 75 Focus Question 6 Day 5 Small Group</p> <p>p. 80 Ministudy Day 1 Large Group</p> <p>p. 82 Ministudy Day 2 Large Group</p> <p>p. 84 Ministudy Day 3 Large Group</p> <p>p. 85 Ministudy Day 3 Small Group</p> <p>p. 86 Ministudy Day 4 Large Group</p> <p>p. 88 Ministudy Day 5 Large Group</p>
<b>STANDARD AREA / STATEMENT</b>	<b>9.1.M.PK.</b>	<b>Production and Performance: Music and Movement</b>
<b>STANDARD</b>		<b>Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>9.1.M.PK.J.</b>	<b>Technologies: Use a variety of technologies for producing or performing works of art.</b>
<b>DESCRIPTOR</b>	<b>9.1.M.PK.J.4.</b>	<b>Use age appropriate digital media applications to create music.</b>  <u>Beginning the Year</u> <b>p. 35 Focus Question 3 Outdoor Experiences</b>
<b>DESCRIPTOR</b>	<b>9.1.M.PK.J.5.</b>	<b>Use a variety of props to enhance movement activities (e.g. scarves, bean bags, ribbons).</b>

		<p><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</p>
DESCRIPTOR	9.1.M.PK.J.6.	<p>Use recording devices (e.g. voice recorder, video recorder) to capture music and/or movement performances.</p> <p><u>Beginning the Year</u>  p. 35 Focus Question 3 Outdoor Experiences</p>
STANDARD AREA / STATEMENT	9.1.D.PK.	Production and Performance: Dramatic and Performance Play
STANDARD		Big Idea: Dramatic and performance play is a way to act out reality and fantasy. Essential Question: How can I express my thoughts, feelings, and ideas through dramatic play?
DESCRIPTOR / STANDARD	9.1.D.PK.B.	Demonstrations: Recreate a dramatic play experience for an audience.
DESCRIPTOR	9.1.D.PK.B.1.	<p>Create various voice inflections and facial expressions in play.</p> <p><u>Beginning the Year</u>  p. 16 Focus Question 1 Day 1 Large Group  p. 20 Focus Question 1 Day 3 Large Group  p. 24 Focus Question 1 Day 5 Large Group  p. 27 Focus Question 2 Outdoor Experiences  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. 39 Focus Question 3 Day 2 Small Group  p. 41 Focus Question 3 Day 3 Small Group  p. 42 Focus Question 3 Day 4 Large Group  p. 47 Focus Question 4 Outdoor Experiences  p. 57 Focus Question 5 Day 1 Small Group  p. 59 Focus Question 5 Day 2 Large-Group Roundup  p. 59 Focus Question 5 Day 2 Small Group  p. 61 Focus Question 5 Day 3 Small Group  p. 63 Focus Question 5 Day 4 Small Group  p. 67 Focus Question 6 Day 1 Mighty Minutes  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. 88 Ministudy Day 5 Large Group</p>
DESCRIPTOR	9.1.D.PK.B.2.	<p>Change voice inflections when recreating various characters.</p> <p><u>Beginning the Year</u>  p. 24 Focus Question 1 Day 5 Large Group  p. 42 Focus Question 3 Day 4 Large Group  p. 72 Focus Question 6 Day 4 Large Group</p>
STANDARD AREA / STATEMENT	9.1.D.PK.	Production and Performance: Dramatic and Performance Play
STANDARD		Big Idea: Dramatic and performance play is a way to act out reality and fantasy. Essential Question: How can I express my thoughts, feelings, and ideas through dramatic play?
DESCRIPTOR / STANDARD	9.1.D.PK.E.	Representation: Use imagination and creativity to express self through dramatic play.
DESCRIPTOR	9.1.D.PK.E.3.	<p>Imitate roles of people, animals, or objects observed in life experiences.</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>

		<p>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>
<p>DESCRIPTOR</p>	<p>9.1.D.PK.E.4.</p>	<p>Use props and costumes during dramatic 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>

		<p>p. 49 Focus Question 4 Day 1 Small Group  p. 51 Focus Question 4 Day 2 Mighty Minutes  p. 51 Focus Question 4 Day 2 Small Group  p. 52 Focus Question 4 Day 3 Large Group  p. 53 Focus Question 4 Day 23 Large-Group Roundup  p. 53 Focus Question 4 Day 3 Mighty Minutes  p. 56 Focus Question 5 Day 1 Large Group  p. 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. 87 Ministudy Day 4 Small Group  p. 89 Ministudy Day 5 Mighty Minutes  p. 89 Ministudy Day 5 Small Group</p>
DESCRIPTOR	9.1.D.PK.E.5.	<p>Create props from available materials.</p> <p><u>Beginning the Year</u></p> <p>p. 16 Focus Question 1 Day 1 Large Group  p. 17 Focus Question 1 Day 1 Mighty Minutes  p. 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 23 Large-Group Roundup  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>

		<p>p. 70 Focus Question 6 Day 3 Large Group</p> <p>p. 71 Focus Question 6 Day 3 Mighty Minutes</p> <p>p. 72 Focus Question 6 Day 4 Large Group</p> <p>p. 73 Focus Question 6 Day 4 Mighty Minutes</p> <p>p. 74 Focus Question 6 Day 5 Large Group</p> <p>p. 75 Focus Question 6 Day 5 Mighty Minutes</p> <p>p. 79 Ministudy Outdoor Experiences</p> <p>p. 82 Ministudy Day 2 Large Group</p> <p>p. 84 Ministudy Day 3 Large Group</p> <p>p. 85 Ministudy Day 3 Small Group</p> <p>p. 87 Ministudy Day 4 Mighty Minutes</p> <p>p. 87 Ministudy Day 4 Small Group</p> <p>p. 89 Ministudy Day 5 Mighty Minutes</p> <p>p. 89 Ministudy Day 5 Small Group</p>
<b>STANDARD AREA / STATEMENT</b>	9.1.V.PK.	<b>Production and Performance: Visual Arts</b>
<b>STANDARD</b>		<b>Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts, feelings, and ideas through visual arts?</b>
<b>DESCRIPTOR / STANDARD</b>	9.1.V.PK.A.	<b>Elements and Principles: Know and use basic elements of visual arts.</b>
<b>DESCRIPTOR</b>	9.1.V.PK.A.1.	<p>Participate in teacher-guided visual arts activities.</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. 38 Focus Question 3 Day 2 Large Group</p> <p>p. 45 Focus Question 3 Day 5 Large-Group Roundup</p> <p>p. 53 Focus Question 4 Day 23 Large-Group Roundup</p> <p>p. 61 Focus Question 5 Day 3 Large-Group Roundup</p> <p>p. 67 Focus Question 6 Day 1 Small Group</p> <p>p. 69 Focus Question 6 Day 2 Small Group</p> <p>p. 70 Focus Question 6 Day 3 Large Group</p> <p>p. 71 Focus Question 6 Day 3 Read-Aloud</p> <p>p. 74 Focus Question 6 Day 5 Large Group</p> <p>p. 75 Focus Question 6 Day 5 Choice Time</p> <p>p. 75 Focus Question 6 Day 5 Large-Group Roundup</p> <p>p. 81 Ministudy Day 1 Small Group</p> <p>p. 83 Ministudy Day 2 Small Group</p> <p>p. 85 Ministudy Day 3 Read-Aloud</p> <p>p. 86 Ministudy Day 4 Large Group</p> <p>p. 87 Ministudy Day 4 Large-Group Roundup</p>
<b>DESCRIPTOR</b>	9.1.V.PK.A.2.	<p>Choose art center during free choice.</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. 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. 38 Focus Question 3 Day 2 Large Group  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. 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. 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>
DESCRIPTOR	9.1.V.PK.A.3.	<p>Demonstrate an understanding of “color,” “shape,” and “line”.</p> <p><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</p>
DESCRIPTOR	9.1.V.PK.A.4.	<p>Create a picture using different colors, varying the intensity of strokes and combining colors.</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. 38 Focus Question 3 Day 2 Large Group  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>

		<p>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>
<b>STANDARD AREA / STATEMENT</b>	9.1.V.PK.	<b>Production and Performance: Visual Arts</b>
<b>STANDARD</b>		<b>Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts, feelings, and ideas through visual arts?</b>
<b>DESCRIPTOR / STANDARD</b>	9.1.V.PK.B.	<b>Demonstration: Combine a variety of materials to create a work of art.</b>
<b>DESCRIPTOR</b>	9.1.V.PK.B.1.	<p>Participate in teacher-guided visual arts activities.</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. 38 Focus Question 3 Day 2 Large Group  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. 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. 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>
<b>DESCRIPTOR</b>	9.1.V.PK.B.2.	<p>Choose art center during free choice.</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>



		<p>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. 38 Focus Question 3 Day 2 Large Group  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. 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. 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>
DESCRIPTOR	9.1.V.PK.B.3.	<p>Use a variety of materials (e.g. chalk, paint, crayons, pencils, markers, wood, play dough).</p> <p><u>Beginning the Year</u>  p. 32 Focus Question 2 Day 3 Choice Time  p. 32 Focus Question 2 Day 3 Large Group  p. 53 Focus Question 4 Day 3 Small Group  p. 81 Ministudy Day 1 Small Group  p. 83 Ministudy Day 2 Small Group</p>
DESCRIPTOR	9.1.V.PK.B.4.	<p>Draw to explore and extend themes in the classroom.</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>
STANDARD AREA /	9.1.V.PK.	Production and Performance: Visual Arts

STATEMENT		
STANDARD		Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts, feelings, and ideas through visual arts?
DESCRIPTOR / STANDARD	9.1.V.PK.E.	Representation: Use imagination and creativity to express self through visual arts.
DESCRIPTOR	9.1.V.PK.E.1.	<p>Participate in teacher-guided visual arts activities.</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. 38 Focus Question 3 Day 2 Large Group  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. 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. 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>
DESCRIPTOR	9.1.V.PK.E.2.	<p>Choose art center during free choice.</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. 38 Focus Question 3 Day 2 Large Group  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>

		<p>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. 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. 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>
DESCRIPTOR	9.1.V.PK.E.3.	<p>Draw self-portrait.</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>
DESCRIPTOR	9.1.V.PK.E.4.	<p>Create a work of art to represent a real or imagined object, animal, or person.</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. 38 Focus Question 3 Day 2 Large Group</p>

		<p>p. 45 Focus Question 3 Day 5 Large-Group Roundup</p> <p>p. 53 Focus Question 4 Day 23 Large-Group Roundup</p> <p>p. 61 Focus Question 5 Day 3 Large-Group Roundup</p> <p>p. 67 Focus Question 6 Day 1 Small Group</p> <p>p. 69 Focus Question 6 Day 2 Small Group</p> <p>p. 70 Focus Question 6 Day 3 Large Group</p> <p>p. 71 Focus Question 6 Day 3 Read-Aloud</p> <p>p. 74 Focus Question 6 Day 5 Large Group</p> <p>p. 75 Focus Question 6 Day 5 Choice Time</p> <p>p. 75 Focus Question 6 Day 5 Large-Group Roundup</p> <p>p. 81 Ministudy Day 1 Small Group</p> <p>p. 83 Ministudy Day 2 Small Group</p> <p>p. 85 Ministudy Day 3 Read-Aloud</p> <p>p. 86 Ministudy Day 4 Large Group</p> <p>p. 87 Ministudy Day 4 Large-Group Roundup</p>
DESCRIPTOR	9.1.V.PK.E.5.	<p>Use a growing number of details and make more realistic representations.</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. 38 Focus Question 3 Day 2 Large Group</p> <p>p. 45 Focus Question 3 Day 5 Large-Group Roundup</p> <p>p. 53 Focus Question 4 Day 23 Large-Group Roundup</p> <p>p. 61 Focus Question 5 Day 3 Large-Group Roundup</p> <p>p. 67 Focus Question 6 Day 1 Small Group</p> <p>p. 69 Focus Question 6 Day 2 Small Group</p> <p>p. 70 Focus Question 6 Day 3 Large Group</p> <p>p. 71 Focus Question 6 Day 3 Read-Aloud</p> <p>p. 74 Focus Question 6 Day 5 Large Group</p> <p>p. 75 Focus Question 6 Day 5 Choice Time</p> <p>p. 75 Focus Question 6 Day 5 Large-Group Roundup</p> <p>p. 81 Ministudy Day 1 Small Group</p> <p>p. 83 Ministudy Day 2 Small Group</p> <p>p. 85 Ministudy Day 3 Read-Aloud</p> <p>p. 86 Ministudy Day 4 Large Group</p> <p>p. 87 Ministudy Day 4 Large-Group Roundup</p>
DESCRIPTOR	9.1.V.PK.E.6.	<p>Choose different art materials to represent different types of thoughts or feelings.</p> <p><u>Beginning the Year</u></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. 53 Focus Question 4 Day 3 Small Group</p> <p>p. 81 Ministudy Day 1 Small Group</p> <p>p. 83 Ministudy Day 2 Small Group</p>
STANDARD AREA / STATEMENT	9.1.V.PK.	Production and Performance: Visual Arts
STANDARD		Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts,

		feelings, and ideas through visual arts?
DESCRIPTOR / STANDARD	9.1.V.PK.J.	Technologies: Use a variety of technologies for producing works of art.
DESCRIPTOR	9.1.V.PK.J.1.	Explore a variety of art materials and tools.  <u>Beginning the Year</u> p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group
DESCRIPTOR	9.1.V.PK.J.2.	Participate in teacher-guided visual arts activities.  <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. 38 Focus Question 3 Day 2 Large Group 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. 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. 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
DESCRIPTOR	9.1.V.PK.J.3.	Choose art center during free choice.  <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>p. 31 Focus Question 2 Day 2 Choice Time  p. 38 Focus Question 3 Day 2 Large Group  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. 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. 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>
DESCRIPTOR	9.1.V.PK.J.4.	<p>Use art materials and tools as intended.</p> <p><u>Beginning the Year</u>  p. 32 Focus Question 2 Day 3 Choice Time  p. 32 Focus Question 2 Day 3 Large Group  p. 53 Focus Question 4 Day 3 Small Group  p. 81 Ministudy Day 1 Small Group  p. 83 Ministudy Day 2 Small Group</p>
DESCRIPTOR	9.1.V.PK.J.5.	<p>Manipulate materials in a variety of ways (e.g. pounding, squeeze, cutting, rolling).</p> <p><u>Beginning the Year</u>  p. 32 Focus Question 2 Day 3 Choice Time  p. 32 Focus Question 2 Day 3 Large Group  p. 53 Focus Question 4 Day 3 Small Group  p. 81 Ministudy Day 1 Small Group  p. 83 Ministudy Day 2 Small Group</p>
DESCRIPTOR	9.1.V.PK.J.6.	<p>Use age appropriate digital media applications to create works of art.</p> <p><u>Beginning the Year</u>  p. 32 Focus Question 2 Day 3 Choice Time  p. 32 Focus Question 2 Day 3 Large Group  p. 53 Focus Question 4 Day 3 Small Group  p. 81 Ministudy Day 1 Small Group  p. 83 Ministudy Day 2 Small Group</p>
STANDARD AREA / STATEMENT	9.2.PK.	Historical and Cultural Context of Works in the Arts
STANDARD		Big Idea: Every culture has its own art forms. Essential Question: Can I identify instruments and/or art forms from another culture?
DESCRIPTOR / STANDARD	9.2.PK.D.	Perspective: Explain that instruments or art forms represent cultural perspectives.
DESCRIPTOR	9.2.PK.D.2.	<p>Participate in discussions about where various instruments and art forms originate.</p> <p><u>Beginning the Year</u>  p. 15 Focus Question 1 Outdoor Experiences  p. 16 Focus Question 1 Day 1 Large Group  p. 17 Focus Question 1 Day 1 Small Group  p. 20 Focus Question 1 Day 3 Large Group  p. 22 Focus Question 1 Day 4 Large Group  p. 24 Focus Question 1 Day 5 Large Group  p. 27 Focus Question 2 Outdoor Experiences  p. 28 Focus Question 2 Day 1 Large Group  p. 30 Focus Question 2 Day 2 Large Group  p. 32 Focus Question 2 Day 3 Large Group</p>

		<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>p. 89 Ministudy Day 5 Small Group</p>
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DESCRIPTOR	9.2.PK.D.3.	<p>Identify cultures represented by various art forms.</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>
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		<p>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>
<b>STANDARD AREA / STATEMENT</b>	<b>9.3.PK.</b>	<b>Critical Response to Works of Art</b>
<b>STANDARD</b>		<p>Big Idea: People evaluate art based upon a variety of characteristics.  Essential Questions: Can I explain how I feel about a particular art form? Can I provide reasons that explain my feelings about a particular art form?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>9.3.PK.F.</b>	<b>Identification: Recognize and name a variety of art forms.</b>
<b>DESCRIPTOR</b>	<b>9.3.PK.F.1.</b>	<p>Identify a photo, painting, drawing, dance, and songs.</p> <p><u>Beginning the Year</u>  p. 15 Focus Question 1 Outdoor Experiences  p. 16 Focus Question 1 Day 1 Large Group  p. 17 Focus Question 1 Day 1 Small Group  p. 20 Focus Question 1 Day 3 Large Group  p. 22 Focus Question 1 Day 4 Large Group  p. 24 Focus Question 1 Day 5 Large Group  p. 27 Focus Question 2 Outdoor Experiences  p. 28 Focus Question 2 Day 1 Large Group  p. 30 Focus Question 2 Day 2 Large Group  p. 32 Focus Question 2 Day 3 Large Group  p. 36 Focus Question 3 Day 1 Choice Time  p. 37 Focus Question 3 Day 1 Large-Group Roundup  p. 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>



		<p>p. 67 Focus Question 6 Day 1 Small Group</p> <p>p. 69 Focus Question 6 Day 2 Read-Aloud</p> <p>p. 69 Focus Question 6 Day 2 Small Group</p> <p>p. 71 Focus Question 6 Day 3 Read-Aloud</p> <p>p. 71 Focus Question 6 Day 3 Small Group</p> <p>p. 75 Focus Question 6 Day 5 Small Group</p> <p>p. 82 Ministudy Day 2 Large Group</p> <p>p. 84 Ministudy Day 3 Large Group</p> <p>p. 85 Ministudy Day 3 Small Group</p> <p>p. 86 Ministudy Day 4 Large Group</p> <p>p. 87 Ministudy Day 4 Small Group</p> <p>p. 89 Ministudy Day 5 Small Group</p>
<b>STANDARD AREA / STATEMENT</b>	<b>9.3.PK.</b>	<b>Critical Response to Works of Art</b>
<b>STANDARD</b>		<p>Big Idea: People evaluate art based upon a variety of characteristics.</p> <p>Essential Questions: Can I explain how I feel about a particular art form? Can I provide reasons that explain my feelings about a particular art form?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>9.3.PK.G.</b>	<b>Critical: Formulate and share an opinion about others' art products.</b>
<b>DESCRIPTOR</b>	<b>9.3.PK.G.1.</b>	<p>Observe, applaud or comment on the works of others.</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>p. 89 Ministudy Day 5 Small Group</p>
DESCRIPTOR	9.3.PK.G.2.	<p>Share an opinion about art work when asked, “What do you think this is about?”</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>p. 89 Ministudy Day 5 Small Group</p>
STANDARD AREA / STATEMENT	9.4.PK.	Aesthetic Response to Works in the Arts
STANDARD		<p>Big Idea: Art work can mean different things to different people.</p> <p>Essential Question: How do I express my response to a work of art?</p>
DESCRIPTOR / STANDARD	9.4.PK.B.	Emotional Response: Demonstrate an emotional response to viewing or creating various art works.
DESCRIPTOR	9.4.PK.B.1.	<p>Respond through body language, facial expression or oral language.</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>p. 89 Ministudy Day 5 Small Group</p>
DESCRIPTOR	9.4.PK.B.2.	<p>Respond through humming, swaying, tapping foot to others' work.</p> <p><u>Beginning the Year</u></p> <p>p. 35 Focus Question 3 Outdoor Experiences</p>
SUBJECT / STANDARD AREA	PA.HPD.	Health, Wellness and Physical Development (Pre-kindergarten)
STANDARD AREA / STATEMENT	10.1.PK.	Concepts of Health
STANDARD		Big Idea: Awareness of health concepts provides a foundation for healthy decision making. Essential Questions: Do I have a basic understanding of my body? Can I identify basic health concepts that help my body develop?
DESCRIPTOR / STANDARD	10.1.PK.B.	Interaction of Body Systems: Identify and locate body parts.
DESCRIPTOR	10.1.PK.B.1.	<p>Participate in body identification games and songs (e.g. Hokey Pokey).</p> <p><u>Beginning the Year</u></p> <p>p. 24 Focus Question 1 Day 5 Choice Time</p>

DESCRIPTOR	10.1.PK.B.2.	Point to specific body parts when asked. <u>Beginning the Year</u> p. 24 Focus Question 1 Day 5 Choice Time
DESCRIPTOR	10.1.PK.B.3.	Draw pictures that include some body parts. <u>Beginning the Year</u> p. 24 Focus Question 1 Day 5 Choice Time
DESCRIPTOR	10.1.PK.B.4.	Participate in discussions about the functions of specific body parts. <u>Beginning the Year</u> p. 24 Focus Question 1 Day 5 Choice Time
STANDARD AREA / STATEMENT	10.1.PK.	Concepts of Health
STANDARD		Big Idea: Awareness of health concepts provides a foundation for healthy decision making. Essential Questions: Do I have a basic understanding of my body? Can I identify basic health concepts that help my body develop?
DESCRIPTOR / STANDARD	10.1.PK.C.	Nutrition: Identify foods that keep our body healthy.
DESCRIPTOR	10.1.PK.C.1.	Identify healthy and non-healthy foods. <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
DESCRIPTOR	10.1.PK.C.2.	Classify foods by their food groups (e.g. fruits, vegetables, dairy). <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
DESCRIPTOR	10.1.PK.C.3.	Make healthy food choices. <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
STANDARD AREA / STATEMENT	10.2.PK.	Healthful Living
STANDARD		Big Idea: Children need to make healthy choices to optimize their learning potential. Essential Question: What are things I can do to keep myself healthy?
DESCRIPTOR / STANDARD	10.2.PK.A.	Health Practices, Products, and Services: Identify fundamental practices for good health.
DESCRIPTOR	10.2.PK.A.2.	Explain that we need to eat well, get rest and exercise to stay healthy. <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
DESCRIPTOR	10.2.PK.A.4.	Identify specific practices that support body development and function (e.g., exercise, good nutrition, rest). <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
STANDARD AREA /	10.4.PK.	Physical Activity: Gross Motor Coordination

STATEMENT		
STANDARD		Big Idea: Children gain control over their bodies and body movements through active experiences and exploration. Essential Question: How do I control and coordinate my body during large motor activities and games?
DESCRIPTOR / STANDARD	10.4.PK.A.	Control and Coordination: Demonstrate coordination of body movements in active play.
DESCRIPTOR	10.4.PK.A.1.	Combine large motor movements with the use of equipment (e.g. ride a tricycle, using feet to pedal, catch a ball, throw a bean bag or ball overhand with aim, kick a ball).  <u>Beginning the Year</u> p. 57 Focus Question 5 Day 1 Choice Time
DESCRIPTOR	10.4.PK.A.2.	Move and stop with control.  <u>Beginning the Year</u> p. 57 Focus Question 5 Day 1 Choice Time
DESCRIPTOR	10.4.PK.A.3.	Use outdoor gross motor equipment.  <u>Beginning the Year</u> p. 57 Focus Question 5 Day 1 Choice Time
DESCRIPTOR	10.4.PK.A.4.	Run with control and direction.  <u>Beginning the Year</u> p. 57 Focus Question 5 Day 1 Choice Time
DESCRIPTOR	10.4.PK.A.5.	Engage in gross motor games (e.g. Hokey Pokey, London Bridge, Simon Says).  <u>Beginning the Year</u> p. 57 Focus Question 5 Day 1 Choice Time
DESCRIPTOR	10.4.PK.A.6.	Perform a variety of movement alongside and with a partner.  <u>Beginning the Year</u> p. 57 Focus Question 5 Day 1 Choice Time
STANDARD AREA / STATEMENT	10.4.PK.	Physical Activity: Gross Motor Coordination
STANDARD		Big Idea: Children gain control over their bodies and body movements through active experiences and exploration. Essential Question: How do I control and coordinate my body during large motor activities and games?
DESCRIPTOR / STANDARD	10.4.PK.B.	Balance and Strength: Exhibit balance while moving on the ground or using equipment.
DESCRIPTOR	10.4.PK.B.1.	Engage in large motor activities that require strength and balance (e.g. marching, hopping, running, jumping, dancing, walking tip toe).  <u>Beginning the Year</u> p. 57 Focus Question 5 Day 1 Choice Time
DESCRIPTOR	10.4.PK.B.2.	Walk on a balance beam.  <u>Beginning the Year</u> p. 57 Focus Question 5 Day 1 Choice Time
DESCRIPTOR	10.4.PK.B.3.	Climb stairs using alternating feet.  <u>Beginning the Year</u> p. 57 Focus Question 5 Day 1 Choice Time
DESCRIPTOR	10.4.PK.B.4.	Participate in an obstacle course going through tunnels, over or under equipment.  <u>Beginning the Year</u>

		p. 57 Focus Question 5 Day 1 Choice Time
<b>STANDARD AREA / STATEMENT</b>	<b>10.5.PK.</b>	<b>Concepts, Principles and Strategies of Movement: Fine Motor Development</b>
<b>STANDARD</b>		<b>Big Idea: Fine motor practice helps children develop eye-hand coordination, strength, and controlled use of tools. Essential Questions: How do I use my hands and fingers to manipulate objects? How do I develop eye-hand coordination?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>10.5.PK.A.</b>	<b>Strength, Coordination and Muscle Control: Use hands, fingers and wrists to manipulate objects.</b>
<b>DESCRIPTOR</b>	<b>10.5.PK.A.1.</b>	Practice manual self-help skills (e.g. zipping, snapping, buttoning).  <u>Beginning the Year</u> p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes p. 83 Ministudy Day 2 Small Group
<b>DESCRIPTOR</b>	<b>10.5.PK.A.2.</b>	Practice using scissors.  <u>Beginning the Year</u> p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes p. 83 Ministudy Day 2 Small Group
<b>DESCRIPTOR</b>	<b>10.5.PK.A.3.</b>	Use tongs or tweezers to pick up objects.  <u>Beginning the Year</u> p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes p. 83 Ministudy Day 2 Small Group
<b>DESCRIPTOR</b>	<b>10.5.PK.A.4.</b>	Manipulate smaller objects (e.g. pegs into a pegboard, puzzle pieces, stringing beads).  <u>Beginning the Year</u> p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes p. 83 Ministudy Day 2 Small Group
<b>STANDARD AREA / STATEMENT</b>	<b>10.5.PK.</b>	<b>Concepts, Principles and Strategies of Movement: Fine Motor Development</b>
<b>STANDARD</b>		<b>Big Idea: Fine motor practice helps children develop eye-hand coordination, strength, and controlled use of tools. Essential Questions: How do I use my hands and fingers to manipulate objects? How do I develop eye-hand coordination?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>10.5.PK.B.</b>	<b>Eye/Hand Coordination: Coordinate eye and hand movements to perform a task.</b>
<b>DESCRIPTOR</b>	<b>10.5.PK.B.1.</b>	Act out finger plays with hands and fingers.  <u>Beginning the Year</u>

		<p>p. 32 Focus Question 2 Day 3 Choice Time  p. 32 Focus Question 2 Day 3 Large Group  p. 36 Focus Question 3 Day 1 Large Group  p. 41 Focus Question 3 Day 3 Mighty Minutes  p. 79 Ministudy Outdoor Experiences  p. 81 Ministudy Day 1 Mighty Minutes  p. 83 Ministudy Day 2 Small Group</p>
DESCRIPTOR	10.5.PK.B.2.	<p>Use scissors to cut on a straight line.</p> <p><u>Beginning the Year</u>  p. 32 Focus Question 2 Day 3 Choice Time  p. 32 Focus Question 2 Day 3 Large Group  p. 36 Focus Question 3 Day 1 Large Group  p. 41 Focus Question 3 Day 3 Mighty Minutes  p. 79 Ministudy Outdoor Experiences  p. 81 Ministudy Day 1 Mighty Minutes  p. 83 Ministudy Day 2 Small Group</p>
DESCRIPTOR	10.5.PK.B.3.	<p>Complete self-help skills such as zip, snap or button.</p> <p><u>Beginning the Year</u>  p. 32 Focus Question 2 Day 3 Choice Time  p. 32 Focus Question 2 Day 3 Large Group  p. 36 Focus Question 3 Day 1 Large Group  p. 41 Focus Question 3 Day 3 Mighty Minutes  p. 79 Ministudy Outdoor Experiences  p. 81 Ministudy Day 1 Mighty Minutes  p. 83 Ministudy Day 2 Small Group</p>
DESCRIPTOR	10.5.PK.B.4.	<p>Manipulate smaller objects (e.g. pegs into a pegboard, puzzle pieces, stringing beads).</p> <p><u>Beginning the Year</u>  p. 32 Focus Question 2 Day 3 Choice Time  p. 32 Focus Question 2 Day 3 Large Group  p. 36 Focus Question 3 Day 1 Large Group  p. 41 Focus Question 3 Day 3 Mighty Minutes  p. 79 Ministudy Outdoor Experiences  p. 81 Ministudy Day 1 Mighty Minutes  p. 83 Ministudy Day 2 Small Group</p>
DESCRIPTOR	10.5.PK.B.5.	<p>Use tools to pour (e.g. funnels, basters, and pitchers).</p> <p><u>Beginning the Year</u>  p. 32 Focus Question 2 Day 3 Choice Time  p. 32 Focus Question 2 Day 3 Large Group  p. 36 Focus Question 3 Day 1 Large Group  p. 41 Focus Question 3 Day 3 Mighty Minutes  p. 79 Ministudy Outdoor Experiences  p. 81 Ministudy Day 1 Mighty Minutes  p. 83 Ministudy Day 2 Small Group</p>
STANDARD AREA / STATEMENT	10.5.PK.	Concepts, Principles and Strategies of Movement: Fine Motor Development
STANDARD		Big Idea: Fine motor practice helps children develop eye-hand coordination, strength, and controlled use of tools. Essential Questions: How do I use my hands and fingers to manipulate objects? How do I develop eye-hand coordination?
DESCRIPTOR / STANDARD	10.5.PK.C.	Use of Tools: Use tools that require use of fingers, hands, and/or wrists to accomplish a task.
DESCRIPTOR	10.5.PK.C.1.	<p>Use writing and drawing implements with functional grasp (pincer grasp).</p> <p><u>Beginning the Year</u>  p. 32 Focus Question 2 Day 3 Choice Time  p. 32 Focus Question 2 Day 3 Large Group</p>

		<p>p. 36 Focus Question 3 Day 1 Large Group  p. 41 Focus Question 3 Day 3 Mighty Minutes  p. 53 Focus Question 4 Day 3 Small Group  p. 79 Ministudy Outdoor Experiences  p. 81 Ministudy Day 1 Mighty Minutes  p. 81 Ministudy Day 1 Small Group  p. 83 Ministudy Day 2 Small Group</p>
DESCRIPTOR	10.5.PK.C.2.	<p>Use a variety of art tools (e.g. glue sticks, paint brushes, scissors) for a specific purpose.</p> <p><u>Beginning the Year</u>  p. 32 Focus Question 2 Day 3 Choice Time  p. 32 Focus Question 2 Day 3 Large Group  p. 53 Focus Question 4 Day 3 Small Group  p. 81 Ministudy Day 1 Small Group  p. 83 Ministudy Day 2 Small Group</p>
DESCRIPTOR	10.5.PK.C.3.	<p>Use tools (e.g. broom, dust pan brush, gardening tools) to complete classroom jobs.</p> <p><u>Beginning the Year</u>  p. 32 Focus Question 2 Day 3 Choice Time  p. 32 Focus Question 2 Day 3 Large Group  p. 36 Focus Question 3 Day 1 Large Group  p. 41 Focus Question 3 Day 3 Mighty Minutes  p. 79 Ministudy Outdoor Experiences  p. 81 Ministudy Day 1 Mighty Minutes  p. 83 Ministudy Day 2 Small Group</p>
DESCRIPTOR	10.5.PK.C.4.	<p>Use utensils for eating appropriately.</p> <p><u>Beginning the Year</u>  p. 32 Focus Question 2 Day 3 Choice Time  p. 32 Focus Question 2 Day 3 Large Group  p. 36 Focus Question 3 Day 1 Large Group  p. 41 Focus Question 3 Day 3 Mighty Minutes  p. 79 Ministudy Outdoor Experiences  p. 81 Ministudy Day 1 Mighty Minutes  p. 83 Ministudy Day 2 Small Group</p>
DESCRIPTOR	10.5.PK.C.5.	<p>Use cup or glass for drinking.</p> <p><u>Beginning the Year</u>  p. 32 Focus Question 2 Day 3 Choice Time  p. 32 Focus Question 2 Day 3 Large Group  p. 36 Focus Question 3 Day 1 Large Group  p. 41 Focus Question 3 Day 3 Mighty Minutes  p. 79 Ministudy Outdoor Experiences  p. 81 Ministudy Day 1 Mighty Minutes  p. 83 Ministudy Day 2 Small Group</p>
SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Pre-kindergarten)
STANDARD AREA / STATEMENT	16.1.PK.	Self-Awareness and Self-Management
STANDARD		Big Idea: Understanding of self and ability to regulate behaviors and emotions are inextricably linked to learning and success. Essential Questions: How do I develop positive feelings about myself? How do I express and manage my emotions?
DESCRIPTOR / STANDARD	16.1.PK.A.	Manages Emotions and Behaviors: Distinguish between emotions and identify socially accepted ways to express them.
DESCRIPTOR	16.1.PK.A.1.	<p>Recognize and label basic 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>



		<p>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>
DESCRIPTOR	16.1.PK.A.2.	<p>Express feelings that are appropriate to the situation.</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>
DESCRIPTOR	16.1.PK.A.3.	<p>Express feelings verbally or through play and artistic representation.</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. 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>

		<p>p. 33 Focus Question 2 Day 3 Read-Aloud  p. 38 Focus Question 3 Day 2 Large Group  p. 45 Focus Question 3 Day 5 Large-Group Roundup  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 Large-Group Roundup  p. 61 Focus Question 5 Day 3 Read-Aloud  p. 67 Focus Question 6 Day 1 Read-Aloud  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. 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. 81 Ministudy Day 1 Small Group  p. 83 Ministudy Day 2 Read-Aloud  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. 88 Ministudy Day 5 Choice Time</p>
DESCRIPTOR	16.1.PK.A.4.	<p>Name a range of feelings (e.g. excited, scared, angry, and surprised).</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>
STANDARD AREA / STATEMENT	16.2.PK.	Establishing and Maintaining Relationships
STANDARD		<p>Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children's ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?</p>
DESCRIPTOR / STANDARD	16.2.PK.A.	Relationships: Interact with peers and adults in a socially acceptable manner.
DESCRIPTOR	16.2.PK.A.1.	<p>Engage in reciprocal conversation with familiar peer and adult.</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>

p. 18 Focus Question 1 Day 2 Large Group  
 p. 19 Focus Question 1 Day 2 Choice Time  
 p. 19 Focus Question 1 Day 2 Large-Group Roundup  
 p. 19 Focus Question 1 Day 2 Small Group  
 p. 20 Focus Question 1 Day 3 Large Group  
 p. 21 Focus Question 1 Day 3 Choice Time  
 p. 21 Focus Question 1 Day 3 Large-Group Roundup  
 p. 21 Focus Question 1 Day 3 Small Group  
 p. 22 Focus Question 1 Day 4 Choice Time  
 p. 22 Focus Question 1 Day 4 Large Group  
 p. 23 Focus Question 1 Day 4 Large-Group Roundup  
 p. 23 Focus Question 1 Day 4 Small Group  
 p. 24 Focus Question 1 Day 5 Choice Time  
 p. 24 Focus Question 1 Day 5 Large Group  
 p. 25 Focus Question 1 Day 5 Large-Group Roundup  
 p. 25 Focus Question 1 Day 5 Read-Aloud  
 p. 25 Focus Question 1 Day 5 Small Group  
 p. 27 Focus Question 2 Outdoor Experiences  
 p. 28 Focus Question 2 Day 1 Large Group  
 p. 29 Focus Question 2 Day 1 Choice Time  
 p. 29 Focus Question 2 Day 1 Large-Group Roundup  
 p. 29 Focus Question 2 Day 1 Read-Aloud  
 p. 29 Focus Question 2 Day 1 Small Group  
 p. 30 Focus Question 2 Day 2 Large Group  
 p. 31 Focus Question 2 Day 2 Choice Time  
 p. 31 Focus Question 2 Day 2 Large-Group Roundup  
 p. 31 Focus Question 2 Day 2 Small Group  
 p. 32 Focus Question 2 Day 3 Choice Time  
 p. 32 Focus Question 2 Day 3 Large Group  
 p. 33 Focus Question 2 Day 3 Large-Group Roundup  
 p. 33 Focus Question 2 Day 3 Read-Aloud  
 p. 33 Focus Question 2 Day 3 Small Group  
 p. 35 Focus Question 3 Outdoor Experiences  
 p. 36 Focus Question 3 Day 1 Choice Time  
 p. 36 Focus Question 3 Day 1 Large Group  
 p. 37 Focus Question 3 Day 1 Large-Group Roundup  
 p. 37 Focus Question 3 Day 1 Read-Aloud  
 p. 37 Focus Question 3 Day 1 Small Group  
 p. 38 Focus Question 3 Day 2 Choice Time  
 p. 38 Focus Question 3 Day 2 Large Group  
 p. 39 Focus Question 3 Day 2 Large-Group Roundup  
 p. 39 Focus Question 3 Day 2 Small Group  
 p. 40 Focus Question 3 Day 3 Choice Time  
 p. 40 Focus Question 3 Day 3 Large Group  
 p. 41 Focus Question 3 Day 3 Large-Group Roundup  
 p. 41 Focus Question 3 Day 3 Read-Aloud  
 p. 41 Focus Question 3 Day 3 Small Group  
 p. 42 Focus Question 3 Day 4 Choice Time  
 p. 42 Focus Question 3 Day 4 Large Group  
 p. 43 Focus Question 3 Day 4 Large-Group Roundup  
 p. 43 Focus Question 3 Day 4 Small Group  
 p. 44 Focus Question 3 Day 5 Choice Time  
 p. 44 Focus Question 3 Day 5 Large Group  
 p. 45 Focus Question 3 Day Read-Aloud  
 p. 45 Focus Question 3 Day 5 Large-Group Roundup  
 p. 45 Focus Question 3 Day 5 Small Group  
 p. 47 Focus Question 4 Outdoor Experiences  
 p. 48 Focus Question 4 Day 1 Large Group  
 p. 49 Focus Question 4 Day 1 Choice Time  
 p. 49 Focus Question 4 Day 1 Large-Group Roundup  
 p. 49 Focus Question 4 Day 1 Small Group  
 p. 50 Focus Question 4 Day 2 Choice Time  
 p. 50 Focus Question 4 Day 2 Large Group  
 p. 51 Focus Question 4 Day 2 Large-Group Roundup  
 p. 51 Focus Question 4 Day 2 Read-Aloud

p. 51 Focus Question 4 Day 2 Small Group  
 p. 52 Focus Question 4 Day 3 Choice Time  
 p. 52 Focus Question 4 Day 3 Large Group  
 p. 53 Focus Question 4 Day 23 Large-Group Roundup  
 p. 53 Focus Question 4 Day 3 Small Group  
 p. 55 Focus Question 5 Outdoor Experiences  
 p. 56 Focus Question 5 Day 1 Large Group  
 p. 57 Focus Question 5 Day 1 Choice Time  
 p. 57 Focus Question 5 Day 1 Large-Group Roundup  
 p. 57 Focus Question 5 Day 1 Read-Aloud  
 p. 57 Focus Question 5 Day 1 Small Group  
 p. 58 Focus Question 5 Day 2 Choice Time  
 p. 58 Focus Question 5 Day 2 Large Group  
 p. 59 Focus Question 5 Day 2 Large-Group Roundup  
 p. 59 Focus Question 5 Day 2 Small Group  
 p. 60 Focus Question 5 Day 3 Choice Time  
 p. 60 Focus Question 5 Day 3 Large Group  
 p. 61 Focus Question 5 Day 3 Large-Group Roundup  
 p. 61 Focus Question 5 Day 3 Mighty Minutes  
 p. 61 Focus Question 5 Day 3 Read-Aloud  
 p. 61 Focus Question 5 Day 3 Small Group  
 p. 62 Focus Question 5 Day 4 Large Group  
 p. 63 Focus Question 5 Day 4 Choice Time  
 p. 63 Focus Question 5 Day 4 Large-Group Roundup  
 p. 63 Focus Question 5 Day 4 Small Group  
 p. 65 Focus Question 6 Outdoor Experiences  
 p. 66 Focus Question 6 Day 1 Large Group  
 p. 67 Focus Question 6 Day 1 Choice Time  
 p. 67 Focus Question 6 Day 1 Large-Group Roundup  
 p. 67 Focus Question 6 Day 1 Read-Aloud  
 p. 67 Focus Question 6 Day 1 Small Group  
 p. 68 Focus Question 6 Day 2 Choice Time  
 p. 68 Focus Question 6 Day 2 Large Group  
 p. 69 Focus Question 6 Day 2 Large-Group Roundup  
 p. 69 Focus Question 6 Day 2 Small Group  
 p. 70 Focus Question 6 Day 3 Choice Time  
 p. 70 Focus Question 6 Day 3 Large Group  
 p. 71 Focus Question 6 Day 3 Large-Group Roundup  
 p. 71 Focus Question 6 Day 3 Read-Aloud  
 p. 71 Focus Question 6 Day 3 Small Group  
 p. 72 Focus Question 6 Day 4 Choice Time  
 p. 72 Focus Question 6 Day 4 Large Group  
 p. 73 Focus Question 6 Day 4 Large-Group Roundup  
 p. 73 Focus Question 6 Day 4 Small Group  
 p. 74 Focus Question 6 Day 5 Large Group  
 p. 75 Focus Question 6 Day 5 Choice Time  
 p. 75 Focus Question 6 Day 5 Large-Group Roundup  
 p. 75 Focus Question 6 Day 5 Read-Aloud  
 p. 75 Focus Question 6 Day 5 Small Group  
 p. 79 Ministudy Outdoor Experiences  
 p. 80 Ministudy Day 1 Large Group  
 p. 81 Ministudy Day 1 Choice Time  
 p. 81 Ministudy Day 1 Large-Group Roundup  
 p. 81 Ministudy Day 1 Small Group  
 p. 82 Ministudy Day 2 Large Group  
 p. 83 Ministudy Day 2 Choice Time  
 p. 83 Ministudy Day 2 Large-Group Roundup  
 p. 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>p. 87 Ministudy Day 4 Large-Group Roundup  p. 87 Ministudy Day 4 Small Group  p. 88 Ministudy Day 5 Choice Time  p. 88 Ministudy Day 5 Large Group  p. 89 Ministudy Day 5 Large-Group Roundup  p. 89 Ministudy Day 5 Small Group</p>
DESCRIPTOR	16.2.PK.A.2.	<p>Respond to familiar adult’s questions and directions.</p> <p><u>Beginning the Year</u></p> <p>p. 16 Focus Question 1 Day 1 Large Group  p. 18 Focus Question 1 Day 2 Large Group  p. 19 Focus Question 1 Day 2 Read-Aloud  p. 21 Focus Question 1 Day 3 Read-Aloud  p. 22 Focus Question 1 Day 4 Large Group  p. 23 Focus Question 1 Day 4 Read-Aloud  p. 24 Focus Question 1 Day 5 Large Group  p. 27 Focus Question 2 Outdoor Experiences  p. 28 Focus Question 2 Day 1 Large Group  p. 30 Focus Question 2 Day 2 Large Group  p. 31 Focus Question 2 Day 2 Mighty Minutes  p. 32 Focus Question 2 Day 3 Large Group  p. 33 Focus Question 2 Day 3 Mighty Minutes  p. 35 Focus Question 3 Outdoor Experiences  p. 36 Focus Question 3 Day 1 Large Group  p. 38 Focus Question 3 Day 2 Choice Time  p. 38 Focus Question 3 Day 2 Large Group  p. 39 Focus Question 3 Day 2 Large-Group Roundup  p. 39 Focus Question 3 Day 2 Small Group  p. 40 Focus Question 3 Day 3 Large Group  p. 41 Focus Question 3 Day 3 Small Group  p. 42 Focus Question 3 Day 4 Large Group  p. 43 Focus Question 3 Day 4 Large-Group Roundup  p. 43 Focus Question 3 Day 4 Small Group  p. 44 Focus Question 3 Day 5 Large 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. 50 Focus Question 4 Day 2 Choice Time  p. 50 Focus Question 4 Day 2 Large Group  p. 51 Focus Question 4 Day 2 Small Group  p. 52 Focus Question 4 Day 3 Large Group  p. 53 Focus Question 4 Day 3 Small Group  p. 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 Small Group  p. 60 Focus Question 5 Day 3 Large Group  p. 61 Focus Question 5 Day 3 Large-Group Roundup  p. 61 Focus Question 5 Day 3 Small Group  p. 63 Focus Question 5 Day 4 Large-Group Roundup  p. 63 Focus Question 5 Day 4 Mighty Minutes  p. 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 Small Group  p. 68 Focus Question 6 Day 2 Large Group  p. 69 Focus Question 6 Day 2 Read-Aloud  p. 69 Focus Question 6 Day 2 Small Group  p. 70 Focus Question 6 Day 3 Large Group  p. 71 Focus Question 6 Day 3 Read-Aloud  p. 71 Focus Question 6 Day 3 Small Group  p. 72 Focus Question 6 Day 4 Large Group  p. 73 Focus Question 6 Day 4 Read-Aloud  p. 73 Focus Question 6 Day 4 Small Group</p>

		<p>p. 74 Focus Question 6 Day 5 Large Group</p> <p>p. 79 Ministudy Outdoor Experiences</p> <p>p. 80 Ministudy Day 1 Large Group</p> <p>p. 81 Ministudy Day 1 Mighty Minutes</p> <p>p. 82 Ministudy Day 2 Large Group</p> <p>p. 83 Ministudy Day 2 Choice Time</p> <p>p. 84 Ministudy Day 3 Choice Time</p> <p>p. 84 Ministudy Day 3 Large Group</p> <p>p. 85 Ministudy Day 3 Small Group</p> <p>p. 86 Ministudy Day 4 Large Group</p>
DESCRIPTOR	16.2.PK.A.9.	<p>Share and take turns.</p> <p><u>Beginning the Year</u></p> <p>p. 38 Focus Question 3 Day 2 Large Group</p> <p>p. 41 Focus Question 3 Day 3 Small Group</p> <p>p. 73 Focus Question 6 Day 4 Small Group</p>
STANDARD AREA / STATEMENT	16.2.PK.	Establishing and Maintaining Relationships
STANDARD		<p>Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children’s ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?</p>
DESCRIPTOR / STANDARD	16.2.PK.B.	Diversity: Identify similarities and differences between self and others.
DESCRIPTOR	16.2.PK.B.2.	<p>Make drawings of people, including self-portraits, depicting body parts, clothing, and other physical characteristics.</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>
STANDARD AREA / STATEMENT	16.2.PK.	Establishing and Maintaining Relationships
STANDARD		<p>Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children’s</p>

		ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?
DESCRIPTOR / STANDARD	16.2.PK.C.	Communication: Engage in reciprocal communication with adults and peers.
DESCRIPTOR	16.2.PK.C.1.	<p>Communicate using detail related to topic being discussed including topics of personal interest, and special events.</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. 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. 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>

		<p>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>
DESCRIPTOR	16.2.PK.C.2.	<p>Pose questions related to topic being discussed.</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>
DESCRIPTOR	16.2.PK.C.3.	<p>Respond to questions posed by adults and peers.</p> <p><u>Beginning the Year</u>  p. 16 Focus Question 1 Day 1 Large Group  p. 18 Focus Question 1 Day 2 Large Group  p. 19 Focus Question 1 Day 2 Read-Aloud  p. 21 Focus Question 1 Day 3 Read-Aloud  p. 22 Focus Question 1 Day 4 Large Group  p. 23 Focus Question 1 Day 4 Read-Aloud  p. 24 Focus Question 1 Day 5 Large Group  p. 27 Focus Question 2 Outdoor Experiences  p. 28 Focus Question 2 Day 1 Large Group  p. 30 Focus Question 2 Day 2 Large Group  p. 31 Focus Question 2 Day 2 Mighty Minutes  p. 32 Focus Question 2 Day 3 Large Group  p. 33 Focus Question 2 Day 3 Mighty Minutes  p. 36 Focus Question 3 Day 1 Large Group  p. 38 Focus Question 3 Day 2 Choice Time  p. 38 Focus Question 3 Day 2 Large Group  p. 39 Focus Question 3 Day 2 Large-Group Roundup  p. 40 Focus Question 3 Day 3 Large Group  p. 41 Focus Question 3 Day 3 Small Group  p. 42 Focus Question 3 Day 4 Large Group  p. 43 Focus Question 3 Day 4 Large-Group Roundup  p. 44 Focus Question 3 Day 5 Large Group  p. 49 Focus Question 4 Day 1 Small Group  p. 50 Focus Question 4 Day 2 Choice Time  p. 50 Focus Question 4 Day 2 Large Group  p. 51 Focus Question 4 Day 2 Small Group<sup>51</sup>  p. 52 Focus Question 4 Day 3 Large Group  p. 53 Focus Question 4 Day 3 Small Group  p. 56 Focus Question 5 Day 1 Large Group  p. 58 Focus Question 5 Day 2 Large Group  p. 59 Focus Question 5 Day 2 Small Group  p. 60 Focus Question 5 Day 3 Large Group  p. 61 Focus Question 5 Day 3 Large-Group Roundup  p. 61 Focus Question 5 Day 3 Small Group  p. 63 Focus Question 5 Day 4 Large-Group Roundup  p. 63 Focus Question 5 Day 4 Mighty Minutes  p. 66 Focus Question 6 Day 1 Large Group</p>



		<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 Large 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. 70 Focus Question 6 Day 3 Large 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. 72 Focus Question 6 Day 4 Large Group</p> <p>p. 73 Focus Question 6 Day 4 Read-Aloud</p> <p>p. 73 Focus Question 6 Day 4 Small Group</p> <p>p. 74 Focus Question 6 Day 5 Large Group</p> <p>p. 80 Ministudy Day 1 Large Group</p> <p>p. 82 Ministudy Day 2 Large Group</p> <p>p. 83 Ministudy Day 2 Choice Time</p> <p>p. 84 Ministudy Day 3 Choice Time</p> <p>p. 84 Ministudy Day 3 Large Group</p> <p>p. 85 Ministudy Day 3 Small Group</p> <p>p. 86 Ministudy Day 4 Large Group</p>
DESCRIPTOR	16.2.PK.C.5.	<p>Engage in turn taking.</p> <p><u>Beginning the Year</u></p> <p>p. 38 Focus Question 3 Day 2 Large Group</p> <p>p. 41 Focus Question 3 Day 3 Small Group</p> <p>p. 73 Focus Question 6 Day 4 Small Group</p>
STANDARD AREA / STATEMENT	16.2.PK.	Establishing and Maintaining Relationships
STANDARD		<p>Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children’s ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?</p>
DESCRIPTOR / STANDARD	16.2.PK.D.	Managing Interpersonal Conflicts: Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict (See also 5.2.PK.B).
DESCRIPTOR	16.2.PK.D.3.	<p>Solve simple conflicts with peers with independence (share, take turns, apologize, try something else, ask for help).</p> <p><u>Beginning the Year</u></p> <p>p. 38 Focus Question 3 Day 2 Large Group</p> <p>p. 41 Focus Question 3 Day 3 Small Group</p> <p>p. 73 Focus Question 6 Day 4 Small Group</p>
STANDARD AREA / STATEMENT	16.2.PK.	Establishing and Maintaining Relationships
STANDARD		<p>Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children’s ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?</p>
DESCRIPTOR / STANDARD	16.2.PK.E.	Support: Asking for Help: Ask for and accept offers of help when needed or appropriate.
DESCRIPTOR	16.2.PK.E.5.	<p>Respond appropriately to offers of help (e.g. “That’s okay, I can do it” or “yes, thank you”).</p> <p><u>Beginning the Year</u></p> <p>p. 16 Focus Question 1 Day 1 Large Group</p> <p>p. 38 Focus Question 3 Day 2 Large Group</p> <p>p. 73 Focus Question 6 Day 4 Small Group</p>

		p. 75 Focus Question 6 Day 5 Small Group
<b>STANDARD AREA / STATEMENT</b>	<b>16.3.PK.</b>	<b>Decision Making and Responsible Behavior</b>
<b>STANDARD</b>		<b>Big Idea: Actions and behaviors either positively or negatively affect how I learn, and how I get along with others. Essential Question: How do I use healthy strategies to manage my behavior?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>16.3.PK.A.</b>	<b>Decision Making Skills: Interpret the consequences of choices.</b>
<b>DESCRIPTOR</b>	<b>16.3.PK.A.2.</b>	Tell a peer when a rule is broken.  <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
<b>DESCRIPTOR</b>	<b>16.3.PK.A.5.</b>	Discuss the reasons for having rules.  <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
<b>STANDARD AREA / STATEMENT</b>	<b>16.3.PK.</b>	<b>Decision Making and Responsible Behavior</b>
<b>STANDARD</b>		<b>Big Idea: Actions and behaviors either positively or negatively affect how I learn, and how I get along with others. Essential Question: How do I use healthy strategies to manage my behavior?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>16.3.PK.B.</b>	<b>Understanding Social Norms: Recognize there are socially acceptable ways to behave in different places.</b>
<b>DESCRIPTOR</b>	<b>16.3.PK.B.3.</b>	Cooperate in both large and small group activities that are facilitated by adult.  <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 Read-Aloud 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 Read-Aloud 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 Read-Aloud 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 Read-Aloud 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 Read-Aloud  
 p. 31 Focus Question 2 Day 2 Small Group  
 p. 32 Focus Question 2 Day 3 Choice Time  
 p. 32 Focus Question 2 Day 3 Large Group  
 p. 33 Focus Question 2 Day 3 Large-Group Roundup  
 p. 33 Focus Question 2 Day 3 Read-Aloud  
 p. 33 Focus Question 2 Day 3 Small Group  
 p. 36 Focus Question 3 Day 1 Choice Time  
 p. 36 Focus Question 3 Day 1 Large Group  
 p. 37 Focus Question 3 Day 1 Large-Group Roundup  
 p. 37 Focus Question 3 Day 1 Read-Aloud  
 p. 37 Focus Question 3 Day 1 Small Group  
 p. 38 Focus Question 3 Day 2 Choice Time  
 p. 38 Focus Question 3 Day 2 Large Group  
 p. 39 Focus Question 3 Day 2 Large-Group Roundup  
 p. 39 Focus Question 3 Day 2 Read-Aloud  
 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 Read-Aloud  
 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 Read-Aloud  
 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<sup>51</sup>  
 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 Read-Aloud  
 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 Read-Aloud  
 p. 59 Focus Question 5 Day 2 Small Group

		<p>p. 60 Focus Question 5 Day 3 Choice Time  p. 60 Focus Question 5 Day 3 Large Group  p. 61 Focus Question 5 Day 3 Large-Group Roundup  p. 61 Focus Question 5 Day 3 Read-Aloud  p. 61 Focus Question 5 Day 3 Small Group  p. 62 Focus Question 5 Day 4 Large Group  p. 63 Focus Question 5 Day 4 Choice Time  p. 63 Focus Question 5 Day 4 Large-Group Roundup  p. 63 Focus Question 5 Day 4 Read-Aloud  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 Read-Aloud  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 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 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 Read-Aloud  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 Read-Aloud  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 Read-Aloud  p. 87 Ministudy Day 4 Small Group  p. 88 Ministudy Day 5 Choice Time  p. 88 Ministudy Day 5 Large Group  p. 89 Ministudy Day 5 Large-Group Roundup  p. 89 Ministudy Day 5 Read-Aloud  p. 89 Ministudy Day 5 Small Group</p>
DESCRIPTOR	16.3.PK.B.4.	Apply classroom rules to new situations.  <u>Beginning the Year</u>

		<p>p. 16 Focus Question 1 Day 1 Large Group</p> <p>p. 27 Focus Question 2 Outdoor Experiences</p> <p>p. 38 Focus Question 3 Day 2 Large Group</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. 66 Focus Question 6 Day 1 Large Group</p>
DESCRIPTOR	16.3.PK.B.6.	<p>Follow rules and routines in classroom and other settings with reminders.</p> <p><u>Beginning the Year</u></p> <p>p. 16 Focus Question 1 Day 1 Large Group</p> <p>p. 27 Focus Question 2 Outdoor Experiences</p> <p>p. 38 Focus Question 3 Day 2 Large Group</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. 66 Focus Question 6 Day 1 Large Group</p>

**Buildings Study**

**Secondary Criteria:** *Pennsylvania Learning Standards for Early Childhood: Pre-Kindergarten*

**Subject:** Early Childhood Education

**Grade:** Pre-Kindergarten

SUBJECT / STANDARD AREA	PA.AL.	Approaches to Learning Through Play (Pre-kindergarten)
STANDARD AREA / STATEMENT	AL.1.PK.	Constructing and Gathering Knowledge
STANDARD		Big Idea: Children actively construct knowledge through routines, play, practices, and language. Children use a variety of strategies to gather information based upon their own individualized approach to learning. Essential Questions: What strategies can be used to gather information? What can I learn from my every day experiences, including play?
DESCRIPTOR / STANDARD	AL.1.PK.A.	Curiosity and Initiative: Explore and ask questions to seek meaningful information about a growing range of topics, ideas and tasks.
DESCRIPTOR	AL.1.PK.A.2.	Show interest and interact with others about their work or actions.  <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
DESCRIPTOR	AL.1.PK.A.4.	Ask questions to understand something (e.g. “How does that work?”).  <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
STANDARD AREA / STATEMENT	AL.1.PK.	Constructing and Gathering Knowledge
STANDARD		Big Idea: Children actively construct knowledge through routines, play, practices, and language. Children use a variety of strategies to gather information based upon their own individualized approach to learning. Essential Questions: What strategies can be used to gather information? What can I learn from my every day experiences, including play?
DESCRIPTOR / STANDARD	AL.1.PK.B.	Risk Taking: Demonstrate a willingness to participate in new and challenging experiences.
DESCRIPTOR	AL.1.PK.B.1.	Actively explore new materials that are introduced into the classroom.  <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group
STANDARD AREA / STATEMENT	AL.1.PK.	Constructing and Gathering Knowledge
STANDARD		Big Idea: Children actively construct knowledge through routines, play, practices, and language. Children use a variety of strategies to gather information based upon their own individualized approach to learning. Essential Questions: What strategies can be used to gather information? What can I learn from my every day experiences, including play?
DESCRIPTOR / STANDARD	AL.1.PK.C.	Stages of Play: Engage in complex play sequences with two or more children.
DESCRIPTOR	AL.1.PK.C.1.	Use materials and objects to represent other objects.

		<p><u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 29 Investigation 1 Day 1 Small Group</p>
DESCRIPTOR	AL.1.PK.C.2.	<p>Initiate cooperative play with peers by establishing roles and a simple play scenario (e.g. act out a doctor's office scenario, assigning a doctor and patients).</p> <p><u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 29 Investigation 1 Day 1 Small Group</p>
DESCRIPTOR	AL.1.PK.C.3.	<p>Extend play scenarios over more than one day.</p> <p><u>Buildings Study</u> p. 13 Exploring the Topic - Outdoor Experiences p. 14 Exploring the Topic - Day 1 Choice Time p. 18 Exploring the Topic - Day 3 Choice Time p. 30 Investigation 1 Day 2 Choice Time p. 32 Investigation 1 Day 3 Choice Time p. 34 Investigation 1 Day 4 Choice Time p. 36 Investigation 1 Day 5 Choice Time p. 40 Investigation 2 Day 1 Choice Time p. 43 Investigation 2 Day 2 Choice Time p. 45 Investigation 2 Day 3 Choice Time p. 46 Investigation 2 Day 4 Choice Time p. 48 Investigation 2 Day 5 Choice Time p. 52 Investigation 3 Day 1 Choice Time p. 55 Investigation 3 Day 2 Choice Time p. 56 Investigation 3 Day 3 Choice Time p. 58 Investigation 3 Day 4 Choice Time p. 60 Investigation 3 Day 5 Choice Time p. 64 Investigation 4 Day 1 Choice Time p. 66 Investigation 4 Day 2 Choice Time p. 69 Investigation 4 Day 3 Choice Time p. 72 Investigation 5 Day 1 Choice Time p. 74 Investigation 5 Day 2 Choice Time p. 76 Investigation 5 Day 3 Choice Time p. 79 Investigation 5 Day 4 Choice Time p. 80 Investigation 5 Day 5 Choice Time p. 94 Celebrating Learning Day 1 Choice Time p. 96 Celebrating Learning Day 2 Choice Time</p>
DESCRIPTOR	AL.1.PK.C.4.	<p>Incorporate personal experiences and themes learned into play scenarios.</p> <p><u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 29 Investigation 1 Day 1 Small Group</p>
DESCRIPTOR	AL.1.PK.C.5.	<p>Engage in simple games with rules with adult reminders and support.</p> <p><u>Buildings Study</u> p. 13 Exploring the Topic - Outdoor Experiences p. 14 Exploring the Topic - Day 1 Choice Time p. 18 Exploring the Topic - Day 3 Choice Time p. 30 Investigation 1 Day 2 Choice Time p. 32 Investigation 1 Day 3 Choice Time p. 34 Investigation 1 Day 4 Choice Time p. 36 Investigation 1 Day 5 Choice Time p. 40 Investigation 2 Day 1 Choice Time p. 43 Investigation 2 Day 2 Choice Time p. 45 Investigation 2 Day 3 Choice Time p. 46 Investigation 2 Day 4 Choice Time p. 48 Investigation 2 Day 5 Choice Time p. 52 Investigation 3 Day 1 Choice Time p. 55 Investigation 3 Day 2 Choice Time</p>

		<p>p. 56 Investigation 3 Day 3 Choice Time  p. 58 Investigation 3 Day 4 Choice Time  p. 60 Investigation 3 Day 5 Choice Time  p. 64 Investigation 4 Day 1 Choice Time  p. 66 Investigation 4 Day 2 Choice Time  p. 69 Investigation 4 Day 3 Choice Time  p. 72 Investigation 5 Day 1 Choice Time  p. 74 Investigation 5 Day 2 Choice Time  p. 76 Investigation 5 Day 3 Choice Time  p. 79 Investigation 5 Day 4 Choice Time  p. 80 Investigation 5 Day 5 Choice Time  p. 94 Celebrating Learning Day 1 Choice Time  p. 96 Celebrating Learning Day 2 Choice Time</p>
<b>STANDARD AREA / STATEMENT</b>	<b>AL.2.PK.</b>	<b>Organizing and Understanding Information</b>
<b>STANDARD</b>		Big Idea: Strategies for filtering and organizing information are important to the learning process. Essential Questions: How do I decide what information/task to attend to? What strategies do I use to organize information?
<b>DESCRIPTOR / STANDARD</b>	<b>AL.2.PK.A.</b>	<b>Engagement and Attention: Work toward completing a task, even if challenging, and despite interruptions.</b>
<b>DESCRIPTOR</b>	<b>AL.2.PK.A.1.</b>	<p>State when they are being distracted.</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>
<b>DESCRIPTOR</b>	<b>AL.2.PK.A.2.</b>	<p>State when they are frustrated by a challenge.</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>
<b>STANDARD AREA / STATEMENT</b>	<b>AL.2.PK.</b>	<b>Organizing and Understanding Information</b>
<b>STANDARD</b>		Big Idea: Strategies for filtering and organizing information are important to the learning process. Essential Questions: How do I decide what information/task to attend to? What strategies do I use to organize information?
<b>DESCRIPTOR / STANDARD</b>	<b>AL.2.PK.B.</b>	<b>Task Analysis: Independently break simple tasks into steps and</b>



		complete them one at a time.
DESCRIPTOR	AL.2.PK.B.1.	Attend and follow through on two 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
DESCRIPTOR	AL.2.PK.B.2.	Explain a routine sequence.  <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
DESCRIPTOR	AL.2.PK.B.3.	Relate the steps necessary to complete a task or activity.  <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
DESCRIPTOR	AL.2.PK.B.4.	Relate the desired outcome or end goal of a task or activity.  <u>Buildings Study</u>

		<p>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>
<b>STANDARD AREA / STATEMENT</b>	<b>AL.2.PK.</b>	<b>Organizing and Understanding Information</b>
<b>STANDARD</b>		Big Idea: Strategies for filtering and organizing information are important to the learning process. Essential Questions: How do I decide what information/task to attend to? What strategies do I use to organize information?
<b>DESCRIPTOR / STANDARD</b>	<b>AL.2.PK.D.</b>	<b>Patterning: Recognize and extend simple patterns.</b>
<b>DESCRIPTOR</b>	<b>AL.2.PK.D.1.</b>	Identify patterns in the environment (e.g. stripes on a flag).  <u>Buildings Study</u> p. 35 Investigation 1 Day 4 Mighty Minutes p. 55 Investigation 3 Day 2 Mighty Minutes
<b>STANDARD AREA / STATEMENT</b>	<b>AL.3.PK.</b>	<b>Applying Knowledge</b>
<b>STANDARD</b>		Big Idea: Prior knowledge and experiences can be used to express and create new understandings. Essential Questions: How do I use what I already know to understand new things? How do I represent new understandings?
<b>DESCRIPTOR / STANDARD</b>	<b>AL.3.PK.A.</b>	<b>Creativity: Use music, art and/or stories to express ideas, thoughts, and feelings.</b>
<b>DESCRIPTOR</b>	<b>AL.3.PK.A.1.</b>	Reference 9.1.M.PK.E; 9.1.D.PK.E; 9.1.V.PK.E; 1.4.PK.M; 1.5.PK.E.  <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 18 Exploring the Topic - Day 3 Large Group p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup p. 32 Investigation 1 Day 3 Choice Time p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 56 Investigation 3 Day 3 Choice Time p. 56 Investigation 3 Day 3 Large Group p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 64 Investigation 4 Day 1 Large Group

		<p>p. 66 Investigation 4 Day 2 Large Group  p. 67 Investigation 4 Day 2 Large-Group Roundup  p. 67 Investigation 4 Day 2 Read-Aloud  p. 68 Investigation 4 Day 3 Large Group  p. 69 Investigation 4 Day 3 Choice Time  p. 69 Investigation 4 Day 3 Large-Group Roundup  p. 72 Investigation 5 Day 1 Choice Time  p. 73 Investigation 5 Day 1 Small Group  p. 75 Investigation 5 Day 2 Large-Group Roundup  p. 76 Investigation 5 Day 3 Choice Time  p. 76 Investigation 5 Day 3 Large Group  p. 79 Investigation 5 Day 4 Small Group  p. 81 Investigation 5 Day 5 Large-Group Roundup  p. 81 Investigation 5 Day 5 Small Group  p. 96 Celebrating Learning Day 2 Large Group  p. 96 Celebrating Learning Day 2 Choice Time</p>
<b>STANDARD AREA / STATEMENT</b>	<b>AL.3.PK.</b>	<b>Applying Knowledge</b>
<b>STANDARD</b>		Big Idea: Prior knowledge and experiences can be used to express and create new understandings. Essential Questions: How do I use what I already know to understand new things? How do I represent new understandings?
<b>DESCRIPTOR / STANDARD</b>	<b>AL.3.PK.B.</b>	<b>Invention: Produce and explain the purpose for a new creation.</b>
<b>DESCRIPTOR</b>	<b>AL.3.PK.B.1.</b>	Engage in a variety of creative activities.  <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 18 Exploring the Topic - Day 3 Large Group p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup p. 32 Investigation 1 Day 3 Choice Time p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 56 Investigation 3 Day 3 Choice Time p. 56 Investigation 3 Day 3 Large Group p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 64 Investigation 4 Day 1 Large Group p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Large-Group Roundup p. 67 Investigation 4 Day 2 Read-Aloud p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Choice Time p. 69 Investigation 4 Day 3 Large-Group Roundup p. 72 Investigation 5 Day 1 Choice Time p. 73 Investigation 5 Day 1 Small Group p. 75 Investigation 5 Day 2 Large-Group Roundup p. 76 Investigation 5 Day 3 Choice Time p. 76 Investigation 5 Day 3 Large Group p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Large-Group Roundup p. 81 Investigation 5 Day 5 Small Group p. 96 Celebrating Learning Day 2 Large Group p. 96 Celebrating Learning Day 2 Choice Time
<b>DESCRIPTOR</b>	<b>AL.3.PK.B.2.</b>	<b>Describe or draw a desired product (e.g. create a blueprint for a</b>

		<p>block structure).</p> <p><b>Buildings Study</b></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. 18 Exploring the Topic - Day 3 Large 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 Large-Group Roundup</p> <p>p. 32 Investigation 1 Day 3 Choice Time</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. 56 Investigation 3 Day 3 Choice Time</p> <p>p. 56 Investigation 3 Day 3 Large Group</p> <p>p. 59 Investigation 3 Day 4 Small Group</p> <p>p. 60 Investigation 3 Day 5 Choice Time</p> <p>p. 64 Investigation 4 Day 1 Large Group</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. 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. 72 Investigation 5 Day 1 Choice Time</p> <p>p. 73 Investigation 5 Day 1 Small Group</p> <p>p. 75 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 76 Investigation 5 Day 3 Choice Time</p> <p>p. 76 Investigation 5 Day 3 Large Group</p> <p>p. 79 Investigation 5 Day 4 Small 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. 96 Celebrating Learning Day 2 Large Group</p> <p>p. 96 Celebrating Learning Day 2 Choice Time</p>
DESCRIPTOR	AL.3.PK.B.3.	<p>Answer questions to explain the purpose of a creation.</p> <p><b>Buildings Study</b></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. 18 Exploring the Topic - Day 3 Large 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 Large-Group Roundup</p> <p>p. 32 Investigation 1 Day 3 Choice Time</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. 56 Investigation 3 Day 3 Choice Time</p> <p>p. 56 Investigation 3 Day 3 Large Group</p> <p>p. 59 Investigation 3 Day 4 Small Group</p> <p>p. 60 Investigation 3 Day 5 Choice Time</p> <p>p. 64 Investigation 4 Day 1 Large Group</p> <p>p. 66 Investigation 4 Day 2 Large Group</p>

		<p>p. 67 Investigation 4 Day 2 Large-Group Roundup  p. 67 Investigation 4 Day 2 Read-Aloud  p. 68 Investigation 4 Day 3 Large Group  p. 69 Investigation 4 Day 3 Choice Time  p. 69 Investigation 4 Day 3 Large-Group Roundup  p. 72 Investigation 5 Day 1 Choice Time  p. 73 Investigation 5 Day 1 Small Group  p. 75 Investigation 5 Day 2 Large-Group Roundup  p. 76 Investigation 5 Day 3 Choice Time  p. 76 Investigation 5 Day 3 Large Group  p. 79 Investigation 5 Day 4 Small Group  p. 81 Investigation 5 Day 5 Large-Group Roundup  p. 81 Investigation 5 Day 5 Small Group  p. 96 Celebrating Learning Day 2 Large Group  p. 96 Celebrating Learning Day 2 Choice Time</p>
<b>DESCRIPTOR</b>	<b>AL.3.PK.B.4.</b>	<p>Show pride in a creation.</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. 18 Exploring the Topic - Day 3 Large Group  p. 30 Investigation 1 Day 2 Choice Time  p. 30 Investigation 1 Day 2 Large Group  p. 31 Investigation 1 Day 2 Large-Group Roundup  p. 32 Investigation 1 Day 3 Choice Time  p. 37 Investigation 1 Day 5 Small Group  p. 41 Investigation 2 Day 1 Small Group  p. 43 Investigation 2 Day 2 Small Group  p. 47 Investigation 2 Day 4 Large-Group Roundup  p. 51 Investigation 3 Outdoor Experiences  p. 53 Investigation 3 Day 1 Large-Group Roundup  p. 53 Investigation 3 Day 1 Small Group  p. 54 Investigation 3 Day 2 Large Group  p. 55 Investigation 3 Day 2 Large-Group Roundup  p. 56 Investigation 3 Day 3 Choice Time  p. 56 Investigation 3 Day 3 Large Group  p. 59 Investigation 3 Day 4 Small Group  p. 60 Investigation 3 Day 5 Choice Time  p. 64 Investigation 4 Day 1 Large Group  p. 66 Investigation 4 Day 2 Large Group  p. 67 Investigation 4 Day 2 Large-Group Roundup  p. 67 Investigation 4 Day 2 Read-Aloud  p. 68 Investigation 4 Day 3 Large Group  p. 69 Investigation 4 Day 3 Choice Time  p. 69 Investigation 4 Day 3 Large-Group Roundup  p. 72 Investigation 5 Day 1 Choice Time  p. 73 Investigation 5 Day 1 Small Group  p. 75 Investigation 5 Day 2 Large-Group Roundup  p. 76 Investigation 5 Day 3 Choice Time  p. 76 Investigation 5 Day 3 Large Group  p. 79 Investigation 5 Day 4 Small Group  p. 81 Investigation 5 Day 5 Large-Group Roundup  p. 81 Investigation 5 Day 5 Small Group  p. 96 Celebrating Learning Day 2 Large Group  p. 96 Celebrating Learning Day 2 Choice Time</p>
<b>STANDARD AREA / STATEMENT</b>	<b>AL.3.PK.</b>	<b>Applying Knowledge</b>
<b>STANDARD</b>		<b>Big Idea: Prior knowledge and experiences can be used to express and create new understandings. Essential Questions: How do I use what I already know to understand new things? How do I represent new understandings?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>AL.3.PK.C.</b>	<b>Representation: Use materials and objects to represent new concepts.</b>

DESCRIPTOR	AL.3.PK.C.1.	Use non-conforming objects to create representations of real life objects or activities (e.g. block for a phone, stick for a spoon).  <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 29 Investigation 1 Day 1 Small Group
DESCRIPTOR	AL.3.PK.C.2.	Use real life objects to represent make-believe or fantasy objects (e.g. spoon for a magic wand, broom for a flying horse).  <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 29 Investigation 1 Day 1 Small Group
STANDARD AREA / STATEMENT	AL.4.PK.	Learning Through Experience
STANDARD		Big Idea: Experiences provide the context in which learning is constructed. Essential Questions: In what ways does an experience in one setting influence my learning and experiences in another setting? How do I learn from my mistakes and/or from challenging situations?
DESCRIPTOR / STANDARD	AL.4.PK.A.	Making Connections: Relate knowledge learned from one experience to a similar experience in a new setting.
DESCRIPTOR	AL.4.PK.A.1.	Relate personal (e.g. home, cultural, community) experiences during play, and other school activities.  <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. 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>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>
DESCRIPTOR	AL.4.PK.A.2.	<p>Understand that appropriate activities and events may differ from home to school.</p> <p><b>Buildings Study</b></p> <p>p. 14 Exploring the Topic - Day 1 Large Group  p. 15 Exploring the Topic - Day 1 Small Group  p. 16 Exploring the Topic - Day 2 Large Group  p. 17 Exploring the Topic - Day 2 Small Group  p. 19 Exploring the Topic - Day 3 Small Group  p. 21 Exploring the Topic - Day 4 Small Group  p. 23 Exploring the Topic - Day 5 Small Group  p. 29 Investigation 1 Day 1 Small Group  p. 30 Investigation 1 Day 2 Large Group  p. 31 Investigation 1 Day 2 Small Group  p. 33 Investigation 1 Day 3 Small Group  p. 35 Investigation 1 Day 4 Small Group  p. 37 Investigation 1 Day 5 Small Group  p. 41 Investigation 2 Day 1 Small Group  p. 43 Investigation 2 Day 2 Small Group  p. 45 Investigation 2 Day 3 Choice Time  p. 45 Investigation 2 Day 3 Small Group  p. 47 Investigation 2 Day 4 Small Group  p. 49 Investigation 2 Day 5 Read-Aloud  p. 49 Investigation 2 Day 5 Small Group  p. 53 Investigation 3 Day 1 Small Group  p. 54 Investigation 3 Day 2 Large Group  p. 55 Investigation 3 Day 2 Small Group  p. 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. 61 Investigation 3 Day 5 Small Group  p. 65 Investigation 4 Day 1 Read-Aloud  p. 65 Investigation 4 Day 1 Small Group  p. 66 Investigation 4 Day 2 Large Group  p. 67 Investigation 4 Day 2 Small Group  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. 75 Investigation 5 Day 2 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. 95 Celebrating Learning Day 1 Small Group  p. 97 Celebrating Learning Day 2 Large Group Roundup  p. 97 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	AL.4.PK.A.4.	<p>Practice skills learned in whole group demonstration or role play during center exploration.</p> <p><b>Buildings Study</b></p> <p>p. 16 Exploring the Topic - Day 2 Large Group  p. 17 Exploring the Topic - Day 2 Mighty Minutes  p. 17 Exploring the Topic - Day 2 Small Group  p. 18 Exploring the Topic - Day 3 Large Group  p. 21 Exploring the Topic - Day 4 Mighty Minutes  p. 21 Exploring the Topic - Day 4 Read-Aloud</p>

		<p>p. 22 Exploring the Topic - Day 5 Large Group</p> <p>p. 28 Investigation 1 Day 1 Large Group</p> <p>p. 29 Investigation 1 Day 1 Large-Group Roundup</p> <p>p. 29 Investigation 1 Day 1 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. 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>
<b>STANDARD AREA / STATEMENT</b>	<b>AL.4.PK.</b>	<b>Learning Through Experience</b>
<b>STANDARD</b>		Big Idea: Experiences provide the context in which learning is constructed. Essential Questions: In what ways does an experience in one setting influence my learning and experiences in another setting? How do I learn from my mistakes and/or from challenging situations?
<b>DESCRIPTOR / STANDARD</b>	<b>AL.4.PK.C.</b>	<b>Problem Solving: Attempt problem solving activities to achieve a positive outcome.</b>
<b>DESCRIPTOR</b>	<b>AL.4.PK.C.1.</b>	<p>Try new ways to complete a familiar task.</p> <p><u>Buildings Study</u></p> <p>p. 17 Exploring the Topic - Day 2 Small Group</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 45 Investigation 2 Day 3 Choice Time</p> <p>p. 74 Investigation 5 Day 2 Choice Time</p>
<b>DESCRIPTOR</b>	<b>AL.4.PK.C.2.</b>	<p>Attempt to complete a task in more than one way (e.g. using materials in new ways, trial and error, breaking tasks into steps) before asking for help or stopping due to frustration.</p> <p><u>Buildings Study</u></p> <p>p. 17 Exploring the Topic - Day 2 Small Group</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 45 Investigation 2 Day 3 Choice Time</p>



		p. 74 Investigation 5 Day 2 Choice Time
DESCRIPTOR	AL.4.PK.C.3.	Ask questions to clarify problems.  <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
DESCRIPTOR	AL.4.PK.C.4.	Discuss the different ways used to accomplish a task or to solve a problem.  <u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 45 Investigation 2 Day 3 Choice Time p. 74 Investigation 5 Day 2 Choice Time
DESCRIPTOR	AL.4.PK.C.5.	Recall and use a previously successful strategy.  <u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 45 Investigation 2 Day 3 Choice Time p. 74 Investigation 5 Day 2 Choice Time
DESCRIPTOR	AL.4.PK.C.6.	Change plan if a better strategy presents itself.  <u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 45 Investigation 2 Day 3 Choice Time p. 74 Investigation 5 Day 2 Choice Time
SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Pre-kindergarten)
STANDARD AREA / STATEMENT	1.1.PK.	Foundational Skills
STANDARD		Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?
DESCRIPTOR / STANDARD	1.1.PK.A.	Book Handling: Practice appropriate book handling skills.
DESCRIPTOR	1.1.PK.A.3.	Use pointers or finger to track print on charts, posters, environmental print or in books.  <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
DESCRIPTOR	1.1.PK.A.4.	Practice tracking from top to bottom and left to right with scaffolding.  <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>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>
<b>STANDARD AREA / STATEMENT</b>	1.1.PK.	<b>Foundational Skills</b>
<b>STANDARD</b>		<b>Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?</b>
<b>DESCRIPTOR / STANDARD</b>	1.1.PK.B.	<b>Print Concepts: Identify basic features of print.</b>
<b>DESCRIPTOR</b>	1.1.PK.B.2.	<p>Recognize and name some upper and lower case letters of the alphabet.</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. 65 Investigation 4 Day 1 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>
<b>STANDARD AREA / STATEMENT</b>	1.1.PK.	<b>Foundational Skills</b>
<b>STANDARD</b>		<b>Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?</b>
<b>DESCRIPTOR / STANDARD</b>	1.1.PK.C.	<b>Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
<b>DESCRIPTOR</b>	1.1.PK.C.1.	<p>Recognize rhyming words.</p> <p><u>Buildings Study</u>  p. 97 Celebrating Learning Day 2 Mighty Minutes  p. 14 Exploring the Topic - Day 1 Large Group  p. 15 Exploring the Topic - Day 1 Small Group  p. 19 Exploring the Topic - Day 3 Mighty Minutes  p. 23 Exploring the Topic - Day 5 Mighty Minutes  p. 28 Investigation 1 Day 1 Large Group  p. 31 Investigation 1 Day 2 Mighty Minutes  p. 31 Investigation 1 Day 2 Small Group  p. 33 Investigation 1 Day 3 Large-Group Roundup  p. 33 Investigation 1 Day 3 Small Group  p. 35 Investigation 1 Day 4 Mighty Minutes  p. 36 Investigation 1 Day 5 Large Group  p. 41 Investigation 2 Day 1 Mighty Minutes  p. 56 Investigation 3 Day 3 Large Group  p. 61 Investigation 3 Day 5 Small Group  p. 65 Investigation 4 Day 1 Mighty Minutes  p. 67 Investigation 4 Day 2 Mighty Minutes  p. 73 Investigation 5 Day 1 Small Group  p. 80 Investigation 5 Day 5 Large Group  p. 95 Celebrating Learning Day 1 Mighty Minutes  p. 95 Celebrating Learning Day 1 Small Group</p>
<b>DESCRIPTOR</b>	1.1.PK.C.2.	<p>Recognize when two or more words begin with the same sound (alliteration).</p> <p><u>Buildings Study</u></p>

		<p>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>
DESCRIPTOR	1.1.PK.C.3.	<p>Count syllables in spoken words.</p> <p><u>Buildings Study</u>  p. 29 Investigation 1 Day 1 Mighty Minutes  p. 47 Investigation 2 Day 4 Mighty Minutes  p. 49 Investigation 2 Day 5 Mighty Minutes  p. 53 Investigation 3 Day 1 Mighty Minutes  p. 68 Investigation 4 Day 3 Large Group  p. 72 Investigation 5 Day 1 Large Group  p. 73 Investigation 5 Day 1 Mighty Minutes  p. 75 Investigation 5 Day 2 Mighty Minutes</p>
DESCRIPTOR	1.1.PK.C.4.	<p>Isolate and pronounce 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. 94 Celebrating Learning Day 1 Large Group</p>
DESCRIPTOR	1.1.PK.C.5.	<p>Segment single-syllable spoken words into phonemes.</p> <p><u>Buildings Study</u>  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>
STANDARD AREA / STATEMENT	1.1.PK.	Foundational Skills
STANDARD		Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question:

		How do I acquire and practice pre-reading skills?
DESCRIPTOR / STANDARD	1.1.PK.D.	Phonics and Word Recognition: Develop beginning phonics and word skills.
DESCRIPTOR	1.1.PK.D.1.	Associate some letters with their names and sounds.  <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. 61 Investigation 3 Day 5 Small Group 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
DESCRIPTOR	1.1.PK.D.2.	Identify familiar words and environmental print.  <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
STANDARD AREA / STATEMENT	1.1.PK.	Foundational Skills
STANDARD		Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?
DESCRIPTOR / STANDARD	1.1.PK.E.	Fluency: Read emergent reader text with purpose and understanding.
DESCRIPTOR	1.1.PK.E.1.	Recite rhymes, songs, and familiar text while tracking with a finger or pointer.  <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. 23 Exploring the Topic - Day 5 Small Group 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>p. 41 Investigation 2 Day 1 Mighty Minutes  p. 41 Investigation 2 Day 1 Small Group  p. 43 Investigation 2 Day 2 Small Group  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. 69 Investigation 4 Day 3 Small Group  p. 73 Investigation 5 Day 1 Small Group  p. 77 Investigation 5 Day 3 Small Group  p. 79 Investigation 5 Day 4 Small Group  p. 80 Investigation 5 Day 5 Large Group  p. 81 Investigation 5 Day 5 Small Group  p. 94 Celebrating Learning Day 1 Choice Time  p. 95 Celebrating Learning Day 1 Mighty Minutes  p. 95 Celebrating Learning Day 1 Small Group  p. 97 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	1.1.PK.E.2.	<p>Apply knowledge of letters, word and sounds to read simple sentences.</p> <p><b>Buildings Study</b>  p. 14 Exploring the Topic - Day 1 Large Group  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. 41 Investigation 2 Day 1 Small Group  p. 43 Investigation 2 Day 2 Small Group  p. 57 Investigation 3 Day 3 Mighty Minutes  p. 57 Investigation 3 Day 3 Read-Aloud  p. 57 Investigation 3 Day 3 Small Group  p. 59 Investigation 3 Day 4 Mighty Minutes  p. 61 Investigation 3 Day 5 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>
DESCRIPTOR	1.1.PK.E.3.	<p>Assemble letters to form words and words to form sentences and (pretend) to read the words or sentences back.</p> <p><b>Buildings Study</b>  p. 15 Exploring the Topic - 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 Small Group  p. 45 Investigation 2 Day 3 Small Group  p. 60 Investigation 3 Day 5 Large Group  p. 79 Investigation 5 Day 4 Small Group  p. 81 Investigation 5 Day 5 Small Group</p>
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
DESCRIPTOR / STANDARD	1.2.PK.A.	Key Ideas and Details Main Idea: With prompting and support, retell key details of text that support a provided main idea.
DESCRIPTOR	1.2.PK.A.1.	Know that the details of a text can be used to support a main topic

		<p>or idea.</p> <p><b>Buildings Study</b></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 Read-Aloud</p> <p>p. 36 Investigation 1 Day 5 Choice Time</p> <p>p. 41 Investigation 2 Day 1 Read-Aloud</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> <p>p. 97 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	1.2.PK.A.2.	<p>Provide relevant details from a text which support a provided main idea.</p> <p><b>Buildings Study</b></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 Read-Aloud</p> <p>p. 36 Investigation 1 Day 5 Choice Time</p> <p>p. 41 Investigation 2 Day 1 Read-Aloud</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> <p>p. 97 Celebrating Learning Day 2 Small Group</p>
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
DESCRIPTOR / STANDARD	1.2.PK.B.	Key Ideas and Details Text Analysis: Answer questions about a text.

DESCRIPTOR	1.2.PK.B.1.	<p>Use specific details from the text to answer questions.</p> <p><u>Buildings Study</u>  p. 23 Exploring the Topic - Day 5 Choice Time  p. 23 Exploring the Topic - Day 5 Read-Aloud  p. 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</p>
DESCRIPTOR	1.2.PK.B.2.	<p>Answer “who” or “what” the text is about.</p> <p><u>Buildings Study</u>  p. 23 Exploring the Topic - Day 5 Choice Time  p. 23 Exploring the Topic - Day 5 Read-Aloud  p. 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</p>
DESCRIPTOR	1.2.PK.B.3.	<p>Answer “how” and/or “why” questions using specifics from the text.</p> <p><u>Buildings Study</u>  p. 23 Exploring the Topic - Day 5 Choice Time  p. 23 Exploring the Topic - Day 5 Read-Aloud  p. 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>

		<p>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</p>
<b>STANDARD AREA / STATEMENT</b>	1.2.PK.	Reading Informational Text
<b>STANDARD</b>		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	1.2.PK.C.	Key Ideas and Details: With prompting and support, make connections between information in a text and personal experience.
<b>DESCRIPTOR</b>	1.2.PK.C.2.	<p>Contribute relevant information to a K (know), W (what child wants to learn), L (what group learned) chart.</p> <p><u>Buildings Study</u>  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. 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>
<b>DESCRIPTOR</b>	1.2.PK.C.3.	<p>Choose text based on personal interests and experiences.</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. 23 Exploring the Topic - Day 5 Read-Aloud</p>



		<p>p. 27 Investigation 1 Outdoor Experiences  p. 29 Investigation 1 Day 1 Choice Time  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. 39 Investigation 2 Outdoor Experiences  p. 41 Investigation 2 Day 1 Read-Aloud  p. 43 Investigation 2 Day 2 Read-Aloud  p. 45 Investigation 2 Day 3 Read-Aloud  p. 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>
<b>STANDARD AREA / STATEMENT</b>	<b>1.2.PK.</b>	<b>Reading Informational Text</b>
<b>STANDARD</b>		<p><b>Big Idea:</b> Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. <b>Essential Questions:</b> What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>1.2.PK.F.</b>	<b>Craft and Structure Vocabulary: With prompting and support, answer questions about unfamiliar words read aloud from a text.</b>
<b>DESCRIPTOR</b>	<b>1.2.PK.F.1.</b>	<p>Participate in discussions about unfamiliar words.</p> <p><u>Buildings Study</u>  p. 23 Exploring the Topic - Day 5 Choice Time  p. 23 Exploring the Topic - Day 5 Read-Aloud  p. 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. 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>
<b>DESCRIPTOR</b>	<b>1.2.PK.F.2.</b>	<p>Connect prior understandings to unfamiliar words.</p> <p><u>Buildings Study</u></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 Read-Aloud</p> <p>p. 36 Investigation 1 Day 5 Choice Time</p> <p>p. 41 Investigation 2 Day 1 Read-Aloud</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. 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>
<b>STANDARD AREA / STATEMENT</b>	1.2.PK.	Reading Informational Text
<b>STANDARD</b>		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	1.2.PK.G.	Integration of Knowledge and Ideas – Diverse Media: With prompting and support, answer questions to connect illustrations to the written word.
<b>DESCRIPTOR</b>	1.2.PK.G.1.	<p>Retell a simple sequence in a text using picture support.</p> <p><u>Buildings Study</u></p> <p>p. 45 Investigation 2 Day 3 Read-Aloud</p> <p>p. 55 Investigation 3 Day 2 Read-Aloud</p> <p>p. 73 Investigation 5 Day 1 Read-Aloud</p> <p>p. 79 Investigation 5 Day 4 Read-Aloud</p> <p>p. 95 Celebrating Learning Day 1 Read-Aloud</p>
<b>DESCRIPTOR</b>	1.2.PK.G.3.	<p>Describe pictures in a text in detail to answer specific questions about the text.</p> <p><u>Buildings Study</u></p> <p>p. 23 Exploring the Topic - Day 5 Read-Aloud</p> <p>p. 31 Investigation 1 Day 2 Read-Aloud</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 45 Investigation 2 Day 3 Read-Aloud</p> <p>p. 46 Investigation 2 Day 4 Large Group</p> <p>p. 49 Investigation 2 Day 5 Small Group</p> <p>p. 59 Investigation 3 Day 4 Large-Group Roundup</p> <p>p. 67 Investigation 4 Day 2 Small Group</p>
<b>STANDARD AREA / STATEMENT</b>	1.2.PK.	Reading Informational Text
<b>STANDARD</b>		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out</p>

		unknown vocabulary?
DESCRIPTOR / STANDARD	1.2.PK.I.	Integration of Knowledge and Ideas –Analysis Across Texts: With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.
DESCRIPTOR	1.2.PK.I.1.	Recognize that texts have similar components that can be compared and contrasted (e.g. main ideas, details).  <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
DESCRIPTOR	1.2.PK.I.2.	Participate in strategies that provide opportunities to compare and contrast texts and/or components of texts (e.g. Venn diagrams, T-charts).  <u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 59 Investigation 3 Day 4 Small Group p. 61 Investigation 3 Day 5 Read-Aloud p. 65 Investigation 4 Day 1 Large-Group Roundup p. 73 Investigation 5 Day 1 Read-Aloud p. 97 Celebrating Learning Day 2 Read-Aloud
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.2.PK.J.	Vocabulary Acquisition and Use: Use new vocabulary and phrases acquired in conversations and being read to.
DESCRIPTOR	1.2.PK.J.1.	Talk about pictures using new vocabulary words or phrases.  <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 Large-Group Roundup  
 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>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>
DESCRIPTOR	1.2.PK.J.2.	<p>Use new vocabulary in the context of dramatic play, daily routines and classroom conversations.</p> <p><b>Buildings Study</b></p> <p>p. 13 Exploring the Topic - Outdoor Experiences  p. 14 Exploring the Topic - Day 1 Choice Time  p. 14 Exploring the Topic - Day 1 Large Group  p. 15 Exploring the Topic - Day 1 Large-Group Roundup  p. 15 Exploring the Topic - Day 1 Small Group  p. 16 Exploring the Topic - Day 2 Large Group  p. 17 Exploring the Topic - Day 2 Large-Group Roundup  p. 17 Exploring the Topic - Day 2 Mighty Minutes  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 Mighty Minutes  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 Large-Group Roundup  p. 23 Exploring the Topic - Day 5 Small Group  p. 27 Investigation 1 Outdoor Experiences  p. 28 Investigation 1 Day 1 Large Group  p. 29 Investigation 1 Day 1 Large-Group Roundup  p. 29 Investigation 1 Day 1 Read-Aloud  p. 29 Investigation 1 Day 1 Small Group  p. 30 Investigation 1 Day 2 Large Group  p. 31 Investigation 1 Day 2 Large-Group Roundup  p. 31 Investigation 1 Day 2 Small Group  p. 32 Investigation 1 Day 3 Large Group  p. 33 Investigation 1 Day 3 Large-Group Roundup  p. 33 Investigation 1 Day 3 Mighty Minutes  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 Mighty Minutes  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. 37 Investigation 1 Day 5 Read-Aloud  p. 37 Investigation 1 Day 5 Small Group  p. 39 Investigation 2 Outdoor Experiences</p>

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 Mighty Minutes  
 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 Mighty Minutes  
 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 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 Mighty Minutes  
 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 Mighty Minutes  
 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 Mighty Minutes  
 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. 63 Investigation 4 Outdoor Experience  
 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>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 Mighty Minutes</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 Mighty Minutes</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 Mighty Minutes</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 Mighty Minutes</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>
DESCRIPTOR	1.2.PK.J.3.	<p>Begin to use new vocabulary when asking questions or describing situations or objects.</p> <p><u>Buildings Study</u></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 Read-Aloud</p> <p>p. 36 Investigation 1 Day 5 Choice Time</p> <p>p. 41 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 41 Investigation 2 Day 1 Read-Aloud</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. 59 Investigation 3 Day 4 Large-Group Roundup</p> <p>p. 61 Investigation 3 Day 5 Read-Aloud</p> <p>p. 73 Investigation 5 Day 1 Read-Aloud</p> <p>p. 77 Investigation 5 Day 3 Read-Aloud</p> <p>p. 79 Investigation 5 Day 4 Read-Aloud</p> <p>p. 95 Celebrating Learning Day 1 Read-Aloud</p> <p>p. 97 Celebrating Learning Day 2 Read-Aloud</p>
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text

STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.2.PK.K.	Vocabulary Acquisition and Use: With prompting and support, clarify unknown words or phrases read aloud.
DESCRIPTOR	1.2.PK.K.1.	Recognize words or phrases that are unfamiliar to them.  <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. 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
DESCRIPTOR	1.2.PK.K.3.	Talk about connections between familiar and unfamiliar words or phrases that mean similar things (e.g. grass, lawn).  <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. 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
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary



		enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.2.PK.L.	Range of Reading: With prompting and support, actively engage in group reading activities with purpose and understanding.
DESCRIPTOR	1.2.PK.L.1.	<p>Ask and answer questions about text being read aloud.</p> <p><u>Buildings Study</u>  p. 23 Exploring the Topic - Day 5 Choice Time  p. 23 Exploring the Topic - Day 5 Read-Aloud  p. 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</p>
DESCRIPTOR	1.2.PK.L.3.	<p>Respond to and build on comments from other children.</p> <p><u>Buildings Study</u>  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. 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>
DESCRIPTOR	1.2.PK.L.4.	Use ideas gained in group reading activities in other daily routines, learning centers, and activities.

		<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>
STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.3.PK.A.	Key Ideas and Details Theme: With prompting and support, retell a familiar story in a sequence with picture support.
DESCRIPTOR	1.3.PK.A.1.	Retell a story in sequential order using various materials. <p><u>Buildings Study</u></p> <p>p. 23 Exploring the Topic - Day 5 Small Group</p> <p>p. 29 Investigation 1 Day 1 Read-Aloud</p> <p>p. 33 Investigation 1 Day 3 Read-Aloud</p> <p>p. 37 Investigation 1 Day 5 Read-Aloud</p> <p>p. 49 Investigation 2 Day 5 Read-Aloud</p> <p>p. 53 Investigation 3 Day 1 Read-Aloud</p> <p>p. 59 Investigation 3 Day 4 Read-Aloud</p> <p>p. 65 Investigation 4 Day 1 Read-Aloud</p> <p>p. 69 Investigation 4 Day 3 Read-Aloud</p> <p>p. 75 Investigation 5 Day 2 Read-Aloud</p>
STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?

DESCRIPTOR / STANDARD	1.3.PK.B.	Key Ideas and Details Text Analysis: Answer questions about a particular story (who, what, how, when, and where).
DESCRIPTOR	1.3.PK.B.1.	Use specific details from the story to answer questions.  <u>Buildings Study</u> 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 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. 36 Investigation 1 Day 5 Large Group 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. 49 Investigation 2 Day 5 Small Group p. 53 Investigation 3 Day 1 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. 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. 80 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Read-Aloud p. 95 Celebrating Learning Day 1 Small Group
STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.3.PK.C.	Key Ideas and Details Literary Elements: With prompting and support, answer questions to identify characters, settings, and major events in a story.
DESCRIPTOR	1.3.PK.C.2.	Demonstrate understanding that "characters" are people or animals who have a role in the story.  <u>Buildings Study</u> 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

DESCRIPTOR	1.3.PK.C.3.	<p>Respond to questions and prompts about characters, settings and events during a read aloud.</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. 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. 36 Investigation 1 Day 5 Large Group  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. 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 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</p>
STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature
STANDARD		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
DESCRIPTOR / STANDARD	1.3.PK.D.	Craft and Structure Point of View: With prompting and support, name the author and illustrator of a story.
DESCRIPTOR	1.3.PK.D.1.	<p>Understand that an author writes the story.</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. 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>
DESCRIPTOR	1.3.PK.D.2.	<p>Understand that the illustrator draws the pictures.</p> <p><u>Buildings Study</u>  p. 19 Exploring the Topic - Day 3 Read-Aloud</p>

		<p>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</p>
<b>STANDARD AREA / STATEMENT</b>	<b>1.3.PK.</b>	<b>Reading Literature</b>
<b>STANDARD</b>		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>1.3.PK.E.</b>	<b>Craft and Structure Text Structure: With prompting and support, recognize common types of text.</b>
<b>DESCRIPTOR</b>	<b>1.3.PK.E.2.</b>	<p>Understand that a storybook has characters, setting, and actions associated with words and, most often, illustrations.</p> <p><u>Buildings Study</u>  p. 15 Exploring the Topic - Day 1 Read-Aloud  p. 17 Exploring the Topic - Day 2 Read-Aloud  p. 19 Exploring the Topic - Day 3 Read-Aloud  p. 21 Exploring the Topic - Day 4 Read-Aloud  p. 23 Exploring the Topic - Day 5 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. 45 Investigation 2 Day 3 Small Group  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. 72 Investigation 5 Day 1 Choice Time  p. 75 Investigation 5 Day 2 Read-Aloud  p. 77 Investigation 5 Day 3 Read-Aloud  p. 77 Investigation 5 Day 3 Small Group</p>
<b>DESCRIPTOR</b>	<b>1.3.PK.E.3.</b>	<p>Understand that a poem consists of words arranged in patterns of sound (e.g. rhyming words, alliteration).</p> <p><u>Buildings Study</u>  p. 97 Celebrating Learning Day 2 Mighty Minutes  p. 14 Exploring the Topic - Day 1 Large Group  p. 15 Exploring the Topic - Day 1 Small Group  p. 18 Exploring the Topic - Day 3 Large Group  p. 19 Exploring the Topic - Day 3 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. 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>

		<p>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. 60 Investigation 3 Day 5 Large Group  p. 61 Investigation 3 Day 5 Small Group  p. 65 Investigation 4 Day 1 Mighty Minutes  p. 67 Investigation 4 Day 2 Mighty Minutes  p. 73 Investigation 5 Day 1 Small Group  p. 80 Investigation 5 Day 5 Large Group  p. 95 Celebrating Learning Day 1 Mighty Minutes  p. 95 Celebrating Learning Day 1 Small Group</p>
DESCRIPTOR	1.3.PK.E.4.	<p>Tell if a text is storybook or poem.</p> <p><u>Buildings Study</u>  p. 15 Exploring the Topic - Day 1 Read-Aloud  p. 16 Exploring the Topic - Day 2 Large Group  p. 17 Exploring the Topic - Day 2 Read-Aloud  p. 17 Exploring the Topic - Day 2 Small Group  p. 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. 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 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. 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. 75 Investigation 5 Day 2 Mighty Minutes  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</p>
STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature
STANDARD		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
DESCRIPTOR / STANDARD	1.3.PK.F.	Craft and Structure Vocabulary: Answer questions about unfamiliar words read aloud from a story.
DESCRIPTOR	1.3.PK.F.1.	Participate in discussions about unfamiliar words.

		<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. 29 Investigation 1 Day 1 Choice Time  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. 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. 69 Investigation 4 Day 3 Read-Aloud  p. 75 Investigation 5 Day 2 Read-Aloud</p>
DESCRIPTOR	1.3.PK.F.2.	<p>Connect prior understandings to unfamiliar 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. 29 Investigation 1 Day 1 Choice Time  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. 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. 69 Investigation 4 Day 3 Read-Aloud  p. 75 Investigation 5 Day 2 Read-Aloud</p>
STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature
STANDARD		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
DESCRIPTOR / STANDARD	1.3.PK.G.	Integration of Knowledge and Ideas Sources: Describe pictures in books using detail.
DESCRIPTOR	1.3.PK.G.1.	<p>Attach action and descriptive words to illustrations (e.g. “That man in the yellow hat is running fast”).</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 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>

		<p>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</p>
<b>STANDARD AREA / STATEMENT</b>	<b>1.3.PK.</b>	<b>Reading Literature</b>
<b>STANDARD</b>		<p><b>Big Idea:</b> Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. <b>Essential Questions:</b> What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>1.3.PK.H.</b>	<b>Integration of Knowledge and Ideas Text Analysis: Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.</b>
<b>DESCRIPTOR</b>	<b>1.3.PK.H.1.</b>	<p>Understand that characters within the same story or characters from different stories can be compared and contrasted.</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. 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>
<b>DESCRIPTOR</b>	<b>1.3.PK.H.2.</b>	<p>Participate in strategies that provide opportunities to compare and contrast the experiences of characters (e.g. Venn diagrams, T-charts, dramatic 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. 30 Investigation 1 Day 2 Large 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. 36 Investigation 1 Day 5 Large Group  p. 37 Investigation 1 Day 5 Mighty Minutes  p. 40 Investigation 2 Day 1 Large Group  p. 41 Investigation 2 Day 1 Mighty Minutes  p. 41 Investigation 2 Day 1 Read-Aloud  p. 42 Investigation 2 Day 2 Large Group</p>



		<p>p. 43 Investigation 2 Day 2 Choice Time</p> <p>p. 43 Investigation 2 Day 2 Mighty Minutes</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 Read-Aloud</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. 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 Large-Group Roundup</p> <p>p. 53 Investigation 3 Day 1 Mighty Minutes</p> <p>p. 54 Investigation 3 Day 2 Large Group</p> <p>p. 55 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 56 Investigation 3 Day 3 Large Group</p> <p>p. 57 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 58 Investigation 3 Day 4 Large Group</p> <p>p. 59 Investigation 3 Day 4 Large-Group Roundup</p> <p>p. 59 Investigation 3 Day 4 Small Group</p> <p>p. 60 Investigation 3 Day 5 Large Group</p> <p>p. 64 Investigation 4 Day 1 Large Group</p> <p>p. 65 Investigation 4 Day 1 Mighty Minutes</p> <p>p. 65 Investigation 4 Day 1 Small Group</p> <p>p. 66 Investigation 4 Day 2 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 Small Group</p> <p>p. 71 Investigation 5 Outdoor Experiences</p> <p>p. 72 Investigation 5 Day 1 Large Group</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. 75 Investigation 5 Day 2 Large-Group Roundup</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 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> <p>p. 97 Celebrating Learning Day 2 Small Group</p>
<b>STANDARD AREA / STATEMENT</b>	<b>1.3.PK.</b>	<b>Reading Literature</b>
<b>STANDARD</b>		<p><b>Big Idea:</b> Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. <b>Essential Questions:</b> What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>1.3.PK.I.</b>	<b>Vocabulary Acquisition &amp; Use Strategies: With prompting and support, clarify unknown words or phrases read aloud.</b>
<b>DESCRIPTOR</b>	<b>1.3.PK.I.1.</b>	<p>Recognize words or phrases that are unfamiliar to them.</p> <p><u>Buildings Study</u></p> <p>p. 14 Exploring the Topic - Day 1 Large Group</p> <p>p. 35 Investigation 1 Day 4 Small Group</p>

		<p>p. 41 Investigation 2 Day 1 Small Group  p. 43 Investigation 2 Day 2 Small Group  p. 57 Investigation 3 Day 3 Read-Aloud  p. 57 Investigation 3 Day 3 Small Group  p. 69 Investigation 4 Day 3 Small Group  p. 77 Investigation 5 Day 3 Small Group  p. 79 Investigation 5 Day 4 Small Group  p. 81 Investigation 5 Day 5 Small Group  p. 94 Celebrating Learning Day 1 Choice Time  p. 97 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	1.3.PK.I.3.	<p>Talk about connections between familiar and unfamiliar words or phrases that mean similar things (e.g. grass, lawn).</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. 29 Investigation 1 Day 1 Choice Time  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. 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. 69 Investigation 4 Day 3 Read-Aloud  p. 75 Investigation 5 Day 2 Read-Aloud</p>
STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature
STANDARD		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
DESCRIPTOR / STANDARD	1.3.PK.J.	Vocabulary Acquisition and Use: Use new vocabulary and phrases acquired in conversations and being read to.
DESCRIPTOR	1.3.PK.J.1.	<p>Talk about pictures using new vocabulary words or phrases.</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 Read-Aloud  p. 15 Exploring the Topic - Day 1 Small Group  p. 16 Exploring the Topic - Day 2 Large Group  p. 17 Exploring the Topic - Day 2 Choice Time  p. 17 Exploring the Topic - Day 2 Read-Aloud  p. 17 Exploring the Topic - Day 2 Small Group  p. 18 Exploring the Topic - Day 3 Large Group  p. 19 Exploring the Topic - Day 3 Small Group  p. 20 Exploring the Topic - Day 4 Large Group  p. 21 Exploring the Topic - Day 4 Choice Time  p. 21 Exploring the Topic - Day 4 Large-Group Roundup  p. 21 Exploring the Topic - Day 4 Read-Aloud  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>

p. 29 Investigation 1 Day 1 Choice Time  
 p. 29 Investigation 1 Day 1 Read-Aloud  
 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 Read-Aloud  
 p. 33 Investigation 1 Day 3 Small Group  
 p. 34 Investigation 1 Day 4 Choice Time  
 p. 34 Investigation 1 Day 4 Large Group  
 p. 35 Investigation 1 Day 4 Large-Group Roundup  
 p. 35 Investigation 1 Day 4 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 Read-Aloud  
 p. 37 Investigation 1 Day 5 Small Group  
 p. 40 Investigation 2 Day 1 Large Group  
 p. 41 Investigation 2 Day 1 Large-Group Roundup  
 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 Read-Aloud  
 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 Read-Aloud  
 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. 53 Investigation 3 Day 1 Read-Aloud  
 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 Read-Aloud  
 p. 59 Investigation 3 Day 4 Small Group  
 p. 60 Investigation 3 Day 5 Large Group  
 p. 61 Investigation 3 Day 5 Read-Aloud  
 p. 61 Investigation 3 Day 5 Small Group  
 p. 64 Investigation 4 Day 1 Choice Time  
 p. 64 Investigation 4 Day 1 Large Group  
 p. 65 Investigation 4 Day 1 Read-Aloud  
 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 Read-Aloud  
 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>p. 73 Investigation 5 Day 1 Read-Aloud  p. 74 Investigation 5 Day 2 Large Group  p. 75 Investigation 5 Day 2 Read-Aloud  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>DESCRIPTOR</p>	<p>1.3.PK.J.2.</p>	<p>Use new vocabulary in the context of dramatic play, daily routines and classroom conversations.</p> <p><u>Buildings Study</u>  p. 15 Exploring the Topic - Day 1 Read-Aloud  p. 16 Exploring the Topic - Day 2 Large Group  p. 17 Exploring the Topic - Day 2 Mighty Minutes  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. 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 Choice Time  p. 29 Investigation 1 Day 1 Large-Group Roundup  p. 29 Investigation 1 Day 1 Read-Aloud  p. 29 Investigation 1 Day 1 Small Group  p. 32 Investigation 1 Day 3 Large Group  p. 33 Investigation 1 Day 3 Mighty Minutes  p. 33 Investigation 1 Day 3 Read-Aloud  p. 34 Investigation 1 Day 4 Large Group  p. 35 Investigation 1 Day 4 Mighty Minutes  p. 36 Investigation 1 Day 5 Large Group  p. 37 Investigation 1 Day 5 Mighty Minutes  p. 37 Investigation 1 Day 5 Read-Aloud  p. 41 Investigation 2 Day 1 Large-Group Roundup  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. 47 Investigation 2 Day 4 Read-Aloud  p. 48 Investigation 2 Day 5 Large Group  p. 49 Investigation 2 Day 5 Mighty Minutes  p. 49 Investigation 2 Day 5 Read-Aloud  p. 49 Investigation 2 Day 5 Small Group  p. 52 Investigation 3 Day 1 Large Group  p. 53 Investigation 3 Day 1 Mighty Minutes  p. 53 Investigation 3 Day 1 Read-Aloud  p. 56 Investigation 3 Day 3 Large Group  p. 59 Investigation 3 Day 4 Large-Group Roundup  p. 59 Investigation 3 Day 4 Read-Aloud  p. 60 Investigation 3 Day 5 Large Group  p. 65 Investigation 4 Day 1 Mighty Minutes  p. 65 Investigation 4 Day 1 Read-Aloud  p. 65 Investigation 4 Day 1 Small Group</p>

		<p>p. 68 Investigation 4 Day 3 Large Group  p. 69 Investigation 4 Day 3 Read-Aloud  p. 69 Investigation 4 Day 3 Small Group  p. 71 Investigation 5 Outdoor Experiences  p. 73 Investigation 5 Day 1 Mighty Minutes  p. 73 Investigation 5 Day 1 Small Group  p. 74 Investigation 5 Day 2 Large Group  p. 75 Investigation 5 Day 2 Read-Aloud  p. 77 Investigation 5 Day 3 Mighty Minutes  p. 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>
DESCRIPTOR	1.3.PK.J.3.	<p>Begin to use new vocabulary when asking questions or describing situations or objects.</p> <p><b>Buildings Study</b>  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. 29 Investigation 1 Day 1 Choice Time  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. 41 Investigation 2 Day 1 Large-Group Roundup  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 Large-Group Roundup  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. 69 Investigation 4 Day 3 Read-Aloud  p. 75 Investigation 5 Day 2 Read-Aloud</p>
STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature
STANDARD		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
DESCRIPTOR / STANDARD	1.3.PK.K.	Range of Reading: With prompting and support, actively engage in group reading activities with purpose and understanding.
DESCRIPTOR	1.3.PK.K.1.	<p>Ask and answer questions about story or poem being read aloud.</p> <p><b>Buildings Study</b>  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 Small Group  p. 29 Investigation 1 Day 1 Choice Time</p>

		<p>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. 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. 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. 80 Investigation 5 Day 5 Large Group  p. 81 Investigation 5 Day 5 Read-Aloud  p. 95 Celebrating Learning Day 1 Small Group</p>
DESCRIPTOR	1.3.PK.K.3.	<p>Respond to and build on comments from other children.</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. 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. 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. 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</p>
DESCRIPTOR	1.3.PK.K.4.	<p>Use ideas gained in group reading activities in other daily routines, learning centers, and activities.</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. 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>

		<p>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. 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</p>
<b>STANDARD AREA / STATEMENT</b>	1.4.PK.	Writing
<b>STANDARD</b>		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
<b>DESCRIPTOR / STANDARD</b>	1.4.PK.A.	Informative/ Explanatory: Draw/dictate to compose informative /explanatory texts examining a topic.
<b>DESCRIPTOR</b>	1.4.PK.A.1.	<p>Use illustration/dictation to convey meaning about a particular topic.</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>
<b>STANDARD AREA / STATEMENT</b>	1.4.PK.	Writing
<b>STANDARD</b>		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand

		knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
<b>DESCRIPTOR / STANDARD</b>	1.4.PK.C.	<b>Informative / Explanatory Organization: With prompting and support, generate ideas to convey information.</b>
<b>DESCRIPTOR</b>	1.4.PK.C.2.	Tell teacher what she/he will draw.  <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
<b>STANDARD AREA / STATEMENT</b>	1.4.PK.	<b>Writing</b>
<b>STANDARD</b>		<b>Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?</b>
<b>DESCRIPTOR / STANDARD</b>	1.4.PK.D.	<b>Informative/ Explanatory Organization: With prompting and support, make logical connections between drawing and dictation.</b>
<b>DESCRIPTOR</b>	1.4.PK.D.1.	Understand that words are connected to print.  <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
<b>DESCRIPTOR</b>	1.4.PK.D.2.	Work with teacher to create words or sentences that relate to drawings.  <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
<b>STANDARD AREA / STATEMENT</b>	1.4.PK.	Writing
<b>STANDARD</b>		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
<b>DESCRIPTOR / STANDARD</b>	1.4.PK.E.	Informative / Explanatory Conventions of: Emerging to...Spell simple words phonetically.
<b>DESCRIPTOR</b>	1.4.PK.E.1.	Write symbols, letters, or letter-like shapes.  <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 21 Exploring the Topic - Day 4 Small Group p. 30 Investigation 1 Day 2 Large Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 45 Investigation 2 Day 3 Small Group p. 54 Investigation 3 Day 2 Large Group p. 66 Investigation 4 Day 2 Large Group p. 72 Investigation 5 Day 1 Choice Time p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group
<b>DESCRIPTOR</b>	1.4.PK.E.2.	Attempt to reproduce own name and/or simple words, with most letters correct.  <u>Buildings Study</u> p. 21 Exploring the Topic - Day 4 Small Group p. 45 Investigation 2 Day 3 Small Group
<b>STANDARD AREA / STATEMENT</b>	1.4.PK.	Writing
<b>STANDARD</b>		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
<b>DESCRIPTOR / STANDARD</b>	1.4.PK.M.	Narrative: Dictate narratives to describe real or imagined experiences or events.
<b>DESCRIPTOR</b>	1.4.PK.M.1.	Use illustration/dictation to convey meaning about an experience or event.  <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>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>
DESCRIPTOR	1.4.PK.M.2.	<p>Create a picture about an experience or event and talk about it with the teacher.</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>
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.N.	Narrative Focus: Establish “who” and “what” the narrative will be about.
DESCRIPTOR	1.4.PK.N.2.	<p>Understand that “who” a story will be about refers to the person, animal, or animated object that the story will be about.</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. 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>

		<p>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>
DESCRIPTOR	1.4.PK.N.3.	<p>Understand that “what” a story will be about refers to the sequenced events that happen to the referenced “who”.</p> <p><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</p>
DESCRIPTOR	1.4.PK.N.4.	<p>Respond when asked “who” or “what” a story is about, and follow through when drawing about or dictating the story.</p> <p><u>Buildings Study</u>  p. 14 Exploring the Topic - Day 1 Choice Time  p. 14 Exploring the Topic - Day 1 Large Group  p. 15 Exploring the Topic - Day 1 Small Group  p. 16 Exploring the Topic - Day 2 Large Group  p. 17 Exploring the Topic - Day 2 Choice Time  p. 17 Exploring the Topic - Day 2 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. 37 Investigation 1 Day 5 Small 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. 44 Investigation 2 Day 3 Large Group  p. 45 Investigation 2 Day 3 Small Group  p. 47 Investigation 2 Day 4 Large-Group Roundup  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. 51 Investigation 3 Outdoor Experiences  p. 52 Investigation 3 Day 1 Choice Time</p>

		<p>p. 53 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 53 Investigation 3 Day 1 Small Group</p> <p>p. 54 Investigation 3 Day 2 Large Group</p> <p>p. 55 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 55 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 55 Investigation 3 Day 2 Small Group</p> <p>p. 56 Investigation 3 Day 3 Choice Time</p> <p>p. 57 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 57 Investigation 3 Day 3 Small Group</p> <p>p. 58 Investigation 3 Day 4 Choice Time</p> <p>p. 58 Investigation 3 Day 4 Large Group</p> <p>p. 59 Investigation 3 Day 4 Large-Group Roundup</p> <p>p. 59 Investigation 3 Day 4 Small Group</p> <p>p. 60 Investigation 3 Day 5 Choice Time</p> <p>p. 60 Investigation 3 Day 5 Large Group</p> <p>p. 64 Investigation 4 Day 1 Choice Time</p> <p>p. 64 Investigation 4 Day 1 Large Group</p> <p>p. 65 Investigation 4 Day 1 Mighty Minutes</p> <p>p. 65 Investigation 4 Day 1 Small Group</p> <p>p. 66 Investigation 4 Day 2 Choice Time</p> <p>p. 66 Investigation 4 Day 2 Large Group</p> <p>p. 67 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 67 Investigation 4 Day 2 Small Group</p> <p>p. 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. 72 Investigation 5 Day 1 Choice Time</p> <p>p. 72 Investigation 5 Day 1 Large Group</p> <p>p. 74 Investigation 5 Day 2 Choice Time</p> <p>p. 75 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 75 Investigation 5 Day 2 Small Group</p> <p>p. 76 Investigation 5 Day 3 Large Group</p> <p>p. 77 Investigation 5 Day 3 Large-Group Roundup</p> <p>p. 77 Investigation 5 Day 3 Small Group</p> <p>p. 78 Investigation 5 Day 4 Large Group</p> <p>p. 79 Investigation 5 Day 4 Choice Time</p> <p>p. 79 Investigation 5 Day 4 Read-Aloud</p> <p>p. 79 Investigation 5 Day 4 Small Group</p> <p>p. 81 Investigation 5 Day 5 Small Group</p> <p>p. 94 Celebrating Learning Day 1 Large Group</p> <p>p. 95 Celebrating Learning Day 1 Read-Aloud</p> <p>p. 95 Celebrating Learning Day 1 Small Group</p> <p>p. 96 Celebrating Learning Day 2 Large Group</p> <p>p. 96 Celebrating Learning Day 2 Choice Time</p> <p>p. 97 Celebrating Learning Day 2 Read-Aloud</p> <p>p. 97 Celebrating Learning Day 2 Small Group</p>
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.O.	Narrative Content: With prompting and support, describe experiences and events.
DESCRIPTOR	1.4.PK.O.1.	<p>When prompted, provide details (e.g. descriptive words, feelings and thoughts of the character) to further develop a story.</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 Read-Aloud</p>

p. 15 Exploring the Topic - Day 1 Small Group  
 p. 16 Exploring the Topic - Day 2 Large Group  
 p. 17 Exploring the Topic - Day 2 Choice Time  
 p. 17 Exploring the Topic - Day 2 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 Choice Time  
 p. 29 Investigation 1 Day 1 Read-Aloud  
 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 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 Mighty Minutes  
 p. 37 Investigation 1 Day 5 Read-Aloud  
 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. 49 Investigation 2 Day 5 Read-Aloud  
 p. 52 Investigation 3 Day 1 Choice Time  
 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 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. 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. 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 Read-Aloud  
 p. 65 Investigation 4 Day 1 Small Group  
 p. 66 Investigation 4 Day 2 Choice Time

		<p>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. 69 Investigation 4 Day 3 Read-Aloud  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 Read-Aloud  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 Read-Aloud  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>
DESCRIPTOR	1.4.PK.O.2.	<p>Tell teacher what she/he has drawn/written about.</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 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>

		<p>p. 48 Investigation 2 Day 5 Choice Time</p> <p>p. 49 Investigation 2 Day 5 Large-Group Roundup</p> <p>p. 52 Investigation 3 Day 1 Choice Time</p> <p>p. 53 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 53 Investigation 3 Day 1 Small Group</p> <p>p. 54 Investigation 3 Day 2 Large Group</p> <p>p. 55 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 55 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 55 Investigation 3 Day 2 Small Group</p> <p>p. 56 Investigation 3 Day 3 Choice Time</p> <p>p. 57 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 57 Investigation 3 Day 3 Small Group</p> <p>p. 58 Investigation 3 Day 4 Choice Time</p> <p>p. 58 Investigation 3 Day 4 Large Group</p> <p>p. 59 Investigation 3 Day 4 Large-Group Roundup</p> <p>p. 59 Investigation 3 Day 4 Small Group</p> <p>p. 60 Investigation 3 Day 5 Choice Time</p> <p>p. 60 Investigation 3 Day 5 Large Group</p> <p>p. 64 Investigation 4 Day 1 Choice Time</p> <p>p. 64 Investigation 4 Day 1 Large Group</p> <p>p. 65 Investigation 4 Day 1 Mighty Minutes</p> <p>p. 65 Investigation 4 Day 1 Small Group</p> <p>p. 66 Investigation 4 Day 2 Choice Time</p> <p>p. 66 Investigation 4 Day 2 Large Group</p> <p>p. 67 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 67 Investigation 4 Day 2 Small Group</p> <p>p. 69 Investigation 4 Day 3 Choice Time</p> <p>p. 69 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 72 Investigation 5 Day 1 Choice Time</p> <p>p. 72 Investigation 5 Day 1 Large Group</p> <p>p. 74 Investigation 5 Day 2 Choice Time</p> <p>p. 75 Investigation 5 Day 2 Small Group</p> <p>p. 76 Investigation 5 Day 3 Large Group</p> <p>p. 77 Investigation 5 Day 3 Large-Group Roundup</p> <p>p. 77 Investigation 5 Day 3 Small Group</p> <p>p. 78 Investigation 5 Day 4 Large Group</p> <p>p. 79 Investigation 5 Day 4 Choice Time</p> <p>p. 79 Investigation 5 Day 4 Read-Aloud</p> <p>p. 79 Investigation 5 Day 4 Small Group</p> <p>p. 81 Investigation 5 Day 5 Small Group</p> <p>p. 94 Celebrating Learning Day 1 Large Group</p> <p>p. 95 Celebrating Learning Day 1 Read-Aloud</p> <p>p. 95 Celebrating Learning Day 1 Small Group</p> <p>p. 96 Celebrating Learning Day 2 Large Group</p> <p>p. 96 Celebrating Learning Day 2 Choice Time</p> <p>p. 97 Celebrating Learning Day 2 Read-Aloud</p> <p>p. 97 Celebrating Learning Day 2 Small Group</p>
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.P.	Narrative Organization: Recount a single event and tell about the events in the order in which they occurred.
DESCRIPTOR	1.4.PK.P.1.	Understand that stories can be told about a single event.  <u>Buildings Study</u> p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Small Group

		p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group
DESCRIPTOR	1.4.PK.P.2.	Understand that a single event is made up of a series of smaller events that are in a sequence (before, next, end).  <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
DESCRIPTOR	1.4.PK.P.3.	Respond with a logical sequence of events when asked “what” their story is about.  <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
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.R.	Narrative Conventions of Language: Emerging to...Spell simple words phonetically.
DESCRIPTOR	1.4.PK.R.1.	Write symbols, letters, or letter like shapes.  <u>Buildings Study</u> p. 21 Exploring the Topic - Day 4 Small Group p. 45 Investigation 2 Day 3 Small Group
DESCRIPTOR	1.4.PK.R.2.	Attempt to reproduce own name and/or simple words, with most letters correct.  <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 21 Exploring the Topic - Day 4 Small Group p. 30 Investigation 1 Day 2 Large Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 45 Investigation 2 Day 3 Small Group p. 54 Investigation 3 Day 2 Large Group p. 66 Investigation 4 Day 2 Large Group p. 72 Investigation 5 Day 1 Choice Time p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group
STANDARD AREA /	1.4.PK.	Writing



STATEMENT		
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.T.	Production and Distribution of Writing Process: With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.
DESCRIPTOR	1.4.PK.T.1.	Understand that drawings and dictations can convey meaning to an audience.  <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
DESCRIPTOR	1.4.PK.T.3.	Share work with others.  <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
DESCRIPTOR	1.4.PK.T.4.	Participate in discussions about their work.  <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
STANDARD AREA /	1.4.PK.	Writing

STATEMENT		
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.V.	Conducting Research: Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.
DESCRIPTOR	1.4.PK.V.1.	Ask adults for explanations or information using why, how, where and when questions (e.g. “Why do leaves turn colors?”, “Why doesn’t Jamal like pizza?”).  <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
DESCRIPTOR	1.4.PK.V.2.	Use a variety of resources (e.g. adults and peers, books, digital media, maps, recipes, experts) to find new information.  <u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 27 Investigation 1 Outdoor Experiences 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 p. 94 Celebrating Learning Day 1 Choice Time p. 94 Celebrating Learning Day 1 Large Group
STANDARD AREA / STATEMENT	1.5.PK.	Speaking and Listening
STANDARD		Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?
DESCRIPTOR / STANDARD	1.5.PK.A.	Comprehension and Collaboration Collaborative Discussion: Participate in collaborative conversations with peers and adults in small and larger groups.
DESCRIPTOR	1.5.PK.A.1.	Communicate using detail related to topic being discussed.  <u>Buildings Study</u> p. 13 Exploring the Topic - Outdoor Experiences p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Large-Group Roundup p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Small Group p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Large-Group Roundup p. 21 Exploring the Topic - Day 4 Small Group

p. 22 Exploring the Topic - Day 5 Large Group  
 p. 23 Exploring the Topic - Day 5 Large-Group Roundup  
 p. 23 Exploring the Topic - Day 5 Small Group  
 p. 27 Investigation 1 Outdoor Experiences  
 p. 28 Investigation 1 Day 1 Large Group  
 p. 29 Investigation 1 Day 1 Large-Group Roundup  
 p. 29 Investigation 1 Day 1 Read-Aloud  
 p. 29 Investigation 1 Day 1 Small Group  
 p. 30 Investigation 1 Day 2 Large Group  
 p. 31 Investigation 1 Day 2 Large-Group Roundup  
 p. 31 Investigation 1 Day 2 Small Group  
 p. 32 Investigation 1 Day 3 Large Group  
 p. 33 Investigation 1 Day 3 Large-Group Roundup  
 p. 33 Investigation 1 Day 3 Read-Aloud  
 p. 33 Investigation 1 Day 3 Small Group  
 p. 34 Investigation 1 Day 4 Large Group  
 p. 35 Investigation 1 Day 4 Large-Group Roundup  
 p. 35 Investigation 1 Day 4 Small Group  
 p. 36 Investigation 1 Day 5 Large Group  
 p. 37 Investigation 1 Day 5 Large-Group Roundup  
 p. 37 Investigation 1 Day 5 Read-Aloud  
 p. 37 Investigation 1 Day 5 Small Group  
 p. 39 Investigation 2 Outdoor Experiences  
 p. 40 Investigation 2 Day 1 Choice Time  
 p. 40 Investigation 2 Day 1 Large Group  
 p. 41 Investigation 2 Day 1 Large-Group Roundup  
 p. 41 Investigation 2 Day 1 Small Group  
 p. 42 Investigation 2 Day 2 Large Group  
 p. 43 Investigation 2 Day 2 Choice Time  
 p. 43 Investigation 2 Day 2 Large-Group Roundup  
 p. 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 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>p. 61 Investigation 3 Day 5 Small Group  p. 63 Investigation 4 Outdoor Experience  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 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. 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>
DESCRIPTOR	1.5.PK.A.2.	<p>Pose questions related to topic being discussed.</p> <p><u>Buildings Study</u></p> <p>p. 13 Exploring the Topic - Outdoor Experiences  p. 14 Exploring the Topic - Day 1 Choice Time  p. 14 Exploring the Topic - Day 1 Large Group  p. 15 Exploring the Topic - Day 1 Large-Group Roundup  p. 15 Exploring the Topic - Day 1 Small Group  p. 16 Exploring the Topic - Day 2 Large Group  p. 17 Exploring the Topic - Day 2 Large-Group Roundup  p. 17 Exploring the Topic - Day 2 Small Group  p. 18 Exploring the Topic - Day 3 Choice Time  p. 18 Exploring the Topic - Day 3 Large Group  p. 19 Exploring the Topic - Day 3 Large-Group Roundup  p. 19 Exploring the Topic - Day 3 Small Group  p. 20 Exploring the Topic - Day 4 Large Group  p. 21 Exploring the Topic - Day 4 Large-Group Roundup</p>

p. 21 Exploring the Topic - Day 4 Small Group  
 p. 22 Exploring the Topic - Day 5 Large Group  
 p. 23 Exploring the Topic - Day 5 Large-Group Roundup  
 p. 23 Exploring the Topic - Day 5 Small Group  
 p. 27 Investigation 1 Outdoor Experiences  
 p. 28 Investigation 1 Day 1 Large Group  
 p. 29 Investigation 1 Day 1 Large-Group Roundup  
 p. 29 Investigation 1 Day 1 Read-Aloud  
 p. 29 Investigation 1 Day 1 Small Group  
 p. 30 Investigation 1 Day 2 Large Group  
 p. 31 Investigation 1 Day 2 Large-Group Roundup  
 p. 31 Investigation 1 Day 2 Small Group  
 p. 32 Investigation 1 Day 3 Large Group  
 p. 33 Investigation 1 Day 3 Large-Group Roundup  
 p. 33 Investigation 1 Day 3 Read-Aloud  
 p. 33 Investigation 1 Day 3 Small Group  
 p. 34 Investigation 1 Day 4 Large Group  
 p. 35 Investigation 1 Day 4 Large-Group Roundup  
 p. 35 Investigation 1 Day 4 Small Group  
 p. 36 Investigation 1 Day 5 Large Group  
 p. 37 Investigation 1 Day 5 Large-Group Roundup  
 p. 37 Investigation 1 Day 5 Read-Aloud  
 p. 37 Investigation 1 Day 5 Small Group  
 p. 39 Investigation 2 Outdoor Experiences  
 p. 40 Investigation 2 Day 1 Choice Time  
 p. 40 Investigation 2 Day 1 Large Group  
 p. 41 Investigation 2 Day 1 Large-Group Roundup  
 p. 41 Investigation 2 Day 1 Small Group  
 p. 42 Investigation 2 Day 2 Large Group  
 p. 43 Investigation 2 Day 2 Choice Time  
 p. 43 Investigation 2 Day 2 Large-Group Roundup  
 p. 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 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>p. 61 Investigation 3 Day 5 Large-Group Roundup  p. 61 Investigation 3 Day 5 Small Group  p. 63 Investigation 4 Outdoor Experience  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 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. 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>
DESCRIPTOR	1.5.PK.A.3.	<p>Allow wait time before responding.</p> <p><u>Buildings Study</u></p> <p>p. 13 Exploring the Topic - Outdoor Experiences  p. 14 Exploring the Topic - Day 1 Choice Time  p. 14 Exploring the Topic - Day 1 Large Group  p. 15 Exploring the Topic - Day 1 Large-Group Roundup  p. 15 Exploring the Topic - Day 1 Small Group  p. 16 Exploring the Topic - Day 2 Large Group  p. 17 Exploring the Topic - Day 2 Large-Group Roundup  p. 17 Exploring the Topic - Day 2 Small Group  p. 18 Exploring the Topic - Day 3 Choice Time  p. 18 Exploring the Topic - Day 3 Large Group  p. 19 Exploring the Topic - Day 3 Large-Group Roundup  p. 19 Exploring the Topic - Day 3 Small Group  p. 20 Exploring the Topic - Day 4 Large Group</p>

p. 21 Exploring the Topic - Day 4 Large-Group Roundup  
 p. 21 Exploring the Topic - Day 4 Small Group  
 p. 22 Exploring the Topic - Day 5 Large Group  
 p. 23 Exploring the Topic - Day 5 Large-Group Roundup  
 p. 23 Exploring the Topic - Day 5 Small Group  
 p. 27 Investigation 1 Outdoor Experiences  
 p. 28 Investigation 1 Day 1 Large Group  
 p. 29 Investigation 1 Day 1 Large-Group Roundup  
 p. 29 Investigation 1 Day 1 Read-Aloud  
 p. 29 Investigation 1 Day 1 Small Group  
 p. 30 Investigation 1 Day 2 Large Group  
 p. 31 Investigation 1 Day 2 Large-Group Roundup  
 p. 31 Investigation 1 Day 2 Small Group  
 p. 32 Investigation 1 Day 3 Large Group  
 p. 33 Investigation 1 Day 3 Large-Group Roundup  
 p. 33 Investigation 1 Day 3 Read-Aloud  
 p. 33 Investigation 1 Day 3 Small Group  
 p. 34 Investigation 1 Day 4 Large Group  
 p. 35 Investigation 1 Day 4 Large-Group Roundup  
 p. 35 Investigation 1 Day 4 Small Group  
 p. 36 Investigation 1 Day 5 Large Group  
 p. 37 Investigation 1 Day 5 Large-Group Roundup  
 p. 37 Investigation 1 Day 5 Read-Aloud  
 p. 37 Investigation 1 Day 5 Small Group  
 p. 39 Investigation 2 Outdoor Experiences  
 p. 40 Investigation 2 Day 1 Choice Time  
 p. 40 Investigation 2 Day 1 Large Group  
 p. 41 Investigation 2 Day 1 Large-Group Roundup  
 p. 41 Investigation 2 Day 1 Small Group  
 p. 42 Investigation 2 Day 2 Large Group  
 p. 43 Investigation 2 Day 2 Choice Time  
 p. 43 Investigation 2 Day 2 Large-Group Roundup  
 p. 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 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>p. 60 Investigation 3 Day 5 Large Group</p> <p>p. 61 Investigation 3 Day 5 Large-Group Roundup</p> <p>p. 61 Investigation 3 Day 5 Small Group</p> <p>p. 63 Investigation 4 Outdoor Experience</p> <p>p. 64 Investigation 4 Day 1 Choice Time</p> <p>p. 64 Investigation 4 Day 1 Large Group</p> <p>p. 65 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 65 Investigation 4 Day 1 Read-Aloud</p> <p>p. 65 Investigation 4 Day 1 Small Group</p> <p>p. 66 Investigation 4 Day 2 Choice Time</p> <p>p. 66 Investigation 4 Day 2 Large Group</p> <p>p. 67 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 67 Investigation 4 Day 2 Read-Aloud</p> <p>p. 67 Investigation 4 Day 2 Small Group</p> <p>p. 68 Investigation 4 Day 3 Large Group</p> <p>p. 69 Investigation 4 Day 3 Choice Time</p> <p>p. 69 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 69 Investigation 4 Day 3 Read-Aloud</p> <p>p. 69 Investigation 4 Day 3 Small Group</p> <p>p. 71 Investigation 5 Outdoor Experiences</p> <p>p. 72 Investigation 5 Day 1 Choice Time</p> <p>p. 72 Investigation 5 Day 1 Large Group</p> <p>p. 73 Investigation 5 Day 1 Large-Group Roundup</p> <p>p. 73 Investigation 5 Day 1 Small Group</p> <p>p. 74 Investigation 5 Day 2 Choice Time</p> <p>p. 74 Investigation 5 Day 2 Large Group</p> <p>p. 75 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 75 Investigation 5 Day 2 Read-Aloud</p> <p>p. 75 Investigation 5 Day 2 Small Group</p> <p>p. 76 Investigation 5 Day 3 Choice Time</p> <p>p. 76 Investigation 5 Day 3 Large Group</p> <p>p. 77 Investigation 5 Day 3 Large-Group Roundup</p> <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>
DESCRIPTOR	1.5.PK.A.4.	<p>Engage in turn taking.</p> <p><u>Buildings Study</u></p> <p>p. 23 Exploring the Topic - Day 5 Small Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 45 Investigation 2 Day 3 Choice Time</p> <p>p. 55 Investigation 3 Day 2 Small Group</p> <p>p. 97 Celebrating Learning Day 2 Large Group Roundup</p>
STANDARD AREA / STATEMENT	1.5.PK.	Speaking and Listening
STANDARD		Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the



		audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?
DESCRIPTOR / STANDARD	1.5.PK.B.	Comprehension and Collaboration Critical Listening: Answer questions about key details in a text read aloud or information presented orally or through other media.
DESCRIPTOR	1.5.PK.B.1.	<p>Respond to a question with an answer or details related to the topic being discussed.</p> <p><u>Buildings Study</u></p> <p>p. 13 Exploring the Topic - Outdoor Experiences  p. 14 Exploring the Topic - Day 1 Choice Time  p. 14 Exploring the Topic - Day 1 Large Group  p. 15 Exploring the Topic - Day 1 Large-Group Roundup  p. 15 Exploring the Topic - Day 1 Small Group  p. 16 Exploring the Topic - Day 2 Large Group  p. 17 Exploring the Topic - Day 2 Choice Time  p. 17 Exploring the Topic - Day 2 Large-Group Roundup  p. 17 Exploring the Topic - Day 2 Read-Aloud  p. 17 Exploring the Topic - Day 2 Small Group  p. 18 Exploring the Topic - Day 3 Choice Time  p. 18 Exploring the Topic - Day 3 Large Group  p. 19 Exploring the Topic - Day 3 Large-Group Roundup  p. 19 Exploring the Topic - Day 3 Mighty Minutes  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 Small Group  p. 27 Investigation 1 Outdoor Experiences  p. 28 Investigation 1 Day 1 Large Group  p. 29 Investigation 1 Day 1 Large-Group Roundup  p. 29 Investigation 1 Day 1 Read-Aloud  p. 29 Investigation 1 Day 1 Small Group  p. 30 Investigation 1 Day 2 Choice Time  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 Small Group</p>

		<p>p. 46 Investigation 2 Day 4 Large Group</p> <p>p. 47 Investigation 2 Day 4 Large-Group Roundup</p> <p>p. 47 Investigation 2 Day 4 Small Group</p> <p>p. 48 Investigation 2 Day 5 Choice Time</p> <p>p. 48 Investigation 2 Day 5 Large Group</p> <p>p. 49 Investigation 2 Day 5 Large-Group Roundup</p> <p>p. 49 Investigation 2 Day 5 Read-Aloud</p> <p>p. 49 Investigation 2 Day 5 Small Group</p> <p>p. 51 Investigation 3 Outdoor Experiences</p> <p>p. 52 Investigation 3 Day 1 Choice Time</p> <p>p. 52 Investigation 3 Day 1 Large Group</p> <p>p. 53 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 53 Investigation 3 Day 1 Read-Aloud</p> <p>p. 53 Investigation 3 Day 1 Small Group</p> <p>p. 54 Investigation 3 Day 2 Large Group</p> <p>p. 55 Investigation 3 Day 2 Choice Time</p> <p>p. 55 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 55 Investigation 3 Day 2 Small Group</p> <p>p. 56 Investigation 3 Day 3 Choice Time</p> <p>p. 56 Investigation 3 Day 3 Large Group</p> <p>p. 57 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 57 Investigation 3 Day 3 Small Group</p> <p>p. 58 Investigation 3 Day 4 Choice Time</p> <p>p. 58 Investigation 3 Day 4 Large Group</p> <p>p. 59 Investigation 3 Day 4 Large-Group Roundup</p> <p>p. 59 Investigation 3 Day 4 Read-Aloud</p> <p>p. 59 Investigation 3 Day 4 Small Group</p> <p>p. 60 Investigation 3 Day 5 Choice Time</p> <p>p. 60 Investigation 3 Day 5 Large Group</p> <p>p. 61 Investigation 3 Day 5 Large-Group Roundup</p> <p>p. 61 Investigation 3 Day 5 Small Group</p> <p>p. 63 Investigation 4 Outdoor Experience</p> <p>p. 64 Investigation 4 Day 1 Choice Time</p> <p>p. 64 Investigation 4 Day 1 Large Group</p> <p>p. 65 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 65 Investigation 4 Day 1 Read-Aloud</p> <p>p. 65 Investigation 4 Day 1 Small Group</p> <p>p. 66 Investigation 4 Day 2 Choice Time</p> <p>p. 66 Investigation 4 Day 2 Large Group</p> <p>p. 67 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 67 Investigation 4 Day 2 Read-Aloud</p> <p>p. 67 Investigation 4 Day 2 Small Group</p> <p>p. 68 Investigation 4 Day 3 Large Group</p> <p>p. 69 Investigation 4 Day 3 Choice Time</p> <p>p. 69 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 69 Investigation 4 Day 3 Read-Aloud</p> <p>p. 69 Investigation 4 Day 3 Small Group</p> <p>p. 71 Investigation 5 Outdoor Experiences</p> <p>p. 72 Investigation 5 Day 1 Choice Time</p> <p>p. 72 Investigation 5 Day 1 Large Group</p> <p>p. 73 Investigation 5 Day 1 Large-Group Roundup</p> <p>p. 73 Investigation 5 Day 1 Small Group</p> <p>p. 74 Investigation 5 Day 2 Choice Time</p> <p>p. 74 Investigation 5 Day 2 Large Group</p> <p>p. 75 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 75 Investigation 5 Day 2 Read-Aloud</p> <p>p. 75 Investigation 5 Day 2 Small Group</p> <p>p. 76 Investigation 5 Day 3 Choice Time</p> <p>p. 76 Investigation 5 Day 3 Large Group</p> <p>p. 77 Investigation 5 Day 3 Large-Group Roundup</p> <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>
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		<p>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>
<b>STANDARD AREA / STATEMENT</b>	<b>1.5.PK.</b>	<b>Speaking and Listening</b>
<b>STANDARD</b>		<p><b>Big Idea:</b> Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. <b>Essential Questions:</b> What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>1.5.PK.C.</b>	<b>Comprehension and Collaboration Evaluating: Respond to what a speaker says in order to follow directions, seek help, or gather information.</b>
<b>DESCRIPTOR</b>	<b>1.5.PK.C.1.</b>	<p>Follow two-step directions.</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>
<b>DESCRIPTOR</b>	<b>1.5.PK.C.2.</b>	<p>Act upon or respond to simple statements and questions showing understanding of intent.</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>

		p. 97 Celebrating Learning Day 2 Small Group
STANDARD AREA / STATEMENT	1.5.PK.	Speaking and Listening
STANDARD		Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?
DESCRIPTOR / STANDARD	1.5.PK.D.	Presentation of Knowledge and Ideas Purpose, Audience, and: Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.
DESCRIPTOR	1.5.PK.D.1.	<p>Talk about stories, experiences, and interests using some detail.</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>

		<p>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>
<b>STANDARD AREA / STATEMENT</b>	<b>1.5.PK.</b>	<b>Speaking and Listening</b>
<b>STANDARD</b>		<p><b>Big Idea:</b> Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. <b>Essential Questions:</b> What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>1.5.PK.E.</b>	<b>Presentation of Knowledge and Ideas Context: Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.</b>
<b>DESCRIPTOR</b>	<b>1.5.PK.E.1.</b>	<p>Talk about personal thoughts, feelings, and ideas.</p> <p><u>Buildings Study</u>  p. 13 Exploring the Topic - Outdoor Experiences  p. 14 Exploring the Topic - Day 1 Choice Time  p. 14 Exploring the Topic - Day 1 Large Group  p. 15 Exploring the Topic - Day 1 Large-Group Roundup  p. 15 Exploring the Topic - Day 1 Small Group  p. 16 Exploring the Topic - Day 2 Large Group  p. 17 Exploring the Topic - Day 2 Large-Group Roundup  p. 17 Exploring the Topic - Day 2 Small Group  p. 18 Exploring the Topic - Day 3 Choice Time  p. 18 Exploring the Topic - Day 3 Large Group  p. 19 Exploring the Topic - Day 3 Large-Group Roundup  p. 19 Exploring the Topic - Day 3 Small Group  p. 20 Exploring the Topic - Day 4 Large Group  p. 21 Exploring the Topic - Day 4 Large-Group Roundup  p. 21 Exploring the Topic - Day 4 Small Group  p. 22 Exploring the Topic - Day 5 Large Group  p. 23 Exploring the Topic - Day 5 Large-Group Roundup  p. 23 Exploring the Topic - Day 5 Small Group  p. 27 Investigation 1 Outdoor Experiences  p. 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>

	<p>p. 43 Investigation 2 Day 2 Large-Group Roundup</p> <p>p. 43 Investigation 2 Day 2 Small Group</p> <p>p. 44 Investigation 2 Day 3 Large Group</p> <p>p. 45 Investigation 2 Day 3 Choice Time</p> <p>p. 45 Investigation 2 Day 3 Large-Group Roundup</p> <p>p. 45 Investigation 2 Day 3 Small Group</p> <p>p. 46 Investigation 2 Day 4 Large Group</p> <p>p. 47 Investigation 2 Day 4 Large-Group Roundup</p> <p>p. 47 Investigation 2 Day 4 Small Group</p> <p>p. 48 Investigation 2 Day 5 Choice Time</p> <p>p. 48 Investigation 2 Day 5 Large Group</p> <p>p. 49 Investigation 2 Day 5 Large-Group Roundup</p> <p>p. 49 Investigation 2 Day 5 Read-Aloud</p> <p>p. 49 Investigation 2 Day 5 Small Group</p> <p>p. 51 Investigation 3 Outdoor Experiences</p> <p>p. 52 Investigation 3 Day 1 Choice Time</p> <p>p. 52 Investigation 3 Day 1 Large Group</p> <p>p. 53 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 53 Investigation 3 Day 1 Read-Aloud</p> <p>p. 53 Investigation 3 Day 1 Small Group</p> <p>p. 54 Investigation 3 Day 2 Large Group</p> <p>p. 55 Investigation 3 Day 2 Choice Time</p> <p>p. 55 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 55 Investigation 3 Day 2 Small Group</p> <p>p. 56 Investigation 3 Day 3 Choice Time</p> <p>p. 56 Investigation 3 Day 3 Large Group</p> <p>p. 57 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 57 Investigation 3 Day 3 Small Group</p> <p>p. 58 Investigation 3 Day 4 Choice Time</p> <p>p. 58 Investigation 3 Day 4 Large Group</p> <p>p. 59 Investigation 3 Day 4 Large-Group Roundup</p> <p>p. 59 Investigation 3 Day 4 Read-Aloud</p> <p>p. 59 Investigation 3 Day 4 Small Group</p> <p>p. 60 Investigation 3 Day 5 Choice Time</p> <p>p. 60 Investigation 3 Day 5 Large Group</p> <p>p. 61 Investigation 3 Day 5 Large-Group Roundup</p> <p>p. 61 Investigation 3 Day 5 Small Group</p> <p>p. 63 Investigation 4 Outdoor Experience</p> <p>p. 64 Investigation 4 Day 1 Choice Time</p> <p>p. 64 Investigation 4 Day 1 Large Group</p> <p>p. 65 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 65 Investigation 4 Day 1 Read-Aloud</p> <p>p. 65 Investigation 4 Day 1 Small Group</p> <p>p. 66 Investigation 4 Day 2 Choice Time</p> <p>p. 66 Investigation 4 Day 2 Large Group</p> <p>p. 67 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 67 Investigation 4 Day 2 Read-Aloud</p> <p>p. 67 Investigation 4 Day 2 Small Group</p> <p>p. 68 Investigation 4 Day 3 Large Group</p> <p>p. 69 Investigation 4 Day 3 Choice Time</p> <p>p. 69 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 69 Investigation 4 Day 3 Read-Aloud</p> <p>p. 69 Investigation 4 Day 3 Small Group</p> <p>p. 71 Investigation 5 Outdoor Experiences</p> <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>
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		<p>p. 77 Investigation 5 Day 3 Large-Group Roundup  p. 77 Investigation 5 Day 3 Small Group  p. 78 Investigation 5 Day 4 Large Group  p. 79 Investigation 5 Day 4 Choice Time  p. 79 Investigation 5 Day 4 Large-Group Roundup  p. 79 Investigation 5 Day 4 Small Group  p. 80 Investigation 5 Day 5 Choice Time  p. 80 Investigation 5 Day 5 Large Group  p. 81 Investigation 5 Day 5 Large-Group Roundup  p. 81 Investigation 5 Day 5 Small Group  p. 93 Celebrating Learning Outdoor Experiences  p. 94 Celebrating Learning Day 1 Choice Time  p. 94 Celebrating Learning Day 1 Large Group  p. 95 Celebrating Learning Day 1 Large Group Roundup  p. 95 Celebrating Learning Day 1 Small Group  p. 96 Celebrating Learning Day 2 Large Group  p. 96 Celebrating Learning Day 2 Choice Time  p. 97 Celebrating Learning Day 2 Large Group Roundup  p. 97 Celebrating Learning Day 2 Small Group</p>
STANDARD AREA / STATEMENT	1.5.PK.	Speaking and Listening
STANDARD		Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?
DESCRIPTOR / STANDARD	1.5.PK.G.	Conventions of Standard English: Demonstrate command of the conventions of standard English when speaking based on pre-kindergarten level and content.
DESCRIPTOR	1.5.PK.G.1.	<p>Speak in complete sentences that contain more than three words.</p> <p><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</p>
SUBJECT / STANDARD AREA	PA.M.	Mathematical Thinking and Expression (Pre-kindergarten)
STANDARD AREA / STATEMENT	2.1.PK.	Numbers and Operations
STANDARD		Big Idea: Mathematical relationships among numbers can be represented, compared, and communicated. Essential Question: How is mathematics used to quantify, compare, represent, and model numbers?
DESCRIPTOR / STANDARD	2.1.PK.A.1.	Counting and Cardinality: Know number names and the count sequence.
DESCRIPTOR	2.1.PK.A.1.1.	<p>Name numerals up to 10.</p> <p><u>Buildings Study</u>  p. 73 Investigation 5 Day 1 Small Group</p>
DESCRIPTOR	2.1.PK.A.1.2.	<p>Rote count up to 20.</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>

		<p>p. 19 Exploring the Topic - Day 3 Small Group  p. 31 Investigation 1 Day 2 Small Group  p. 47 Investigation 2 Day 4 Small Group  p. 95 Celebrating Learning Day 1 Large Group Roundup  p. 95 Celebrating Learning Day 1 Read-Aloud  p. 97 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	2.1.PK.A.1.3.	<p>Match a numeral to a set of 0-10 objects.</p> <p><u>Buildings Study</u>  p. 15 Exploring the Topic - Day 1 Small Group  p. 19 Exploring the Topic - Day 3 Small Group  p. 41 Investigation 2 Day 1 Mighty Minutes  p. 67 Investigation 4 Day 2 Mighty Minutes  p. 67 Investigation 4 Day 2 Small Group  p. 73 Investigation 5 Day 1 Small Group  p. 95 Celebrating Learning Day 1 Large Group Roundup  p. 95 Celebrating Learning Day 1 Mighty Minutes</p>
DESCRIPTOR	2.1.PK.A.1.4.	<p>Represent a number of objects with a written numeral 0-10.</p> <p><u>Buildings Study</u>  p. 69 Investigation 4 Day 3 Mighty Minutes  p. 73 Investigation 5 Day 1 Small Group</p>
DESCRIPTOR	2.1.PK.A.1.6.	<p>Counts on when a specific number is provided.</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. 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. 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 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>
STANDARD AREA / STATEMENT	2.1.PK.	Numbers and Operations
STANDARD		Big Idea: Mathematical relationships among numbers can be represented, compared, and communicated. Essential Question: How is mathematics used to quantify, compare, represent, and model numbers?
DESCRIPTOR / STANDARD	2.1.PK.A.2.	Counting and Cardinality: Count to tell the number of objects.
DESCRIPTOR	2.1.PK.A.2.2.	<p>Use one-to-one correspondence when counting to 10.</p> <p><u>Buildings Study</u>  p. 17 Exploring the Topic - Day 2 Small Group  p. 77 Investigation 5 Day 3 Small Group</p>
DESCRIPTOR	2.1.PK.A.2.3.	State the total number of objects counted, demonstrating understanding that the last number named tells the number of objects counted.



		<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. 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 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
STANDARD AREA / STATEMENT	2.1.PK.	Numbers and Operations
STANDARD		Big Idea: Mathematical relationships among numbers can be represented, compared, and communicated. Essential Question: How is mathematics used to quantify, compare, represent, and model numbers?
DESCRIPTOR / STANDARD	2.1.PK.A.3.	Counting and Cardinality: Compare numbers.
DESCRIPTOR	2.1.PK.A.3.2.	Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.  <u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Small Group p. 19 Exploring the Topic - Day 3 Small Group
DESCRIPTOR	2.1.PK.A.3.3.	Compare two numbers between 1 and 5 when presented as written numerals.  <u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Small Group p. 19 Exploring the Topic - Day 3 Small Group p. 67 Investigation 4 Day 2 Small Group
STANDARD AREA / STATEMENT	2.1.PK.	Numbers and Operations
STANDARD		Big Idea: Mathematical relationships among numbers can be represented, compared, and communicated. Essential Question: How is mathematics used to quantify, compare, represent, and model numbers?
DESCRIPTOR / STANDARD	2.1.PK.MP.	Counting and Cardinality: Use mathematical processes when quantifying, comparing, representing, and modeling numbers.
DESCRIPTOR	2.1.PK.MP.1.	Engage in numerical play.  <u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Small Group p. 19 Exploring the Topic - Day 3 Small Group p. 67 Investigation 4 Day 2 Small Group
DESCRIPTOR	2.1.PK.MP.2.	Persist in numerical play (Reference AL.2.PK.C).  <u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Small Group p. 19 Exploring the Topic - Day 3 Small Group

		p. 67 Investigation 4 Day 2 Small Group
STANDARD AREA / STATEMENT	2.2.PK.	Algebraic Concepts
STANDARD		Big Idea: Mathematical relationships can be represented as expressions, equations, and inequalities in mathematical situations. Essential Question: How are relationships represented mathematically?
DESCRIPTOR / STANDARD	2.2.PK.A.1.	Operations and Algebraic Thinking: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
DESCRIPTOR	2.2.PK.A.1.1.	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations.  <u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 65 Investigation 4 Day 1 Mighty Minutes
DESCRIPTOR	2.2.PK.A.1.2.	Explain adding and subtracting sets of objects up to and including six, using basic math vocabulary (e.g. putting together, adding to, taking away, taking apart, taking from).  <u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 65 Investigation 4 Day 1 Mighty Minutes
DESCRIPTOR	2.2.PK.A.1.3.	Join sets of objects.  <u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group
DESCRIPTOR	2.2.PK.A.1.4.	Separate sets of objects.  <u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Small Group p. 19 Exploring the Topic - Day 3 Small Group p. 67 Investigation 4 Day 2 Small Group
DESCRIPTOR	2.2.PK.A.1.5.	Add objects to a set and tell a number story about it.  <u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group
STANDARD AREA / STATEMENT	2.2.PK.	Algebraic Concepts
STANDARD		Big Idea: Mathematical relationships can be represented as expressions, equations, and inequalities in mathematical situations. Essential Question: How are relationships represented mathematically?
DESCRIPTOR / STANDARD	2.2.PK.MP.	Operations and Algebraic Thinking: Use mathematical processes when representing relationships.
DESCRIPTOR	2.2.PK.MP.1.	Engage in mathematical play.  <u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 65 Investigation 4 Day 1 Mighty Minutes
DESCRIPTOR	2.2.PK.MP.2.	Persist in mathematical play (Reference AL.2.PK.C).  <u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Small Group

		p. 31 Investigation 1 Day 2 Small Group p. 65 Investigation 4 Day 1 Mighty Minutes
DESCRIPTOR	2.2.PK.MP.3.	Problem solve during mathematical play (Reference AL.4.PK.C).  <u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 65 Investigation 4 Day 1 Mighty Minutes
DESCRIPTOR	2.2.PK.MP.4.	When prompted, communicate thinking while engaged in mathematical play.  <u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 65 Investigation 4 Day 1 Mighty Minutes
DESCRIPTOR	2.2.PK.MP.5.	Talk and listen to peers during mathematical play.  <u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 65 Investigation 4 Day 1 Mighty Minutes
STANDARD AREA / STATEMENT	2.3.PK.	Geometry
STANDARD		Big Idea: Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization. Essential Questions: How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems? How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?
DESCRIPTOR / STANDARD	2.3.PK.A.1.	Geometry: Identify and describe shapes.
DESCRIPTOR	2.3.PK.A.1.1.	Describe objects in the environment using names of shapes.  <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
DESCRIPTOR	2.3.PK.A.1.2.	Recognize and describe the attributes of geometric figures.  <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Choice Time p. 15 Exploring the Topic - Day 1 Small Group p. 17 Exploring the Topic - Day 2 Choice Time p. 30 Investigation 1 Day 2 Choice Time p. 34 Investigation 1 Day 4 Choice Time p. 36 Investigation 1 Day 5 Choice Time p. 53 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Mighty Minutes p. 57 Investigation 3 Day 3 Small Group p. 64 Investigation 4 Day 1 Choice Time p. 66 Investigation 4 Day 2 Choice Time
DESCRIPTOR	2.3.PK.A.1.3.	Describe the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to.  <u>Buildings Study</u>

		<p>p. 17 Exploring the Topic - Day 2 Small Group</p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 33 Investigation 1 Day 3 Mighty Minutes</p> <p>p. 55 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 81 Investigation 5 Day 5 Large-Group Roundup</p> <p>p. 81 Investigation 5 Day 5 Mighty Minutes</p>
DESCRIPTOR	2.3.PK.A.1.4.	<p>Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (solid).</p> <p><u>Buildings Study</u></p> <p>p. 14 Exploring the Topic - Day 1 Choice Time</p> <p>p. 15 Exploring the Topic - Day 1 Small Group</p> <p>p. 17 Exploring the Topic - Day 2 Choice Time</p> <p>p. 30 Investigation 1 Day 2 Choice Time</p> <p>p. 34 Investigation 1 Day 4 Choice Time</p> <p>p. 36 Investigation 1 Day 5 Choice Time</p> <p>p. 53 Investigation 3 Day 1 Small Group</p> <p>p. 55 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 57 Investigation 3 Day 3 Small Group</p> <p>p. 64 Investigation 4 Day 1 Choice Time</p> <p>p. 66 Investigation 4 Day 2 Choice Time</p>
STANDARD AREA / STATEMENT	2.3.PK.	Geometry
STANDARD		<p>Big Idea: Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization. Essential Questions: How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems? How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?</p>
DESCRIPTOR / STANDARD	2.3.PK.A.2.	Geometry: Analyze, compare, create, and compose shapes.
DESCRIPTOR	2.3.PK.A.2.1.	<p>Analyze and compare two-and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes.</p> <p><u>Buildings Study</u></p> <p>p. 97 Celebrating Learning Day 2 Mighty Minutes</p> <p>p. 15 Exploring the Topic - Day 1 Small Group</p> <p>p. 17 Exploring the Topic - Day 2 Mighty Minutes</p> <p>p. 19 Exploring the Topic - Day 3 Small Group</p> <p>p. 40 Investigation 2 Day 1 Large Group</p> <p>p. 43 Investigation 2 Day 2 Mighty Minutes</p> <p>p. 45 Investigation 2 Day 3 Mighty Minutes</p> <p>p. 53 Investigation 3 Day 1 Small Group</p> <p>p. 54 Investigation 3 Day 2 Large Group</p> <p>p. 57 Investigation 3 Day 3 Small Group</p> <p>p. 64 Investigation 4 Day 1 Large Group</p> <p>p. 65 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 67 Investigation 4 Day 2 Small Group</p>
DESCRIPTOR	2.3.PK.A.2.2.	<p>Model shapes in the world by building shapes from components and drawing shapes.</p> <p><u>Buildings Study</u></p> <p>p. 14 Exploring the Topic - Day 1 Choice Time</p> <p>p. 15 Exploring the Topic - Day 1 Small Group</p> <p>p. 17 Exploring the Topic - Day 2 Choice Time</p> <p>p. 18 Exploring the Topic - Day 3 Choice Time</p> <p>p. 18 Exploring the Topic - Day 3 Large Group</p> <p>p. 30 Investigation 1 Day 2 Choice Time</p> <p>p. 32 Investigation 1 Day 3 Choice Time</p> <p>p. 46 Investigation 2 Day 4 Choice Time</p> <p>p. 52 Investigation 3 Day 1 Choice Time</p> <p>p. 53 Investigation 3 Day 1 Large-Group Roundup</p>

		<p>p. 53 Investigation 3 Day 1 Small Group  p. 55 Investigation 3 Day 2 Large-Group Roundup  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. 58 Investigation 3 Day 4 Large Group  p. 59 Investigation 3 Day 4 Large-Group Roundup  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 Choice Time  p. 69 Investigation 4 Day 3 Choice Time</p>
DESCRIPTOR	2.3.PK.A.2.3.	<p>Use geoboards to create shapes with rubber bands.</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. 30 Investigation 1 Day 2 Choice Time  p. 34 Investigation 1 Day 4 Choice Time  p. 36 Investigation 1 Day 5 Choice Time  p. 53 Investigation 3 Day 1 Small Group  p. 55 Investigation 3 Day 2 Mighty Minutes  p. 57 Investigation 3 Day 3 Small Group  p. 64 Investigation 4 Day 1 Choice Time  p. 66 Investigation 4 Day 2 Choice Time</p>
DESCRIPTOR	2.3.PK.A.2.4.	<p>Use simple shapes to compose larger shapes.</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. 30 Investigation 1 Day 2 Choice Time  p. 34 Investigation 1 Day 4 Choice Time  p. 36 Investigation 1 Day 5 Choice Time  p. 53 Investigation 3 Day 1 Small Group  p. 55 Investigation 3 Day 2 Mighty Minutes  p. 57 Investigation 3 Day 3 Small Group  p. 64 Investigation 4 Day 1 Choice Time  p. 66 Investigation 4 Day 2 Choice Time</p>
STANDARD AREA / STATEMENT	2.4.PK.	Measurement, Data and Probability
STANDARD		<p>Big Idea: Measurement attributes can be quantified and estimated using customary and non-customary units of measure. Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions.  Essential Questions: Why does “what” we measure influence “how” we measure? How can data be organized and represented to provide insight into the relationship between quantities?</p>
DESCRIPTOR / STANDARD	2.4.PK.A.1.	Measurement and Data: Describe and compare measurable attributes of length and weights of everyday objects.
DESCRIPTOR	2.4.PK.A.1.4.	<p>Practice using measurement vocabulary.</p> <p><u>Buildings Study</u>  p. 59 Investigation 3 Day 4 Small Group</p>
DESCRIPTOR	2.4.PK.A.1.5.	<p>Sort and order by one attribute.</p> <p><u>Buildings Study</u>  p. 19 Exploring the Topic - Day 3 Small Group  p. 21 Exploring the Topic - Day 4 Choice Time</p>
DESCRIPTOR	2.4.PK.A.1.7.	Compare two objects with a measurable attribute in common to see

		<p>which object has “more of”/ “less of” the attribute and describe the difference.</p> <p><u>Buildings Study</u>  p. 19 Exploring the Topic - Day 3 Small Group  p. 21 Exploring the Topic - Day 4 Choice Time</p>
<b>STANDARD AREA / STATEMENT</b>	<b>2.4.PK.</b>	<b>Measurement, Data and Probability</b>
<b>STANDARD</b>		<p>Big Idea: Measurement attributes can be quantified and estimated using customary and non-customary units of measure. Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions.  Essential Questions: Why does “what” we measure influence “how” we measure? How can data be organized and represented to provide insight into the relationship between quantities?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>2.4.PK.A.2.</b>	<b>Measurement and Data: Classify objects and count the number of objects in each category.</b>
<b>DESCRIPTOR</b>	<b>2.4.PK.A.2.1.</b>	<p>Classify up to 10 objects using one attribute into categories.</p> <p><u>Buildings Study</u>  p. 19 Exploring the Topic - Day 3 Small Group  p. 21 Exploring the Topic - Day 4 Choice Time</p>
<b>DESCRIPTOR</b>	<b>2.4.PK.A.2.2.</b>	<p>Display the number of objects in each category.</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. 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. 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 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>
<b>STANDARD AREA / STATEMENT</b>	<b>2.4.PK.</b>	<b>Measurement, Data and Probability</b>
<b>STANDARD</b>		<p>Big Idea: Measurement attributes can be quantified and estimated using customary and non-customary units of measure. Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions.  Essential Questions: Why does “what” we measure influence “how” we measure? How can data be organized and represented to provide insight into the relationship between quantities?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>2.4.PK.MP.</b>	<b>Measurement and Data: Use mathematical processes when measuring; representing, organizing, and understanding data.</b>
<b>DESCRIPTOR</b>	<b>2.4.PK.MP.1.</b>	<p>Engage in activities that include measuring, representing, organizing, and understanding data.</p> <p><u>Buildings Study</u>  p. 15 Exploring the Topic - Day 1 Small Group</p>

		<p>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. 40 Investigation 2 Day 1 Choice Time  p. 55 Investigation 3 Day 2 Mighty Minutes  p. 60 Investigation 3 Day 5 Large Group  p. 67 Investigation 4 Day 2 Small Group</p>
DESCRIPTOR	2.4.PK.MP.2.	<p>Persist in activities that include measuring, representing, organizing, and understanding data (Reference AL.2.PK.C).</p> <p><u>Buildings Study</u>  p. 15 Exploring the Topic - Day 1 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. 40 Investigation 2 Day 1 Choice Time  p. 55 Investigation 3 Day 2 Mighty Minutes  p. 60 Investigation 3 Day 5 Large Group  p. 67 Investigation 4 Day 2 Small Group</p>
DESCRIPTOR	2.4.PK.MP.3.	<p>Problem solve in activities that include measuring, representing, organizing, and understanding data (Reference AL.4.PK.C).</p> <p><u>Buildings Study</u>  p. 15 Exploring the Topic - Day 1 Small Group  p. 19 Exploring the Topic - Day 3 Small Group  p. 67 Investigation 4 Day 2 Small Group</p>
DESCRIPTOR	2.4.PK.MP.4.	<p>When prompted, communicate thinking while engaged in activities that include measuring, representing, organizing, and understanding data.</p> <p><u>Buildings Study</u>  p. 15 Exploring the Topic - Day 1 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. 40 Investigation 2 Day 1 Choice Time  p. 55 Investigation 3 Day 2 Mighty Minutes  p. 60 Investigation 3 Day 5 Large Group  p. 67 Investigation 4 Day 2 Small Group</p>
DESCRIPTOR	2.4.PK.MP.5.	<p>Talk and listen to peers during activities that include measuring, representing, organizing, and understanding data.</p> <p><u>Buildings Study</u>  p. 15 Exploring the Topic - Day 1 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. 40 Investigation 2 Day 1 Choice Time  p. 55 Investigation 3 Day 2 Mighty Minutes  p. 60 Investigation 3 Day 5 Large Group  p. 67 Investigation 4 Day 2 Small Group</p>
SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Pre-kindergarten)
STANDARD AREA / STATEMENT	3.1.PK.A.	Biological Sciences: Living and Non-Living Organisms
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.PK.A.1.	Common Characteristics of Life: Recognize the difference between living and non-living things.

DESCRIPTOR	3.1.PK.A.1.2.	Categorize common living things into plants and animals.  <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
STANDARD AREA / STATEMENT	3.1.PK.A.	Biological Sciences: Living and Non-Living Organisms
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.PK.A.2.	Energy Flow: Identify basic needs of plants (water and light) and animals (food, water and light).
DESCRIPTOR	3.1.PK.A.2.1.	Categorize common living things into plants and animals.  <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
DESCRIPTOR	3.1.PK.A.2.3.	Observe the effect of darkness and light on growing plants.  <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
STANDARD AREA / STATEMENT	3.1.PK.A.	Biological Sciences: Living and Non-Living Organisms
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.PK.A.3.	Life Cycles: Recognize that plants and animals grow and change.
DESCRIPTOR	3.1.PK.A.3.1.	Observe and document the growth of a living thing through drawings, writing, and/or photos.  <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. 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 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 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. 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 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. 60 Investigation 3 Day 5 Choice Time  
 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 Large-Group Roundup  
 p. 67 Investigation 4 Day 2 Small Group  
 p. 68 Investigation 4 Day 3 Large Group  
 p. 69 Investigation 4 Day 3 Large-Group Roundup  
 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 Large-Group Roundup  
 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>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>
DESCRIPTOR	3.1.PK.A.3.3.	<p>Care for plants and animals in the classroom.</p> <p><u>Buildings Study</u></p> <p>p. 18 Exploring the Topic - Day 3 Large Group</p> <p>p. 22 Exploring the Topic - Day 5 Large Group</p> <p>p. 60 Investigation 3 Day 5 Large Group</p>
STANDARD AREA / STATEMENT	3.1.PK.A.	Biological Sciences: Living and Non-Living Organisms
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.PK.A.5.	Form and Function: Name basic parts of living things.
DESCRIPTOR	3.1.PK.A.5.1.	<p>Tell the parts of a person, an animal or a plant.</p> <p><u>Buildings Study</u></p> <p>p. 18 Exploring the Topic - Day 3 Large Group</p> <p>p. 22 Exploring the Topic - Day 5 Large Group</p> <p>p. 60 Investigation 3 Day 5 Large Group</p>
DESCRIPTOR	3.1.PK.A.5.2.	<p>Draw a picture of a person, an animal or plant including most of the major observable features.</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 Large-Group Roundup</p> <p>p. 18 Exploring the Topic - Day 3 Large Group</p> <p>p. 22 Exploring the Topic - Day 5 Large 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. 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. 60 Investigation 3 Day 5 Large Group</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>
STANDARD AREA / STATEMENT	3.1.PK.A.	Biological Sciences: Living and Non-Living Organisms
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?

DESCRIPTOR / STANDARD	3.1.PK.A.9.	Science as Inquiry: Participate in simple investigations about living and/or non-living things to answer a question or to test a prediction.
DESCRIPTOR	3.1.PK.A.9.1.	Ask questions about objects, organisms, and events.  <u>Buildings Study</u> p. 22 Exploring the Topic - Day 5 Large Group p. 30 Investigation 1 Day 2 Large Group p. 54 Investigation 3 Day 2 Large Group p. 74 Investigation 5 Day 2 Choice Time
DESCRIPTOR	3.1.PK.A.9.3.	Collect objects during a nature walk.  <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
DESCRIPTOR	3.1.PK.A.9.6.	Make a prediction about the result of the experiment.  <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
STANDARD AREA / STATEMENT	3.1.PK.B.	Biological Sciences: Genetics
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.PK.B.6.	Science as Inquiry: Participate in simple investigations of physical characteristics of living things from same species to answer a question or to test a prediction.

DESCRIPTOR	3.1.PK.B.6.1.	Ask questions about objects, organisms, and events.  <u>Buildings Study</u> p. 22 Exploring the Topic - Day 5 Large Group p. 30 Investigation 1 Day 2 Large Group p. 54 Investigation 3 Day 2 Large Group p. 74 Investigation 5 Day 2 Choice Time
DESCRIPTOR	3.1.PK.B.6.6.	Make a prediction about the results of the experiment.  <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
DESCRIPTOR	3.1.PK.B.6.7.	Ask questions about objects, organisms, and events.  <u>Buildings Study</u> p. 22 Exploring the Topic - Day 5 Large Group p. 30 Investigation 1 Day 2 Large Group p. 54 Investigation 3 Day 2 Large Group p. 74 Investigation 5 Day 2 Choice Time
STANDARD AREA / STATEMENT	3.1.PK.C.	Biological Sciences: Evolution
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.PK.C.4.	Science as Inquiry: Participate in simple investigations of changes in animals to answer a question or to test a prediction.
DESCRIPTOR	3.1.PK.C.4.1.	Ask questions about objects, organisms, and events.  <u>Buildings Study</u> p. 22 Exploring the Topic - Day 5 Large Group p. 30 Investigation 1 Day 2 Large Group p. 54 Investigation 3 Day 2 Large Group p. 74 Investigation 5 Day 2 Choice Time
DESCRIPTOR	3.1.PK.C.4.5.	Describe observable patterns in objects.  <u>Buildings Study</u> p. 35 Investigation 1 Day 4 Mighty Minutes p. 55 Investigation 3 Day 2 Mighty Minutes
DESCRIPTOR	3.1.PK.C.4.6.	Make a prediction about the results of the experiment.  <u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Small Group p. 30 Investigation 1 Day 2 Large Group

		<p>p. 35 Investigation 1 Day 4 Small Group</p> <p>p. 39 Investigation 2 Outdoor Experiences</p> <p>p. 45 Investigation 2 Day 3 Choice Time</p> <p>p. 51 Investigation 3 Outdoor Experiences</p> <p>p. 52 Investigation 3 Day 1 Choice Time</p> <p>p. 54 Investigation 3 Day 2 Large Group</p> <p>p. 56 Investigation 3 Day 3 Choice Time</p> <p>p. 58 Investigation 3 Day 4 Choice Time</p> <p>p. 59 Investigation 3 Day 4 Small Group</p> <p>p. 60 Investigation 3 Day 5 Choice Time</p> <p>p. 64 Investigation 4 Day 1 Choice Time</p> <p>p. 67 Investigation 4 Day 2 Small Group</p> <p>p. 69 Investigation 4 Day 3 Choice Time</p> <p>p. 69 Investigation 4 Day 3 Small Group</p> <p>p. 72 Investigation 5 Day 1 Choice Time</p> <p>p. 76 Investigation 5 Day 3 Choice Time</p> <p>p. 97 Celebrating Learning Day 2 Small Group</p>
<b>STANDARD AREA / STATEMENT</b>	<b>3.2.PK.A.</b>	<b>Physical Sciences: Chemistry</b>
<b>STANDARD</b>		<p>Big Idea: Physical properties help us to understand the world.</p> <p>Essential Questions: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>3.2.PK.A.6.</b>	<b>Science as Inquiry: Participate in simple investigations of matter to answer a question or to test a prediction.</b>
<b>DESCRIPTOR</b>	<b>3.2.PK.A.6.1.</b>	<p>Ask questions about objects.</p> <p><u>Buildings Study</u></p> <p>p. 22 Exploring the Topic - Day 5 Large Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 54 Investigation 3 Day 2 Large Group</p> <p>p. 74 Investigation 5 Day 2 Choice Time</p>
<b>DESCRIPTOR</b>	<b>3.2.PK.A.6.5.</b>	<p>Make a prediction about the results of the experiment.</p> <p><u>Buildings Study</u></p> <p>p. 19 Exploring the Topic - Day 3 Small Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 35 Investigation 1 Day 4 Small Group</p> <p>p. 39 Investigation 2 Outdoor Experiences</p> <p>p. 45 Investigation 2 Day 3 Choice Time</p> <p>p. 51 Investigation 3 Outdoor Experiences</p> <p>p. 52 Investigation 3 Day 1 Choice Time</p> <p>p. 54 Investigation 3 Day 2 Large Group</p> <p>p. 56 Investigation 3 Day 3 Choice Time</p> <p>p. 58 Investigation 3 Day 4 Choice Time</p> <p>p. 59 Investigation 3 Day 4 Small Group</p> <p>p. 60 Investigation 3 Day 5 Choice Time</p> <p>p. 64 Investigation 4 Day 1 Choice Time</p> <p>p. 67 Investigation 4 Day 2 Small Group</p> <p>p. 69 Investigation 4 Day 3 Choice Time</p> <p>p. 69 Investigation 4 Day 3 Small Group</p> <p>p. 72 Investigation 5 Day 1 Choice Time</p> <p>p. 76 Investigation 5 Day 3 Choice Time</p> <p>p. 97 Celebrating Learning Day 2 Small Group</p>
<b>STANDARD AREA / STATEMENT</b>	<b>3.2.PK.B.</b>	<b>Physical Sciences: Physics</b>
<b>STANDARD</b>		<p>Big Idea: Physical properties help us to understand the world.</p> <p>Essential Questions: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>3.2.PK.B.1.</b>	<b>Force &amp; Motion of Practices &amp; Rigid Bodies: Explore and describe the motion of toys and objects.</b>

DESCRIPTOR	3.2.PK.B.1.1.	Comment about the motion of a variety of objects during play.  <u>Buildings Study</u> p. 27 Investigation 1 Outdoor Experiences
STANDARD AREA / STATEMENT	3.2.PK.B.	Physical Sciences: Physics
STANDARD		Big Idea: Physical properties help us to understand the world. Essential Questions: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?
DESCRIPTOR / STANDARD	3.2.PK.B.6.	Unifying Themes (Energy): Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.
DESCRIPTOR	3.2.PK.B.6.3.	Identify what plants and animals need to grow.  <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
STANDARD AREA / STATEMENT	3.2.PK.B.	Physical Sciences: Physics
STANDARD		Big Idea: Physical properties help us to understand the world. Essential Questions: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?
DESCRIPTOR / STANDARD	3.2.PK.B.7.	Science as Inquiry: Participate in simple investigations of energy and motion to answer a question or to test a prediction.
DESCRIPTOR	3.2.PK.B.7.1.	Ask questions about objects.  <u>Buildings Study</u> p. 22 Exploring the Topic - Day 5 Large Group p. 30 Investigation 1 Day 2 Large Group p. 54 Investigation 3 Day 2 Large Group p. 74 Investigation 5 Day 2 Choice Time
DESCRIPTOR	3.2.PK.B.7.3.	Experiment with objects or ideas to obtain a result.  <u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Small Group p. 35 Investigation 1 Day 4 Small Group p. 39 Investigation 2 Outdoor Experiences p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Choice Time p. 56 Investigation 3 Day 3 Choice Time p. 58 Investigation 3 Day 4 Choice Time p. 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
DESCRIPTOR	3.2.PK.B.7.4.	Make predictions about an outcome (e.g. "What might happen to a kite when the wind blows or slows down?").  <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>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>
<b>STANDARD AREA / STATEMENT</b>	3.3.PK.A.	Earth and Space Sciences: Earth Structure, Processes and Cycles
<b>STANDARD</b>		<p>Big Idea: The earth, which is part of a larger solar system, consists of structures, processes and cycles which affect its inhabitants.  Essential Questions: What structures, processes, and cycles make up the earth? How do the various structures, processes and cycles affect the earth's inhabitants? How do we know the earth is part of a larger solar system?</p>
<b>DESCRIPTOR / STANDARD</b>	3.3.PK.A.1.	Earth Features and the Processes that Change it: Sort different types of earth materials.
<b>DESCRIPTOR</b>	3.3.PK.A.1.3.	<p>Use senses and simple tools to explore earth materials.</p> <p><b>Buildings Study</b>  p. 16 Exploring the Topic - Day 2 Large Group  p. 21 Exploring the Topic - Day 4 Small Group  p. 30 Investigation 1 Day 2 Large Group  p. 45 Investigation 2 Day 3 Choice Time  p. 46 Investigation 2 Day 4 Large Group  p. 54 Investigation 3 Day 2 Large Group  p. 55 Investigation 3 Day 2 Choice Time  p. 59 Investigation 3 Day 4 Small Group  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. 76 Investigation 5 Day 3 Choice Time  p. 95 Celebrating Learning Day 1 Small Group  p. 97 Celebrating Learning Day 2 Small Group</p>
<b>STANDARD AREA / STATEMENT</b>	3.3.PK.A.	Earth and Space Sciences: Earth Structure, Processes and Cycles
<b>STANDARD</b>		<p>Big Idea: The earth, which is part of a larger solar system, consists of structures, processes and cycles which affect its inhabitants.  Essential Questions: What structures, processes, and cycles make up the earth? How do the various structures, processes and cycles affect the earth's inhabitants? How do we know the earth is part of a larger solar system?</p>
<b>DESCRIPTOR / STANDARD</b>	3.3.PK.A.7.	Science as Inquiry: Participate in simple investigations of earth structures, processes, and cycles to answer a question or to test a prediction.
<b>DESCRIPTOR</b>	3.3.PK.A.7.1.	<p>Ask questions about objects, organisms, and events.</p> <p><b>Buildings Study</b>  p. 22 Exploring the Topic - Day 5 Large Group  p. 30 Investigation 1 Day 2 Large Group  p. 54 Investigation 3 Day 2 Large Group  p. 74 Investigation 5 Day 2 Choice Time</p>
<b>DESCRIPTOR</b>	3.3.PK.A.7.3.	Experiment with different types of earth materials.

		<p><b>Buildings Study</b></p> <p>p. 19 Exploring the Topic - Day 3 Small Group  p. 35 Investigation 1 Day 4 Small Group  p. 39 Investigation 2 Outdoor Experiences  p. 51 Investigation 3 Outdoor Experiences  p. 52 Investigation 3 Day 1 Choice Time  p. 56 Investigation 3 Day 3 Choice Time  p. 58 Investigation 3 Day 4 Choice Time  p. 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>
DESCRIPTOR	3.3.PK.A.7.4.	<p>Make predictions about an outcome (e.g. “What might happen if we go out in the snow without our boots?”).</p> <p><b>Buildings Study</b></p> <p>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>
STANDARD AREA / STATEMENT	3.3.PK.B.	Earth and Space Sciences: Origin and Evolution of the Universe
STANDARD		<p>Big Idea: The earth, which is part of a larger solar system, consists of structures, processes and cycles which affect its inhabitants.  Essential Questions: What structures, processes, and cycles make up the earth? How do the various structures, processes and cycles affect the earth’s inhabitants? How do we know the earth is part of a larger solar system?</p>
DESCRIPTOR / STANDARD	3.3.PK.B.3.	Science as Inquiry: Participate in simple investigations of the objects found in the day or night sky to answer a question or to test a prediction.
DESCRIPTOR	3.3.PK.B.3.1.	<p>Ask questions about objects, organisms, and events.</p> <p><b>Buildings Study</b></p> <p>p. 22 Exploring the Topic - Day 5 Large Group  p. 30 Investigation 1 Day 2 Large Group  p. 54 Investigation 3 Day 2 Large Group  p. 74 Investigation 5 Day 2 Choice Time</p>
STANDARD AREA / STATEMENT	4.1.PK.	Environment and Ecology: Ecology
STANDARD		<p>Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe</p>



		my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
<b>DESCRIPTOR / STANDARD</b>	<b>4.1.PK.C.</b>	<b>Energy Flow: Identify that plants need the sun to grow.</b>
<b>DESCRIPTOR</b>	<b>4.1.PK.C.1.</b>	Participate in experiments that show the effects on plant growth when the sun is removed as a source of energy.  <u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Small Group p. 35 Investigation 1 Day 4 Small Group p. 39 Investigation 2 Outdoor Experiences p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Choice Time p. 56 Investigation 3 Day 3 Choice Time p. 58 Investigation 3 Day 4 Choice Time p. 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
<b>STANDARD AREA / STATEMENT</b>	<b>4.2.PK.</b>	<b>Environment and Ecology: Watersheds and Wetlands</b>
<b>STANDARD</b>		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
<b>DESCRIPTOR / STANDARD</b>	<b>4.2.PK.B.</b>	<b>Wetlands: Identify a wetland as an ecosystem in Pennsylvania.</b>
<b>DESCRIPTOR</b>	<b>4.2.PK.B.1.</b>	Understand that an ecosystem is a community of living things and everything that surround them.  <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
<b>DESCRIPTOR</b>	<b>4.2.PK.B.2.</b>	Understand that a wetland is an ecosystem in which the living things depend on a large amount of water for survival.  <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
<b>DESCRIPTOR</b>	<b>4.2.PK.B.3.</b>	Participate in classroom activities about wetlands.  <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
<b>STANDARD AREA / STATEMENT</b>	<b>4.2.PK.</b>	<b>Environment and Ecology: Watersheds and Wetlands</b>
<b>STANDARD</b>		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
<b>DESCRIPTOR / STANDARD</b>	<b>4.2.PK.C.</b>	<b>Aquatic Ecosystem: Describe an aquatic (water) and terrestrial</b>

		(land) habitat.
DESCRIPTOR	4.2.PK.C.1.	Understand that a habitat is where a living thing finds its basic needs for survival.  <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
DESCRIPTOR	4.2.PK.C.2.	Describe different places animals can live.  <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
DESCRIPTOR	4.2.PK.C.3.	Match animals to an aquatic (water) or terrestrial (land) habitat.  <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
DESCRIPTOR	4.2.PK.C.4.	Include a description of a specific habitat in drawing, creations, or dictations.  <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
STANDARD AREA / STATEMENT	4.4.PK.	Environment and Ecology: Agriculture and Society
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.4.PK.C.	Applying Sciences to: Recognize that plants and animals grow and change.
DESCRIPTOR	4.4.PK.C.1.	Reference 3.1.PK.A.3.  <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
STANDARD AREA / STATEMENT	4.5.PK.	Environment and Ecology: Humans and the Environment
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.5.PK.B.	Integrated Pest Management: Identify things in the natural environment that can be harmful to people, pets and other living things.
DESCRIPTOR	4.5.PK.B.1.	Recognize and avoid unsafe things and situations within the immediate natural environment.  <u>Buildings Study</u> p. 48 Investigation 2 Day 5 Large Group p. 67 Investigation 4 Day 2 Read-Aloud
DESCRIPTOR	4.5.PK.B.2.	Discuss plants, insects and animals that could be harmful; share

		personal experiences when relevant.  <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
<b>STANDARD AREA / STATEMENT</b>	15.4.PK.	Computer and Information Technology:
<b>STANDARD</b>		Big Idea: Technology impacts daily living and can be used as a tool for exploring and understanding the world, as well as communicating with one another. The media (e.g. music, books, maps, TV programming, newspapers, magazines, movies, Internet, applications, advertising) constructed with available technology conveys a message that can be read, interpreted, and evaluated. Essential Questions: How do I choose the correct technology for a task? Can I use various technologies appropriately? How do I read, interpret, and evaluate media?
<b>DESCRIPTOR / STANDARD</b>	15.4.PK.L.	Technology Research: With help and support, use web browser to locate content-specific websites.
<b>DESCRIPTOR</b>	15.4.PK.L.1.	Generate or choose a topic to learn about.  <u>Buildings Study</u> p. 94 Celebrating Learning Day 1 Choice Time p. 94 Celebrating Learning Day 1 Large Group
<b>SUBJECT / STANDARD AREA</b>	PA.SS.	Social Studies Thinking (Pre-kindergarten)
<b>STANDARD AREA / STATEMENT</b>	5.1.PK.	Civics and Government: Principles and Documents of Government
<b>STANDARD</b>		Big Idea: Learning to be a good citizen helps one contribute to society in a meaningful way. Essential Questions: What rules and consequences are important? Can I identify some American symbols?
<b>DESCRIPTOR / STANDARD</b>	5.1.PK.A.	Rule of Law: State rules and their consequences.
<b>DESCRIPTOR</b>	5.1.PK.A.1.	Describe classroom rules.  <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
<b>DESCRIPTOR</b>	5.1.PK.A.2.	Explain a consequence for breaking a classroom rule.  <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
<b>STANDARD AREA / STATEMENT</b>	5.2.PK.	Civics and Government: Rights and Responsibilities of Citizenship
<b>STANDARD</b>		Big Idea: Learning to be a good citizen helps one contribute to society in a meaningful way. Essential Questions: What rules and consequences are important? Can I identify some American symbols?
<b>DESCRIPTOR / STANDARD</b>	5.2.PK.A.	Civics Rights and Responsibilities: Identify self-membership of a group such as the class or family.
<b>DESCRIPTOR</b>	5.2.PK.A.1.	Display awareness of role as member of a group.  <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>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. 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>
DESCRIPTOR	5.2.PK.A.2.	Participate in group decision-making.  <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>p. 55 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 55 Investigation 3 Day 2 Small Group</p> <p>p. 56 Investigation 3 Day 3 Choice Time</p> <p>p. 56 Investigation 3 Day 3 Large Group</p> <p>p. 57 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 57 Investigation 3 Day 3 Small Group</p> <p>p. 58 Investigation 3 Day 4 Choice Time</p> <p>p. 58 Investigation 3 Day 4 Large Group</p> <p>p. 59 Investigation 3 Day 4 Large-Group Roundup</p> <p>p. 59 Investigation 3 Day 4 Read-Aloud</p> <p>p. 59 Investigation 3 Day 4 Small Group</p> <p>p. 60 Investigation 3 Day 5 Choice Time</p> <p>p. 60 Investigation 3 Day 5 Large Group</p> <p>p. 61 Investigation 3 Day 5 Large-Group Roundup</p> <p>p. 61 Investigation 3 Day 5 Small Group</p> <p>p. 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>
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DESCRIPTOR	5.2.PK.A.3.	<p>Participate in classroom and family responsibilities.</p> <p><u>Buildings Study</u></p>
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		<p>p. 14 Exploring the Topic - Day 1 Large Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 44 Investigation 2 Day 3 Large Group</p> <p>p. 45 Investigation 2 Day 3 Choice Time</p> <p>p. 48 Investigation 2 Day 5 Large Group</p>
DESCRIPTOR	5.2.PK.A.5.	<p>Work cooperatively with other children to achieve an outcome.</p> <p><u>Buildings Study</u></p> <p>p. 14 Exploring the Topic - Day 1 Choice Time</p> <p>p. 14 Exploring the Topic - Day 1 Large Group</p> <p>p. 15 Exploring the Topic - Day 1 Large-Group Roundup</p> <p>p. 15 Exploring the Topic - Day 1 Small Group</p> <p>p. 16 Exploring the Topic - Day 2 Large Group</p> <p>p. 17 Exploring the Topic - Day 2 Large-Group Roundup</p> <p>p. 17 Exploring the Topic - Day 2 Small Group</p> <p>p. 18 Exploring the Topic - Day 3 Choice Time</p> <p>p. 18 Exploring the Topic - Day 3 Large Group</p> <p>p. 19 Exploring the Topic - Day 3 Large-Group Roundup</p> <p>p. 19 Exploring the Topic - Day 3 Small Group</p> <p>p. 20 Exploring the Topic - Day 4 Large Group</p> <p>p. 21 Exploring the Topic - Day 4 Large-Group Roundup</p> <p>p. 21 Exploring the Topic - Day 4 Small Group</p> <p>p. 22 Exploring the Topic - Day 5 Large Group</p> <p>p. 23 Exploring the Topic - Day 5 Large-Group Roundup</p> <p>p. 23 Exploring the Topic - Day 5 Small Group</p> <p>p. 28 Investigation 1 Day 1 Large Group</p> <p>p. 29 Investigation 1 Day 1 Large-Group Roundup</p> <p>p. 29 Investigation 1 Day 1 Read-Aloud</p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 31 Investigation 1 Day 2 Large-Group Roundup</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Large-Group Roundup</p> <p>p. 33 Investigation 1 Day 3 Read-Aloud</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 34 Investigation 1 Day 4 Large Group</p> <p>p. 35 Investigation 1 Day 4 Large-Group Roundup</p> <p>p. 35 Investigation 1 Day 4 Small Group</p> <p>p. 36 Investigation 1 Day 5 Large Group</p> <p>p. 37 Investigation 1 Day 5 Large-Group Roundup</p> <p>p. 37 Investigation 1 Day 5 Read-Aloud</p> <p>p. 37 Investigation 1 Day 5 Small Group</p> <p>p. 39 Investigation 2 Outdoor Experiences</p> <p>p. 40 Investigation 2 Day 1 Choice Time</p> <p>p. 40 Investigation 2 Day 1 Large Group</p> <p>p. 41 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 41 Investigation 2 Day 1 Small Group</p> <p>p. 42 Investigation 2 Day 2 Large Group</p> <p>p. 43 Investigation 2 Day 2 Choice Time</p> <p>p. 43 Investigation 2 Day 2 Large-Group Roundup</p> <p>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 Mighty Minutes</p> <p>p. 45 Investigation 2 Day 3 Small Group</p> <p>p. 46 Investigation 2 Day 4 Large Group</p> <p>p. 47 Investigation 2 Day 4 Large-Group Roundup</p> <p>p. 47 Investigation 2 Day 4 Small Group</p> <p>p. 48 Investigation 2 Day 5 Choice Time</p> <p>p. 48 Investigation 2 Day 5 Large Group</p> <p>p. 49 Investigation 2 Day 5 Large-Group Roundup</p> <p>p. 49 Investigation 2 Day 5 Read-Aloud</p> <p>p. 49 Investigation 2 Day 5 Small Group</p>



		<p>p. 51 Investigation 3 Outdoor Experiences</p> <p>p. 52 Investigation 3 Day 1 Choice Time</p> <p>p. 52 Investigation 3 Day 1 Large Group</p> <p>p. 53 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 53 Investigation 3 Day 1 Read-Aloud</p> <p>p. 53 Investigation 3 Day 1 Small Group</p> <p>p. 54 Investigation 3 Day 2 Large Group</p> <p>p. 55 Investigation 3 Day 2 Choice Time</p> <p>p. 55 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 55 Investigation 3 Day 2 Small Group</p> <p>p. 56 Investigation 3 Day 3 Choice Time</p> <p>p. 56 Investigation 3 Day 3 Large Group</p> <p>p. 57 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 57 Investigation 3 Day 3 Small Group</p> <p>p. 58 Investigation 3 Day 4 Choice Time</p> <p>p. 58 Investigation 3 Day 4 Large Group</p> <p>p. 59 Investigation 3 Day 4 Large-Group Roundup</p> <p>p. 59 Investigation 3 Day 4 Read-Aloud</p> <p>p. 59 Investigation 3 Day 4 Small Group</p> <p>p. 60 Investigation 3 Day 5 Choice Time</p> <p>p. 60 Investigation 3 Day 5 Large Group</p> <p>p. 61 Investigation 3 Day 5 Large-Group Roundup</p> <p>p. 61 Investigation 3 Day 5 Small Group</p> <p>p. 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>
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		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
<b>STANDARD AREA / STATEMENT</b>	5.3.PK.	Civics and Government: How Government Works
<b>STANDARD</b>		Big Idea: Learning to be a good citizen helps one contribute to society in a meaningful way. Essential Questions: What rules and consequences are important? Can I identify some American symbols?
<b>DESCRIPTOR / STANDARD</b>	5.3.PK.C.	Government Services: Identify community workers through their uniforms and equipment.
<b>DESCRIPTOR</b>	5.3.PK.C.1.	Match descriptions of people’s work in a community with picture illustrating the job.  <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
<b>DESCRIPTOR</b>	5.3.PK.C.2.	Act out roles of community workers in dramatic play.  <u>Buildings Study</u> p. 44 Investigation 2 Day 3 Large Group p. 46 Investigation 2 Day 4 Large Group p. 48 Investigation 2 Day 5 Large Group p. 76 Investigation 5 Day 3 Large Group
<b>DESCRIPTOR</b>	5.3.PK.C.3.	Relay personal experiences to describe the work that community workers do.  <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
<b>STANDARD AREA / STATEMENT</b>	5.3.PK.	Civics and Government: How Government Works
<b>STANDARD</b>		Big Idea: Learning to be a good citizen helps one contribute to society in a meaningful way. Essential Questions: What rules and consequences are important? Can I identify some American symbols?
<b>DESCRIPTOR / STANDARD</b>	5.3.PK.F.	Conflict and the Court System: Identify appropriate behaviors for responsible classroom citizens.
<b>DESCRIPTOR</b>	5.3.PK.F.2.	Cooperate in both large and small group activities that are facilitated by adult.  <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. 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>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>
DESCRIPTOR	5.3.PK.F.3.	<p>Follow rules and routines in classroom.</p> <p><u>Buildings Study</u></p> <p>p. 14 Exploring the Topic - Day 1 Large Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 44 Investigation 2 Day 3 Large Group</p> <p>p. 45 Investigation 2 Day 3 Choice Time</p> <p>p. 48 Investigation 2 Day 5 Large Group</p>
STANDARD AREA / STATEMENT	6.1.PK.	Economics: Scarcity and Choice
STANDARD		Big Idea: Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money based on different influences. Essential Questions: How can I use money? What influences the choices I make about spending what I have earned?
DESCRIPTOR / STANDARD	6.1.PK.A.	Scarcity and Choice: Emerging to...Identify how scarcity influences

		choice.
DESCRIPTOR	6.1.PK.A.2.	<p>Notice when materials are running low (e.g. we need more paper in the art area).</p> <p><u>Buildings Study</u>  p. 23 Exploring the Topic - Day 5 Choice Time  p. 35 Investigation 1 Day 4 Small Group  p. 36 Investigation 1 Day 5 Large Group  p. 64 Investigation 4 Day 1 Large Group  p. 66 Investigation 4 Day 2 Large Group  p. 68 Investigation 4 Day 3 Large Group  p. 72 Investigation 5 Day 1 Large Group  p. 74 Investigation 5 Day 2 Large Group  p. 76 Investigation 5 Day 3 Large Group</p>
DESCRIPTOR	6.1.PK.A.3.	<p>Offer to share materials when materials are scarce (e.g. one shovel in sensory table).</p> <p><u>Buildings Study</u>  p. 23 Exploring the Topic - Day 5 Choice Time  p. 35 Investigation 1 Day 4 Small Group  p. 36 Investigation 1 Day 5 Large Group  p. 64 Investigation 4 Day 1 Large Group  p. 66 Investigation 4 Day 2 Large Group  p. 68 Investigation 4 Day 3 Large Group  p. 72 Investigation 5 Day 1 Large Group  p. 74 Investigation 5 Day 2 Large Group  p. 76 Investigation 5 Day 3 Large Group</p>
DESCRIPTOR	6.1.PK.A.4.	<p>Show preference for one material/center, but choose a different material/center when materials are scarce or center is full.</p> <p><u>Buildings Study</u>  p. 23 Exploring the Topic - Day 5 Choice Time  p. 35 Investigation 1 Day 4 Small Group  p. 36 Investigation 1 Day 5 Large Group  p. 64 Investigation 4 Day 1 Large Group  p. 66 Investigation 4 Day 2 Large Group  p. 68 Investigation 4 Day 3 Large Group  p. 72 Investigation 5 Day 1 Large Group  p. 74 Investigation 5 Day 2 Large Group  p. 76 Investigation 5 Day 3 Large Group</p>
STANDARD AREA / STATEMENT	6.2.PK.	Economics: Market and Economic Systems
STANDARD		Big Idea: Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money based on different influences. Essential Questions: How can I use money? What influences the choices I make about spending what I have earned?
DESCRIPTOR / STANDARD	6.2.PK.C.	Advertising and Media: Emerging to...Identify advertisements that encourage us to buy things.
DESCRIPTOR	6.2.PK.C.1.	<p>Recognize logos (environmental print) from local businesses.</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>
STANDARD AREA / STATEMENT	6.5.PK.	Economics: Income, Profit, and Wealth
STANDARD		Big Idea: Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money based on different influences. Essential Questions: How can I use money? What influences the choices I make about spending what I

		have earned?
<b>DESCRIPTOR / STANDARD</b>	<b>6.5.PK.A.</b>	<b>Factors Influencing Wages: Differentiate between work and play.</b>
<b>DESCRIPTOR</b>	<b>6.5.PK.A.1.</b>	Respond that adults work to earn money.  <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
<b>DESCRIPTOR</b>	<b>6.5.PK.A.2.</b>	Relate that work involves performing an activity that is chosen and directed by someone else, and has a specific goal.  <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
<b>DESCRIPTOR</b>	<b>6.5.PK.A.3.</b>	Relate that play is a self-selected activity that may or may not have a specific purpose.  <u>Buildings Study</u> p. 13 Exploring the Topic - Outdoor Experiences p. 14 Exploring the Topic - Day 1 Choice Time p. 18 Exploring the Topic - Day 3 Choice Time p. 30 Investigation 1 Day 2 Choice Time p. 32 Investigation 1 Day 3 Choice Time p. 34 Investigation 1 Day 4 Choice Time p. 36 Investigation 1 Day 5 Choice Time p. 40 Investigation 2 Day 1 Choice Time p. 43 Investigation 2 Day 2 Choice Time p. 45 Investigation 2 Day 3 Choice Time p. 46 Investigation 2 Day 4 Choice Time p. 48 Investigation 2 Day 5 Choice Time p. 52 Investigation 3 Day 1 Choice Time p. 55 Investigation 3 Day 2 Choice Time p. 56 Investigation 3 Day 3 Choice Time p. 58 Investigation 3 Day 4 Choice Time p. 60 Investigation 3 Day 5 Choice Time p. 64 Investigation 4 Day 1 Choice Time p. 66 Investigation 4 Day 2 Choice Time p. 69 Investigation 4 Day 3 Choice Time p. 72 Investigation 5 Day 1 Choice Time p. 74 Investigation 5 Day 2 Choice Time p. 76 Investigation 5 Day 3 Choice Time p. 79 Investigation 5 Day 4 Choice Time p. 80 Investigation 5 Day 5 Choice Time p. 94 Celebrating Learning Day 1 Choice Time p. 96 Celebrating Learning Day 2 Choice Time
<b>STANDARD AREA / STATEMENT</b>	<b>6.5.PK.</b>	<b>Economics: Income, Profit, and Wealth</b>
<b>STANDARD</b>		<b>Big Idea: Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money based on different influences. Essential Questions: How can I use money? What influences the choices I make about spending what I have earned?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>6.5.PK.C.</b>	<b>Types of Business: Identify local businesses.</b>
<b>DESCRIPTOR</b>	<b>6.5.PK.C.1.</b>	Participate in role play that is related to a local business (e.g. pet store, hair salon, restaurant).  <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 29 Investigation 1 Day 1 Small Group

		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
<b>STANDARD AREA / STATEMENT</b>	7.1.PK.	Geography: Basic Geographic Literacy
<b>STANDARD</b>		Big Idea: Location can be represented using a variety of tools. Essential Questions: What tools help me to understand the location of places and things? How can I represent the location of places and things?
<b>DESCRIPTOR / STANDARD</b>	7.1.PK.A.	Geographic Tools: Explain how a map is a representation of places.
<b>DESCRIPTOR</b>	7.1.PK.A.1.	Use a simple map.  <u>Buildings Study</u> p. 28 Investigation 1 Day 1 Large Group
<b>DESCRIPTOR</b>	7.1.PK.A.2.	Use available materials (e.g. blocks) to represent buildings, roads or houses.  <u>Buildings Study</u> p. 28 Investigation 1 Day 1 Large Group
<b>DESCRIPTOR</b>	7.1.PK.A.3.	Include representations of roads, bodies of water and buildings in play.  <u>Buildings Study</u> p. 28 Investigation 1 Day 1 Large Group
<b>DESCRIPTOR</b>	7.1.PK.A.4.	Discuss tools used to locate places.  <u>Buildings Study</u> p. 28 Investigation 1 Day 1 Large Group
<b>DESCRIPTOR</b>	7.1.PK.A.5.	Use the term “map”.  <u>Buildings Study</u> p. 28 Investigation 1 Day 1 Large Group
<b>STANDARD AREA / STATEMENT</b>	7.1.PK.	Geography: Basic Geographic Literacy
<b>STANDARD</b>		Big Idea: Location can be represented using a variety of tools. Essential Questions: What tools help me to understand the location of places and things? How can I represent the location of places and things?
<b>DESCRIPTOR / STANDARD</b>	7.1.PK.B.	Location of Places and Regions: Emerging to...Describe the location of places in the home, school, and community to gain an understanding of relative location.
<b>DESCRIPTOR</b>	7.1.PK.B.2.	Use directionality, size and position (e.g. left, right, first, last, little, big, top, bottom) to describe location.  <u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group
<b>DESCRIPTOR</b>	7.1.PK.B.4.	Listen to directions and retrieve items.  <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>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>
<b>STANDARD AREA / STATEMENT</b>	<b>8.1.PK.</b>	<b>History: Historical Analysis and Skills Development</b>
<b>STANDARD</b>		<b>Big Idea: Past experiences and ideas help us make sense of the world. Essential Questions: In what ways can events be sequenced? How do I use past experiences and events to understand the present?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>8.1.PK.C.</b>	<b>Research: Understand that information comes from many sources such as books, computers, and newspapers.</b>
<b>DESCRIPTOR</b>	<b>8.1.PK.C.2.</b>	<p>Locate information on identified topics using media (e.g. music, books, maps, TV programming, newspapers, magazines, movies, Internet, applications, advertising).</p> <p><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</p>
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CA.</b>	<b>Creative Thinking and Expression (Pre-kindergarten)</b>
<b>STANDARD AREA / STATEMENT</b>	<b>9.1.M.PK.</b>	<b>Production and Performance: Music and Movement</b>
<b>STANDARD</b>		<b>Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>9.1.M.PK.A.</b>	<b>Elements and Principles: Know and use basic elements and principles of music and movement.</b>
<b>DESCRIPTOR</b>	<b>9.1.M.PK.A.1.</b>	<p>Practice rhythms in different forms of music and dance.</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>
<b>DESCRIPTOR</b>	<b>9.1.M.PK.A.4.</b>	<p>Participate in teacher-guided music and movement activities.</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. 27 Investigation 1 Outdoor Experiences</p>



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. 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>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. 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>
DESCRIPTOR	9.1.M.PK.A.5.	<p>Participate in group movement activities demonstrating an awareness of shared space.</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>

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. 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>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>
<b>STANDARD AREA / STATEMENT</b>	<b>9.1.M.PK.</b>	<b>Production and Performance: Music and Movement</b>
<b>STANDARD</b>		<b>Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>9.1.M.PK.B.</b>	<b>Demonstration: Respond to different types of music and dance through participation and discussion.</b>
<b>DESCRIPTOR</b>	<b>9.1.M.PK.B.1.</b>	<p>Participate in teacher-guided music and movement activities.</p> <p><u>Buildings Study</u></p> <p>p. 27 Investigation 1 Outdoor Experiences</p>
<b>DESCRIPTOR</b>	<b>9.1.M.PK.B.2.</b>	<p>Sing familiar songs, chants, and finger plays.</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. 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>
DESCRIPTOR	9.1.M.PK.B.3.	<p>Dance to different types of music.</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. 96 Celebrating Learning Day 2 Large Group</p>
DESCRIPTOR	9.1.M.PK.B.4.	<p>Discuss music and movement experiences.</p> <p><u>Buildings Study</u></p> <p>p. 27 Investigation 1 Outdoor Experiences</p>
STANDARD AREA / STATEMENT	9.1.M.PK.	Production and Performance: Music and Movement
STANDARD		Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?
DESCRIPTOR / STANDARD	9.1.M.PK.E.	Representation: Use imagination and creativity to express self through music and dance.
DESCRIPTOR	9.1.M.PK.E.1.	<p>Initiate music and movement activities.</p> <p><u>Buildings Study</u></p>

		p. 27 Investigation 1 Outdoor Experiences
DESCRIPTOR	9.1.M.PK.E.2.	Select music and movement area during free choice.  <u>Buildings Study</u> p. 27 Investigation 1 Outdoor Experiences
DESCRIPTOR	9.1.M.PK.E.3.	Improvise songs and rhythmic patterns.  <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
DESCRIPTOR	9.1.M.PK.E.4.	Change words or tune of familiar songs to make new songs.  <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>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>
<b>STANDARD AREA / STATEMENT</b>	<b>9.1.M.PK.</b>	<b>Production and Performance: Music and Movement</b>
<b>STANDARD</b>		<b>Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>9.1.M.PK.J.</b>	<b>Technologies: Use a variety of technologies for producing or performing works of art.</b>
<b>DESCRIPTOR</b>	<b>9.1.M.PK.J.4.</b>	<p>Use age appropriate digital media applications to create music.</p> <p><u>Buildings Study</u></p> <p>p. 27 Investigation 1 Outdoor Experiences</p>
<b>DESCRIPTOR</b>	<b>9.1.M.PK.J.5.</b>	<p>Use a variety of props to enhance movement activities (e.g. scarves, bean bags, ribbons).</p> <p><u>Buildings Study</u></p> <p>p. 23 Exploring the Topic - Day 5 Small Group</p> <p>p. 28 Investigation 1 Day 1 Large Group</p> <p>p. 29 Investigation 1 Day 1 Large-Group Roundup</p> <p>p. 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 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. 61 Investigation 3 Day 5 Small Group</p>

		<p>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>
DESCRIPTOR	9.1.M.PK.J.6.	<p>Use recording devices (e.g. voice recorder, video recorder) to capture music and/or movement performances.</p> <p><u>Buildings Study</u>  p. 27 Investigation 1 Outdoor Experiences</p>
STANDARD AREA / STATEMENT	9.1.D.PK.	Production and Performance: Dramatic and Performance Play
STANDARD		Big Idea: Dramatic and performance play is a way to act out reality and fantasy. Essential Question: How can I express my thoughts, feelings, and ideas through dramatic play?
DESCRIPTOR / STANDARD	9.1.D.PK.B.	Demonstrations: Recreate a dramatic play experience for an audience.
DESCRIPTOR	9.1.D.PK.B.1.	<p>Create various voice inflections and facial expressions in play.</p> <p><u>Buildings Study</u>  p. 15 Exploring the Topic - Day 1 Small Group  p. 23 Exploring the Topic - Day 5 Mighty Minutes  p. 27 Investigation 1 Outdoor Experiences  p. 33 Investigation 1 Day 3 Small Group  p. 42 Investigation 2 Day 2 Large Group  p. 49 Investigation 2 Day 5 Small Group  p. 53 Investigation 3 Day 1 Small Group  p. 58 Investigation 3 Day 4 Large Group  p. 59 Investigation 3 Day 4 Small Group  p. 69 Investigation 4 Day 3 Mighty Minutes  p. 69 Investigation 4 Day 3 Small Group  p. 73 Investigation 5 Day 1 Small Group  p. 94 Celebrating Learning Day 1 Choice Time</p>
DESCRIPTOR	9.1.D.PK.B.2.	<p>Change voice inflections when recreating various characters.</p> <p><u>Buildings Study</u>  p. 16 Exploring the Topic - Day 2 Large Group  p. 29 Investigation 1 Day 1 Small Group</p>
DESCRIPTOR	9.1.D.PK.B.3.	<p>Direct peers or follow peers' instructions about dramatic play schemes.</p> <p><u>Buildings Study</u>  p. 16 Exploring the Topic - Day 2 Large Group  p. 29 Investigation 1 Day 1 Small Group</p>
DESCRIPTOR	9.1.D.PK.B.4.	<p>Act out stories with guidance of the adult.</p> <p><u>Buildings Study</u>  p. 16 Exploring the Topic - Day 2 Large Group  p. 29 Investigation 1 Day 1 Small Group</p>
STANDARD AREA / STATEMENT	9.1.D.PK.	Production and Performance: Dramatic and Performance Play
STANDARD		Big Idea: Dramatic and performance play is a way to act out reality and fantasy. Essential Question: How can I express my thoughts, feelings, and ideas through dramatic play?
DESCRIPTOR / STANDARD	9.1.D.PK.E.	Representation: Use imagination and creativity to express self through dramatic play.
DESCRIPTOR	9.1.D.PK.E.1.	<p>Use nonconforming objects to create representations of real life objects or activities.</p> <p><u>Buildings Study</u></p>



		p. 16 Exploring the Topic - Day 2 Large Group p. 29 Investigation 1 Day 1 Small Group
DESCRIPTOR	9.1.D.PK.E.2.	Represent fantasy and real-life experiences through pretend play.  <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 29 Investigation 1 Day 1 Small Group
DESCRIPTOR	9.1.D.PK.E.3.	Imitate roles of people, animals, or objects observed in life experiences.  <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. 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
DESCRIPTOR	9.1.D.PK.E.4.	Use props and costumes during dramatic play.  <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>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. 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 Choice Time  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. 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. 61 Investigation 3 Day 5 Small 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>
DESCRIPTOR	9.1.D.PK.E.5.	<p>Create props from available materials.</p> <p><u>Buildings Study</u></p> <p>p. 16 Exploring the Topic - Day 2 Large Group  p. 17 Exploring the Topic - Day 2 Mighty Minutes  p. 17 Exploring the Topic - Day 2 Small Group  p. 18 Exploring the Topic - Day 3 Large Group  p. 21 Exploring the Topic - Day 4 Mighty Minutes  p. 21 Exploring the Topic - Day 4 Read-Aloud  p. 22 Exploring the Topic - Day 5 Large Group  p. 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 Small Group  p. 32 Investigation 1 Day 3 Choice Time  p. 32 Investigation 1 Day 3 Large Group  p. 33 Investigation 1 Day 3 Mighty Minutes  p. 33 Investigation 1 Day 3 Small Group  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. 61 Investigation 3 Day 5 Small 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>
<b>STANDARD AREA / STATEMENT</b>	<b>9.1.V.PK.</b>	<b>Production and Performance: Visual Arts</b>
<b>STANDARD</b>		<b>Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts, feelings, and ideas through visual arts?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>9.1.V.PK.A.</b>	<b>Elements and Principles: Know and use basic elements of visual arts.</b>
<b>DESCRIPTOR</b>	<b>9.1.V.PK.A.1.</b>	<p>Participate in teacher-guided visual arts 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 Choice Time</p> <p>p. 17 Exploring the Topic - Day 2 Large-Group Roundup</p> <p>p. 18 Exploring the Topic - Day 3 Large 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 Large-Group Roundup</p> <p>p. 32 Investigation 1 Day 3 Choice Time</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. 56 Investigation 3 Day 3 Choice Time</p> <p>p. 56 Investigation 3 Day 3 Large Group</p> <p>p. 59 Investigation 3 Day 4 Small Group</p> <p>p. 60 Investigation 3 Day 5 Choice Time</p> <p>p. 64 Investigation 4 Day 1 Large Group</p> <p>p. 66 Investigation 4 Day 2 Large Group</p>

		<p>p. 67 Investigation 4 Day 2 Large-Group Roundup  p. 67 Investigation 4 Day 2 Read-Aloud  p. 68 Investigation 4 Day 3 Large Group  p. 69 Investigation 4 Day 3 Choice Time  p. 69 Investigation 4 Day 3 Large-Group Roundup  p. 72 Investigation 5 Day 1 Choice Time  p. 73 Investigation 5 Day 1 Small Group  p. 75 Investigation 5 Day 2 Large-Group Roundup  p. 76 Investigation 5 Day 3 Choice Time  p. 76 Investigation 5 Day 3 Large Group  p. 79 Investigation 5 Day 4 Small Group  p. 81 Investigation 5 Day 5 Large-Group Roundup  p. 81 Investigation 5 Day 5 Small Group  p. 96 Celebrating Learning Day 2 Large Group  p. 96 Celebrating Learning Day 2 Choice Time</p>
DESCRIPTOR	9.1.V.PK.A.2.	<p>Choose art center during free choice.</p> <p><u>Buildings Study</u>  p. 16 Exploring the Topic - Day 2 Large Group  p. 17 Exploring the Topic - Day 2 Choice Time  p. 17 Exploring the Topic - Day 2 Large-Group Roundup  p. 18 Exploring the Topic - Day 3 Large Group  p. 30 Investigation 1 Day 2 Choice Time  p. 30 Investigation 1 Day 2 Large Group  p. 31 Investigation 1 Day 2 Large-Group Roundup  p. 32 Investigation 1 Day 3 Choice Time  p. 37 Investigation 1 Day 5 Small Group  p. 41 Investigation 2 Day 1 Small Group  p. 43 Investigation 2 Day 2 Small Group  p. 47 Investigation 2 Day 4 Large-Group Roundup  p. 51 Investigation 3 Outdoor Experiences  p. 53 Investigation 3 Day 1 Large-Group Roundup  p. 53 Investigation 3 Day 1 Small Group  p. 54 Investigation 3 Day 2 Large Group  p. 55 Investigation 3 Day 2 Large-Group Roundup  p. 56 Investigation 3 Day 3 Choice Time  p. 56 Investigation 3 Day 3 Large Group  p. 59 Investigation 3 Day 4 Small Group  p. 60 Investigation 3 Day 5 Choice Time  p. 64 Investigation 4 Day 1 Large Group  p. 66 Investigation 4 Day 2 Large Group  p. 67 Investigation 4 Day 2 Large-Group Roundup  p. 67 Investigation 4 Day 2 Read-Aloud  p. 68 Investigation 4 Day 3 Large Group  p. 69 Investigation 4 Day 3 Choice Time  p. 69 Investigation 4 Day 3 Large-Group Roundup  p. 72 Investigation 5 Day 1 Choice Time  p. 73 Investigation 5 Day 1 Small Group  p. 75 Investigation 5 Day 2 Large-Group Roundup  p. 76 Investigation 5 Day 3 Choice Time  p. 76 Investigation 5 Day 3 Large Group  p. 79 Investigation 5 Day 4 Small Group  p. 81 Investigation 5 Day 5 Large-Group Roundup  p. 81 Investigation 5 Day 5 Small Group  p. 96 Celebrating Learning Day 2 Large Group  p. 96 Celebrating Learning Day 2 Choice Time</p>
DESCRIPTOR	9.1.V.PK.A.3.	<p>Demonstrate an understanding of “color,” “shape,” and “line”.</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. 53 Investigation 3 Day 1 Small Group  p. 55 Investigation 3 Day 2 Large-Group Roundup</p>

		<p>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  p. 75 Investigation 5 Day 2 Small Group</p>
DESCRIPTOR	9.1.V.PK.A.4.	<p>Create a picture using different colors, varying the intensity of strokes and combining colors.</p> <p><u>Buildings Study</u>  p. 16 Exploring the Topic - Day 2 Large Group  p. 17 Exploring the Topic - Day 2 Choice Time  p. 17 Exploring the Topic - Day 2 Large-Group Roundup  p. 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. 75 Investigation 5 Day 2 Small Group  p. 79 Investigation 5 Day 4 Small Group  p. 81 Investigation 5 Day 5 Small Group</p>
STANDARD AREA / STATEMENT	9.1.V.PK.	Production and Performance: Visual Arts
STANDARD		Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts, feelings, and ideas through visual arts?
DESCRIPTOR / STANDARD	9.1.V.PK.B.	Demonstration: Combine a variety of materials to create a work of art.
DESCRIPTOR	9.1.V.PK.B.1.	<p>Participate in teacher-guided visual arts activities.</p> <p><u>Buildings Study</u>  p. 16 Exploring the Topic - Day 2 Large Group  p. 17 Exploring the Topic - Day 2 Choice Time  p. 17 Exploring the Topic - Day 2 Large-Group Roundup  p. 18 Exploring the Topic - Day 3 Large Group  p. 30 Investigation 1 Day 2 Choice Time  p. 30 Investigation 1 Day 2 Large Group  p. 31 Investigation 1 Day 2 Large-Group Roundup  p. 32 Investigation 1 Day 3 Choice Time  p. 37 Investigation 1 Day 5 Small Group  p. 41 Investigation 2 Day 1 Small Group  p. 43 Investigation 2 Day 2 Small Group  p. 47 Investigation 2 Day 4 Large-Group Roundup  p. 51 Investigation 3 Outdoor Experiences  p. 53 Investigation 3 Day 1 Large-Group Roundup  p. 53 Investigation 3 Day 1 Small Group  p. 54 Investigation 3 Day 2 Large Group  p. 55 Investigation 3 Day 2 Large-Group Roundup  p. 56 Investigation 3 Day 3 Choice Time  p. 56 Investigation 3 Day 3 Large Group</p>

		<p>p. 59 Investigation 3 Day 4 Small Group  p. 60 Investigation 3 Day 5 Choice Time  p. 64 Investigation 4 Day 1 Large Group  p. 66 Investigation 4 Day 2 Large Group  p. 67 Investigation 4 Day 2 Large-Group Roundup  p. 67 Investigation 4 Day 2 Read-Aloud  p. 68 Investigation 4 Day 3 Large Group  p. 69 Investigation 4 Day 3 Choice Time  p. 69 Investigation 4 Day 3 Large-Group Roundup  p. 72 Investigation 5 Day 1 Choice Time  p. 73 Investigation 5 Day 1 Small Group  p. 75 Investigation 5 Day 2 Large-Group Roundup  p. 76 Investigation 5 Day 3 Choice Time  p. 76 Investigation 5 Day 3 Large Group  p. 79 Investigation 5 Day 4 Small Group  p. 81 Investigation 5 Day 5 Large-Group Roundup  p. 81 Investigation 5 Day 5 Small Group  p. 96 Celebrating Learning Day 2 Large Group  p. 96 Celebrating Learning Day 2 Choice Time</p>
DESCRIPTOR	9.1.V.PK.B.2.	<p>Choose art center during free choice.</p> <p><u>Buildings Study</u></p> <p>p. 16 Exploring the Topic - Day 2 Large Group  p. 17 Exploring the Topic - Day 2 Choice Time  p. 17 Exploring the Topic - Day 2 Large-Group Roundup  p. 18 Exploring the Topic - Day 3 Large Group  p. 30 Investigation 1 Day 2 Choice Time  p. 30 Investigation 1 Day 2 Large Group  p. 31 Investigation 1 Day 2 Large-Group Roundup  p. 32 Investigation 1 Day 3 Choice Time  p. 37 Investigation 1 Day 5 Small Group  p. 41 Investigation 2 Day 1 Small Group  p. 43 Investigation 2 Day 2 Small Group  p. 47 Investigation 2 Day 4 Large-Group Roundup  p. 51 Investigation 3 Outdoor Experiences  p. 53 Investigation 3 Day 1 Large-Group Roundup  p. 53 Investigation 3 Day 1 Small Group  p. 54 Investigation 3 Day 2 Large Group  p. 55 Investigation 3 Day 2 Large-Group Roundup  p. 56 Investigation 3 Day 3 Choice Time  p. 56 Investigation 3 Day 3 Large Group  p. 59 Investigation 3 Day 4 Small Group  p. 60 Investigation 3 Day 5 Choice Time  p. 64 Investigation 4 Day 1 Large Group  p. 66 Investigation 4 Day 2 Large Group  p. 67 Investigation 4 Day 2 Large-Group Roundup  p. 67 Investigation 4 Day 2 Read-Aloud  p. 68 Investigation 4 Day 3 Large Group  p. 69 Investigation 4 Day 3 Choice Time  p. 69 Investigation 4 Day 3 Large-Group Roundup  p. 72 Investigation 5 Day 1 Choice Time  p. 73 Investigation 5 Day 1 Small Group  p. 75 Investigation 5 Day 2 Large-Group Roundup  p. 76 Investigation 5 Day 3 Choice Time  p. 76 Investigation 5 Day 3 Large Group  p. 79 Investigation 5 Day 4 Small Group  p. 81 Investigation 5 Day 5 Large-Group Roundup  p. 81 Investigation 5 Day 5 Small Group  p. 96 Celebrating Learning Day 2 Large Group  p. 96 Celebrating Learning Day 2 Choice Time</p>
DESCRIPTOR	9.1.V.PK.B.3.	<p>Use a variety of materials (e.g. chalk, paint, crayons, pencils, markers, wood, play dough).</p> <p><u>Buildings Study</u></p>

		<p>p. 23 Exploring the Topic - Day 5 Choice Time</p> <p>p. 35 Investigation 1 Day 4 Small Group</p> <p>p. 36 Investigation 1 Day 5 Large Group</p> <p>p. 64 Investigation 4 Day 1 Large Group</p> <p>p. 66 Investigation 4 Day 2 Large Group</p> <p>p. 68 Investigation 4 Day 3 Large Group</p> <p>p. 72 Investigation 5 Day 1 Large Group</p> <p>p. 74 Investigation 5 Day 2 Large Group</p> <p>p. 76 Investigation 5 Day 3 Large Group</p>
DESCRIPTOR	9.1.V.PK.B.4.	<p>Draw to explore and extend themes in the classroom.</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 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>
STANDARD AREA / STATEMENT	9.1.V.PK.	Production and Performance: Visual Arts
STANDARD		Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts, feelings, and ideas through visual arts?
DESCRIPTOR / STANDARD	9.1.V.PK.E.	Representation: Use imagination and creativity to express self through visual arts.
DESCRIPTOR	9.1.V.PK.E.1.	<p>Participate in teacher-guided visual arts 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 Choice Time</p> <p>p. 17 Exploring the Topic - Day 2 Large-Group Roundup</p> <p>p. 18 Exploring the Topic - Day 3 Large 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 Large-Group Roundup</p> <p>p. 32 Investigation 1 Day 3 Choice Time</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. 56 Investigation 3 Day 3 Choice Time</p>

		<p>p. 56 Investigation 3 Day 3 Large Group  p. 59 Investigation 3 Day 4 Small Group  p. 60 Investigation 3 Day 5 Choice Time  p. 64 Investigation 4 Day 1 Large Group  p. 66 Investigation 4 Day 2 Large Group  p. 67 Investigation 4 Day 2 Large-Group Roundup  p. 67 Investigation 4 Day 2 Read-Aloud  p. 68 Investigation 4 Day 3 Large Group  p. 69 Investigation 4 Day 3 Choice Time  p. 69 Investigation 4 Day 3 Large-Group Roundup  p. 72 Investigation 5 Day 1 Choice Time  p. 73 Investigation 5 Day 1 Small Group  p. 75 Investigation 5 Day 2 Large-Group Roundup  p. 76 Investigation 5 Day 3 Choice Time  p. 76 Investigation 5 Day 3 Large Group  p. 79 Investigation 5 Day 4 Small Group  p. 81 Investigation 5 Day 5 Large-Group Roundup  p. 81 Investigation 5 Day 5 Small Group  p. 96 Celebrating Learning Day 2 Large Group  p. 96 Celebrating Learning Day 2 Choice Time</p>
DESCRIPTOR	9.1.V.PK.E.2.	<p>Choose art center during free choice.</p> <p><u>Buildings Study</u>  p. 16 Exploring the Topic - Day 2 Large Group  p. 17 Exploring the Topic - Day 2 Choice Time  p. 17 Exploring the Topic - Day 2 Large-Group Roundup  p. 18 Exploring the Topic - Day 3 Large Group  p. 30 Investigation 1 Day 2 Choice Time  p. 30 Investigation 1 Day 2 Large Group  p. 31 Investigation 1 Day 2 Large-Group Roundup  p. 32 Investigation 1 Day 3 Choice Time  p. 37 Investigation 1 Day 5 Small Group  p. 41 Investigation 2 Day 1 Small Group  p. 43 Investigation 2 Day 2 Small Group  p. 47 Investigation 2 Day 4 Large-Group Roundup  p. 51 Investigation 3 Outdoor Experiences  p. 53 Investigation 3 Day 1 Large-Group Roundup  p. 53 Investigation 3 Day 1 Small Group  p. 54 Investigation 3 Day 2 Large Group  p. 55 Investigation 3 Day 2 Large-Group Roundup  p. 56 Investigation 3 Day 3 Choice Time  p. 56 Investigation 3 Day 3 Large Group  p. 59 Investigation 3 Day 4 Small Group  p. 60 Investigation 3 Day 5 Choice Time  p. 64 Investigation 4 Day 1 Large Group  p. 66 Investigation 4 Day 2 Large Group  p. 67 Investigation 4 Day 2 Large-Group Roundup  p. 67 Investigation 4 Day 2 Read-Aloud  p. 68 Investigation 4 Day 3 Large Group  p. 69 Investigation 4 Day 3 Choice Time  p. 69 Investigation 4 Day 3 Large-Group Roundup  p. 72 Investigation 5 Day 1 Choice Time  p. 73 Investigation 5 Day 1 Small Group  p. 75 Investigation 5 Day 2 Large-Group Roundup  p. 76 Investigation 5 Day 3 Choice Time  p. 76 Investigation 5 Day 3 Large Group  p. 79 Investigation 5 Day 4 Small Group  p. 81 Investigation 5 Day 5 Large-Group Roundup  p. 81 Investigation 5 Day 5 Small Group  p. 96 Celebrating Learning Day 2 Large Group  p. 96 Celebrating Learning Day 2 Choice Time</p>
DESCRIPTOR	9.1.V.PK.E.3.	<p>Draw self-portrait.</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>
<p>DESCRIPTOR</p>	<p>9.1.V.PK.E.4.</p>	<p>Create a work of art to represent a real or imagined object, animal, or person.</p> <p><u>Buildings Study</u></p> <p>p. 16 Exploring the Topic - Day 2 Large Group  p. 17 Exploring the Topic - Day 2 Choice Time  p. 17 Exploring the Topic - Day 2 Large-Group Roundup  p. 18 Exploring the Topic - Day 3 Large Group  p. 30 Investigation 1 Day 2 Choice Time  p. 30 Investigation 1 Day 2 Large Group  p. 31 Investigation 1 Day 2 Large-Group Roundup  p. 32 Investigation 1 Day 3 Choice Time  p. 37 Investigation 1 Day 5 Small Group  p. 41 Investigation 2 Day 1 Small Group  p. 43 Investigation 2 Day 2 Small Group  p. 47 Investigation 2 Day 4 Large-Group Roundup  p. 51 Investigation 3 Outdoor Experiences  p. 53 Investigation 3 Day 1 Large-Group Roundup  p. 53 Investigation 3 Day 1 Small Group  p. 54 Investigation 3 Day 2 Large Group  p. 55 Investigation 3 Day 2 Large-Group Roundup  p. 56 Investigation 3 Day 3 Choice Time  p. 56 Investigation 3 Day 3 Large Group  p. 59 Investigation 3 Day 4 Small Group  p. 60 Investigation 3 Day 5 Choice Time  p. 64 Investigation 4 Day 1 Large Group  p. 66 Investigation 4 Day 2 Large Group  p. 67 Investigation 4 Day 2 Large-Group Roundup  p. 67 Investigation 4 Day 2 Read-Aloud  p. 68 Investigation 4 Day 3 Large Group  p. 69 Investigation 4 Day 3 Choice Time  p. 69 Investigation 4 Day 3 Large-Group Roundup  p. 72 Investigation 5 Day 1 Choice Time  p. 73 Investigation 5 Day 1 Small Group  p. 75 Investigation 5 Day 2 Large-Group Roundup  p. 76 Investigation 5 Day 3 Choice Time  p. 76 Investigation 5 Day 3 Large Group  p. 79 Investigation 5 Day 4 Small Group  p. 81 Investigation 5 Day 5 Large-Group Roundup  p. 81 Investigation 5 Day 5 Small Group  p. 96 Celebrating Learning Day 2 Large Group  p. 96 Celebrating Learning Day 2 Choice Time</p>

DESCRIPTOR	9.1.V.PK.E.5.	<p>Use a growing number of details and make more realistic representations.</p> <p><u>Buildings Study</u></p> <p>p. 16 Exploring the Topic - Day 2 Large Group  p. 17 Exploring the Topic - Day 2 Choice Time  p. 17 Exploring the Topic - Day 2 Large-Group Roundup  p. 18 Exploring the Topic - Day 3 Large Group  p. 30 Investigation 1 Day 2 Choice Time  p. 30 Investigation 1 Day 2 Large Group  p. 31 Investigation 1 Day 2 Large-Group Roundup  p. 32 Investigation 1 Day 3 Choice Time  p. 37 Investigation 1 Day 5 Small Group  p. 41 Investigation 2 Day 1 Small Group  p. 43 Investigation 2 Day 2 Small Group  p. 47 Investigation 2 Day 4 Large-Group Roundup  p. 51 Investigation 3 Outdoor Experiences  p. 53 Investigation 3 Day 1 Large-Group Roundup  p. 53 Investigation 3 Day 1 Small Group  p. 54 Investigation 3 Day 2 Large Group  p. 55 Investigation 3 Day 2 Large-Group Roundup  p. 56 Investigation 3 Day 3 Choice Time  p. 56 Investigation 3 Day 3 Large Group  p. 59 Investigation 3 Day 4 Small Group  p. 60 Investigation 3 Day 5 Choice Time  p. 64 Investigation 4 Day 1 Large Group  p. 66 Investigation 4 Day 2 Large Group  p. 67 Investigation 4 Day 2 Large-Group Roundup  p. 67 Investigation 4 Day 2 Read-Aloud  p. 68 Investigation 4 Day 3 Large Group  p. 69 Investigation 4 Day 3 Choice Time  p. 69 Investigation 4 Day 3 Large-Group Roundup  p. 72 Investigation 5 Day 1 Choice Time  p. 73 Investigation 5 Day 1 Small Group  p. 75 Investigation 5 Day 2 Large-Group Roundup  p. 76 Investigation 5 Day 3 Choice Time  p. 76 Investigation 5 Day 3 Large Group  p. 79 Investigation 5 Day 4 Small Group  p. 81 Investigation 5 Day 5 Large-Group Roundup  p. 81 Investigation 5 Day 5 Small Group  p. 96 Celebrating Learning Day 2 Large Group  p. 96 Celebrating Learning Day 2 Choice Time</p>
DESCRIPTOR	9.1.V.PK.E.6.	<p>Choose different art materials to represent different types of thoughts or feelings.</p> <p><u>Buildings Study</u></p> <p>p. 23 Exploring the Topic - Day 5 Choice Time  p. 35 Investigation 1 Day 4 Small Group  p. 36 Investigation 1 Day 5 Large Group  p. 64 Investigation 4 Day 1 Large Group  p. 66 Investigation 4 Day 2 Large Group  p. 68 Investigation 4 Day 3 Large Group  p. 72 Investigation 5 Day 1 Large Group  p. 74 Investigation 5 Day 2 Large Group  p. 76 Investigation 5 Day 3 Large Group</p>
STANDARD AREA / STATEMENT	9.1.V.PK.	Production and Performance: Visual Arts
STANDARD		Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts, feelings, and ideas through visual arts?
DESCRIPTOR / STANDARD	9.1.V.PK.J.	Technologies: Use a variety of technologies for producing works of art.
DESCRIPTOR	9.1.V.PK.J.1.	Explore a variety of art materials and tools.

		<p><b>Buildings Study</b></p> <p>p. 23 Exploring the Topic - Day 5 Choice Time  p. 35 Investigation 1 Day 4 Small Group  p. 36 Investigation 1 Day 5 Large Group  p. 64 Investigation 4 Day 1 Large Group  p. 66 Investigation 4 Day 2 Large Group  p. 68 Investigation 4 Day 3 Large Group  p. 72 Investigation 5 Day 1 Large Group  p. 74 Investigation 5 Day 2 Large Group  p. 76 Investigation 5 Day 3 Large Group</p>
DESCRIPTOR	9.1.V.PK.J.2.	<p>Participate in teacher-guided visual arts activities.</p> <p><b>Buildings Study</b></p> <p>p. 16 Exploring the Topic - Day 2 Large Group  p. 17 Exploring the Topic - Day 2 Choice Time  p. 17 Exploring the Topic - Day 2 Large-Group Roundup  p. 18 Exploring the Topic - Day 3 Large Group  p. 30 Investigation 1 Day 2 Choice Time  p. 30 Investigation 1 Day 2 Large Group  p. 31 Investigation 1 Day 2 Large-Group Roundup  p. 32 Investigation 1 Day 3 Choice Time  p. 37 Investigation 1 Day 5 Small Group  p. 41 Investigation 2 Day 1 Small Group  p. 43 Investigation 2 Day 2 Small Group  p. 47 Investigation 2 Day 4 Large-Group Roundup  p. 51 Investigation 3 Outdoor Experiences  p. 53 Investigation 3 Day 1 Large-Group Roundup  p. 53 Investigation 3 Day 1 Small Group  p. 54 Investigation 3 Day 2 Large Group  p. 55 Investigation 3 Day 2 Large-Group Roundup  p. 56 Investigation 3 Day 3 Choice Time  p. 56 Investigation 3 Day 3 Large Group  p. 59 Investigation 3 Day 4 Small Group  p. 60 Investigation 3 Day 5 Choice Time  p. 64 Investigation 4 Day 1 Large Group  p. 66 Investigation 4 Day 2 Large Group  p. 67 Investigation 4 Day 2 Large-Group Roundup  p. 67 Investigation 4 Day 2 Read-Aloud  p. 68 Investigation 4 Day 3 Large Group  p. 69 Investigation 4 Day 3 Choice Time  p. 69 Investigation 4 Day 3 Large-Group Roundup  p. 72 Investigation 5 Day 1 Choice Time  p. 73 Investigation 5 Day 1 Small Group  p. 75 Investigation 5 Day 2 Large-Group Roundup  p. 76 Investigation 5 Day 3 Choice Time  p. 76 Investigation 5 Day 3 Large Group  p. 79 Investigation 5 Day 4 Small Group  p. 81 Investigation 5 Day 5 Large-Group Roundup  p. 81 Investigation 5 Day 5 Small Group  p. 96 Celebrating Learning Day 2 Large Group  p. 96 Celebrating Learning Day 2 Choice Time</p>
DESCRIPTOR	9.1.V.PK.J.3.	<p>Choose art center during free choice.</p> <p><b>Buildings Study</b></p> <p>p. 16 Exploring the Topic - Day 2 Large Group  p. 17 Exploring the Topic - Day 2 Choice Time  p. 17 Exploring the Topic - Day 2 Large-Group Roundup  p. 18 Exploring the Topic - Day 3 Large Group  p. 30 Investigation 1 Day 2 Choice Time  p. 30 Investigation 1 Day 2 Large Group  p. 31 Investigation 1 Day 2 Large-Group Roundup  p. 32 Investigation 1 Day 3 Choice Time  p. 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. 56 Investigation 3 Day 3 Choice Time  p. 56 Investigation 3 Day 3 Large Group  p. 59 Investigation 3 Day 4 Small Group  p. 60 Investigation 3 Day 5 Choice Time  p. 64 Investigation 4 Day 1 Large Group  p. 66 Investigation 4 Day 2 Large Group  p. 67 Investigation 4 Day 2 Large-Group Roundup  p. 67 Investigation 4 Day 2 Read-Aloud  p. 68 Investigation 4 Day 3 Large Group  p. 69 Investigation 4 Day 3 Choice Time  p. 69 Investigation 4 Day 3 Large-Group Roundup  p. 72 Investigation 5 Day 1 Choice Time  p. 73 Investigation 5 Day 1 Small Group  p. 75 Investigation 5 Day 2 Large-Group Roundup  p. 76 Investigation 5 Day 3 Choice Time  p. 76 Investigation 5 Day 3 Large Group  p. 79 Investigation 5 Day 4 Small Group  p. 81 Investigation 5 Day 5 Large-Group Roundup  p. 81 Investigation 5 Day 5 Small Group  p. 96 Celebrating Learning Day 2 Large Group  p. 96 Celebrating Learning Day 2 Choice Time</p>
DESCRIPTOR	9.1.V.PK.J.4.	<p>Use art materials and tools as intended.</p> <p><u>Buildings Study</u>  p. 23 Exploring the Topic - Day 5 Choice Time  p. 35 Investigation 1 Day 4 Small Group  p. 36 Investigation 1 Day 5 Large Group  p. 64 Investigation 4 Day 1 Large Group  p. 66 Investigation 4 Day 2 Large Group  p. 68 Investigation 4 Day 3 Large Group  p. 72 Investigation 5 Day 1 Large Group  p. 74 Investigation 5 Day 2 Large Group  p. 76 Investigation 5 Day 3 Large Group</p>
DESCRIPTOR	9.1.V.PK.J.5.	<p>Manipulate materials in a variety of ways (e.g. pounding, squeeze, cutting, rolling).</p> <p><u>Buildings Study</u>  p. 23 Exploring the Topic - Day 5 Choice Time  p. 35 Investigation 1 Day 4 Small Group  p. 36 Investigation 1 Day 5 Large Group  p. 64 Investigation 4 Day 1 Large Group  p. 66 Investigation 4 Day 2 Large Group  p. 68 Investigation 4 Day 3 Large Group  p. 72 Investigation 5 Day 1 Large Group  p. 74 Investigation 5 Day 2 Large Group  p. 76 Investigation 5 Day 3 Large Group</p>
DESCRIPTOR	9.1.V.PK.J.6.	<p>Use age appropriate digital media applications to create works of art.</p> <p><u>Buildings Study</u>  p. 23 Exploring the Topic - Day 5 Choice Time  p. 35 Investigation 1 Day 4 Small Group  p. 36 Investigation 1 Day 5 Large Group  p. 64 Investigation 4 Day 1 Large Group  p. 66 Investigation 4 Day 2 Large Group  p. 68 Investigation 4 Day 3 Large Group</p>

		p. 72 Investigation 5 Day 1 Large Group p. 74 Investigation 5 Day 2 Large Group p. 76 Investigation 5 Day 3 Large Group
<b>STANDARD AREA / STATEMENT</b>	<b>9.2.PK.</b>	<b>Historical and Cultural Context of Works in the Arts</b>
<b>STANDARD</b>		<b>Big Idea: Every culture has its own art forms. Essential Question: Can I identify instruments and/or art forms from another culture?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>9.2.PK.D.</b>	<b>Perspective: Explain that instruments or art forms represent cultural perspectives.</b>
<b>DESCRIPTOR</b>	<b>9.2.PK.D.2.</b>	<p>Participate in discussions about where various instruments and art forms originate.</p> <p><u>Buildings Study</u></p> <p>p. 14 Exploring the Topic - Day 1 Choice Time  p. 14 Exploring the Topic - Day 1 Large Group  p. 15 Exploring the Topic - Day 1 Small Group  p. 16 Exploring the Topic - Day 2 Large Group  p. 17 Exploring the Topic - Day 2 Choice Time  p. 17 Exploring the Topic - Day 2 Read-Aloud  p. 17 Exploring the Topic - Day 2 Small Group  p. 18 Exploring the Topic - Day 3 Large Group  p. 19 Exploring the Topic - Day 3 Small Group  p. 20 Exploring the Topic - Day 4 Large Group  p. 21 Exploring the Topic - Day 4 Choice Time  p. 21 Exploring the Topic - Day 4 Large-Group Roundup  p. 23 Exploring the Topic - Day 5 Choice Time  p. 23 Exploring the Topic - Day 5 Large-Group Roundup  p. 23 Exploring the Topic - Day 5 Small Group  p. 28 Investigation 1 Day 1 Large Group  p. 29 Investigation 1 Day 1 Small Group  p. 30 Investigation 1 Day 2 Choice Time  p. 30 Investigation 1 Day 2 Large Group  p. 31 Investigation 1 Day 2 Small Group  p. 32 Investigation 1 Day 3 Large Group  p. 33 Investigation 1 Day 3 Small Group  p. 34 Investigation 1 Day 4 Choice Time  p. 34 Investigation 1 Day 4 Large Group  p. 35 Investigation 1 Day 4 Large-Group Roundup  p. 35 Investigation 1 Day 4 Read-Aloud  p. 35 Investigation 1 Day 4 Small Group  p. 36 Investigation 1 Day 5 Choice Time  p. 36 Investigation 1 Day 5 Large Group  p. 37 Investigation 1 Day 5 Large-Group Roundup  p. 37 Investigation 1 Day 5 Small Group  p. 40 Investigation 2 Day 1 Large Group  p. 41 Investigation 2 Day 1 Read-Aloud  p. 41 Investigation 2 Day 1 Small Group  p. 43 Investigation 2 Day 2 Mighty Minutes  p. 43 Investigation 2 Day 2 Read-Aloud  p. 43 Investigation 2 Day 2 Small Group  p. 44 Investigation 2 Day 3 Large Group  p. 45 Investigation 2 Day 3 Large-Group Roundup  p. 45 Investigation 2 Day 3 Read-Aloud  p. 46 Investigation 2 Day 4 Choice Time  p. 46 Investigation 2 Day 4 Large Group  p. 47 Investigation 2 Day 4 Large-Group Roundup  p. 47 Investigation 2 Day 4 Small Group  p. 48 Investigation 2 Day 5 Large Group  p. 49 Investigation 2 Day 5 Mighty Minutes  p. 49 Investigation 2 Day 5 Small Group  p. 51 Investigation 3 Outdoor Experiences  p. 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>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>
DESCRIPTOR	9.2.PK.D.3.	<p>Identify cultures represented by various art forms.</p> <p><b>Buildings Study</b></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>

		<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> <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>
<b>STANDARD AREA / STATEMENT</b>	<b>9.3.PK.</b>	<b>Critical Response to Works of Art</b>
<b>STANDARD</b>		<b>Big Idea: People evaluate art based upon a variety of characteristics. Essential Questions: Can I explain how I feel about a particular art form? Can I provide reasons that explain my feelings about a particular art form?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>9.3.PK.F.</b>	<b>Identification: Recognize and name a variety of art forms.</b>

DESCRIPTOR	9.3.PK.F.1.	<p>Identify a photo, painting, drawing, dance, and songs.</p> <p><u>Buildings Study</u></p> <p>p. 14 Exploring the Topic - Day 1 Choice Time  p. 14 Exploring the Topic - Day 1 Large Group  p. 15 Exploring the Topic - Day 1 Small Group  p. 16 Exploring the Topic - Day 2 Large Group  p. 17 Exploring the Topic - Day 2 Choice Time  p. 17 Exploring the Topic - Day 2 Read-Aloud  p. 17 Exploring the Topic - Day 2 Small Group  p. 18 Exploring the Topic - Day 3 Large Group  p. 19 Exploring the Topic - Day 3 Small Group  p. 20 Exploring the Topic - Day 4 Large Group  p. 21 Exploring the Topic - Day 4 Choice Time  p. 21 Exploring the Topic - Day 4 Large-Group Roundup  p. 23 Exploring the Topic - Day 5 Choice Time  p. 23 Exploring the Topic - Day 5 Large-Group Roundup  p. 23 Exploring the Topic - Day 5 Small Group  p. 28 Investigation 1 Day 1 Large Group  p. 29 Investigation 1 Day 1 Small Group  p. 30 Investigation 1 Day 2 Choice Time  p. 30 Investigation 1 Day 2 Large Group  p. 31 Investigation 1 Day 2 Small Group  p. 32 Investigation 1 Day 3 Large Group  p. 33 Investigation 1 Day 3 Small Group  p. 34 Investigation 1 Day 4 Choice Time  p. 34 Investigation 1 Day 4 Large Group  p. 35 Investigation 1 Day 4 Large-Group Roundup  p. 35 Investigation 1 Day 4 Read-Aloud  p. 35 Investigation 1 Day 4 Small Group  p. 36 Investigation 1 Day 5 Choice Time  p. 36 Investigation 1 Day 5 Large Group  p. 37 Investigation 1 Day 5 Large-Group Roundup  p. 37 Investigation 1 Day 5 Small Group  p. 40 Investigation 2 Day 1 Large Group  p. 41 Investigation 2 Day 1 Read-Aloud  p. 41 Investigation 2 Day 1 Small Group  p. 43 Investigation 2 Day 2 Mighty Minutes  p. 43 Investigation 2 Day 2 Read-Aloud  p. 43 Investigation 2 Day 2 Small Group  p. 44 Investigation 2 Day 3 Large Group  p. 45 Investigation 2 Day 3 Large-Group Roundup  p. 45 Investigation 2 Day 3 Read-Aloud  p. 46 Investigation 2 Day 4 Choice Time  p. 46 Investigation 2 Day 4 Large Group  p. 47 Investigation 2 Day 4 Large-Group Roundup  p. 47 Investigation 2 Day 4 Small Group  p. 48 Investigation 2 Day 5 Large Group  p. 49 Investigation 2 Day 5 Mighty Minutes  p. 49 Investigation 2 Day 5 Small Group  p. 51 Investigation 3 Outdoor Experiences  p. 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>
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		<p>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>
<b>STANDARD AREA / STATEMENT</b>	<b>9.3.PK.</b>	<b>Critical Response to Works of Art</b>
<b>STANDARD</b>		<p><b>Big Idea:</b> People evaluate art based upon a variety of characteristics.  <b>Essential Questions:</b> Can I explain how I feel about a particular art form? Can I provide reasons that explain my feelings about a particular art form?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>9.3.PK.G.</b>	<b>Critical: Formulate and share an opinion about others' art products.</b>
<b>DESCRIPTOR</b>	<b>9.3.PK.G.1.</b>	<p>Observe, applaud or comment on the works of others.</p> <p><b>Buildings Study</b></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. 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>
DESCRIPTOR	9.3.PK.G.2.	<p>Share an opinion about art work when asked, “What do you think this is about?”</p> <p><u>Buildings Study</u>  p. 14 Exploring the Topic - Day 1 Choice Time  p. 14 Exploring the Topic - Day 1 Large Group  p. 15 Exploring the Topic - Day 1 Small Group  p. 16 Exploring the Topic - Day 2 Large Group  p. 17 Exploring the Topic - Day 2 Choice Time  p. 17 Exploring the Topic - Day 2 Read-Aloud  p. 17 Exploring the Topic - Day 2 Small Group</p>

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

		<p>p. 76 Investigation 5 Day 3 Large Group</p> <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>
<b>STANDARD AREA / STATEMENT</b>	<b>9.4.PK.</b>	<b>Aesthetic Response to Works in the Arts</b>
<b>STANDARD</b>		<p><b>Big Idea: Art work can mean different things to different people.</b></p> <p><b>Essential Question: How do I express my response to a work of art?</b></p>
<b>DESCRIPTOR / STANDARD</b>	<b>9.4.PK.B.</b>	<b>Emotional Response: Demonstrate an emotional response to viewing or creating various art works.</b>
<b>DESCRIPTOR</b>	<b>9.4.PK.B.1.</b>	<p><b>Respond through body language, facial expression or oral language.</b></p> <p><b><u>Buildings Study</u></b></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> <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>
DESCRIPTOR	9.4.PK.B.2.	<p>Respond through humming, swaying, tapping foot to others' work.</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. 96 Celebrating Learning Day 2 Large Group</p>
SUBJECT / STANDARD AREA	PA.HPD.	Health, Wellness and Physical Development (Pre-kindergarten)
STANDARD AREA / STATEMENT	10.1.PK.	Concepts of Health
STANDARD		Big Idea: Awareness of health concepts provides a foundation for healthy decision making. Essential Questions: Do I have a basic understanding of my body? Can I identify basic health concepts that help my body develop?
DESCRIPTOR / STANDARD	10.1.PK.C.	Nutrition: Identify foods that keep our body healthy.
DESCRIPTOR	10.1.PK.C.2.	<p>Classify foods by their food groups (e.g. fruits, vegetables, dairy).</p> <p><u>Buildings Study</u></p> <p>p. 97 Celebrating Learning Day 2 Small Group</p>
STANDARD AREA /	10.3.PK.	Safety and Injury Prevention

STATEMENT		
STANDARD		Big Idea: Awareness of safe and unsafe practices provides a foundation for healthy decision making. Essential Question: What are things I can do to keep myself and others safe?
DESCRIPTOR / STANDARD	10.3.PK.A.	Safe and Unsafe Practices: Recognize safe and unsafe practices.
DESCRIPTOR	10.3.PK.A.1.	Identify and follow basic safety rules (e.g. on playground, in classroom, on field trip, crossing street).  <u>Buildings Study</u> p. 48 Investigation 2 Day 5 Large Group p. 67 Investigation 4 Day 2 Read-Aloud
DESCRIPTOR	10.3.PK.A.2.	Identify the consequence of an unsafe behavior.  <u>Buildings Study</u> p. 48 Investigation 2 Day 5 Large Group p. 67 Investigation 4 Day 2 Read-Aloud
DESCRIPTOR	10.3.PK.A.3.	Identify and avoid unsafe practices (e.g. playing with matches, talking to strangers).  <u>Buildings Study</u> p. 48 Investigation 2 Day 5 Large Group p. 67 Investigation 4 Day 2 Read-Aloud
DESCRIPTOR	10.3.PK.A.4.	Explain how community helpers (e.g. firefighter, police officer) can keep us safe.  <u>Buildings Study</u> p. 44 Investigation 2 Day 3 Large Group p. 48 Investigation 2 Day 5 Large Group p. 76 Investigation 5 Day 3 Large Group
STANDARD AREA / STATEMENT	10.5.PK.	Concepts, Principles and Strategies of Movement: Fine Motor Development
STANDARD		Big Idea: Fine motor practice helps children develop eye-hand coordination, strength, and controlled use of tools. Essential Questions: How do I use my hands and fingers to manipulate objects? How do I develop eye-hand coordination?
DESCRIPTOR / STANDARD	10.5.PK.A.	Strength, Coordination and Muscle Control: Use hands, fingers and wrists to manipulate objects.
DESCRIPTOR	10.5.PK.A.1.	Practice manual self-help skills (e.g. zipping, snapping, buttoning).  <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Choice Time p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences
DESCRIPTOR	10.5.PK.A.2.	Practice using scissors.  <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Choice Time p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences
DESCRIPTOR	10.5.PK.A.3.	Use tongs or tweezers to pick up objects.  <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Choice Time

		<p>p. 16 Exploring the Topic - Day 2 Large Group  p. 19 Exploring the Topic - Day 3 Mighty Minutes  p. 29 Investigation 1 Day 1 Choice Time  p. 36 Investigation 1 Day 5 Large Group  p. 61 Investigation 3 Day 5 Mighty Minutes  p. 71 Investigation 5 Outdoor Experiences</p>
DESCRIPTOR	10.5.PK.A.4.	<p>Manipulate smaller objects (e.g. pegs into a pegboard, puzzle pieces, stringing beads).</p> <p><u>Buildings Study</u>  p. 14 Exploring the Topic - Day 1 Choice Time  p. 16 Exploring the Topic - Day 2 Large Group  p. 19 Exploring the Topic - Day 3 Mighty Minutes  p. 29 Investigation 1 Day 1 Choice Time  p. 36 Investigation 1 Day 5 Large Group  p. 61 Investigation 3 Day 5 Mighty Minutes  p. 71 Investigation 5 Outdoor Experiences</p>
STANDARD AREA / STATEMENT	10.5.PK.	Concepts, Principles and Strategies of Movement: Fine Motor Development
STANDARD		Big Idea: Fine motor practice helps children develop eye-hand coordination, strength, and controlled use of tools. Essential Questions: How do I use my hands and fingers to manipulate objects? How do I develop eye-hand coordination?
DESCRIPTOR / STANDARD	10.5.PK.B.	Eye/Hand Coordination: Coordinate eye and hand movements to perform a task.
DESCRIPTOR	10.5.PK.B.1.	<p>Act out finger plays with hands and fingers.</p> <p><u>Buildings Study</u>  p. 14 Exploring the Topic - Day 1 Choice Time  p. 16 Exploring the Topic - Day 2 Large Group  p. 19 Exploring the Topic - Day 3 Mighty Minutes  p. 29 Investigation 1 Day 1 Choice Time  p. 36 Investigation 1 Day 5 Large Group  p. 61 Investigation 3 Day 5 Mighty Minutes  p. 71 Investigation 5 Outdoor Experiences</p>
DESCRIPTOR	10.5.PK.B.2.	<p>Use scissors to cut on a straight line.</p> <p><u>Buildings Study</u>  p. 14 Exploring the Topic - Day 1 Choice Time  p. 16 Exploring the Topic - Day 2 Large Group  p. 19 Exploring the Topic - Day 3 Mighty Minutes  p. 29 Investigation 1 Day 1 Choice Time  p. 36 Investigation 1 Day 5 Large Group  p. 61 Investigation 3 Day 5 Mighty Minutes  p. 71 Investigation 5 Outdoor Experiences</p>
DESCRIPTOR	10.5.PK.B.3.	<p>Complete self-help skills such as zip, snap or button.</p> <p><u>Buildings Study</u>  p. 14 Exploring the Topic - Day 1 Choice Time  p. 16 Exploring the Topic - Day 2 Large Group  p. 19 Exploring the Topic - Day 3 Mighty Minutes  p. 29 Investigation 1 Day 1 Choice Time  p. 36 Investigation 1 Day 5 Large Group  p. 61 Investigation 3 Day 5 Mighty Minutes  p. 71 Investigation 5 Outdoor Experiences</p>
DESCRIPTOR	10.5.PK.B.4.	<p>Manipulate smaller objects (e.g. pegs into a pegboard, puzzle pieces, stringing beads).</p> <p><u>Buildings Study</u>  p. 14 Exploring the Topic - Day 1 Choice Time  p. 16 Exploring the Topic - Day 2 Large Group  p. 19 Exploring the Topic - Day 3 Mighty Minutes</p>

		<p>p. 29 Investigation 1 Day 1 Choice Time  p. 36 Investigation 1 Day 5 Large Group  p. 61 Investigation 3 Day 5 Mighty Minutes  p. 71 Investigation 5 Outdoor Experiences</p>
DESCRIPTOR	10.5.PK.B.5.	<p>Use tools to pour (e.g. funnels, basters, and pitchers).</p> <p><u>Buildings Study</u>  p. 14 Exploring the Topic - Day 1 Choice Time  p. 16 Exploring the Topic - Day 2 Large Group  p. 19 Exploring the Topic - Day 3 Mighty Minutes  p. 29 Investigation 1 Day 1 Choice Time  p. 36 Investigation 1 Day 5 Large Group  p. 61 Investigation 3 Day 5 Mighty Minutes  p. 71 Investigation 5 Outdoor Experiences</p>
STANDARD AREA / STATEMENT	10.5.PK.	Concepts, Principles and Strategies of Movement: Fine Motor Development
STANDARD		Big Idea: Fine motor practice helps children develop eye-hand coordination, strength, and controlled use of tools. Essential Questions: How do I use my hands and fingers to manipulate objects? How do I develop eye-hand coordination?
DESCRIPTOR / STANDARD	10.5.PK.C.	Use of Tools: Use tools that require use of fingers, hands, and/or wrists to accomplish a task.
DESCRIPTOR	10.5.PK.C.1.	<p>Use writing and drawing implements with functional grasp (pincer grasp).</p> <p><u>Buildings Study</u>  p. 14 Exploring the Topic - Day 1 Choice Time  p. 16 Exploring the Topic - Day 2 Large Group  p. 19 Exploring the Topic - Day 3 Mighty Minutes  p. 23 Exploring the Topic - Day 5 Choice Time  p. 29 Investigation 1 Day 1 Choice Time  p. 35 Investigation 1 Day 4 Small Group  p. 36 Investigation 1 Day 5 Large Group  p. 61 Investigation 3 Day 5 Mighty Minutes  p. 64 Investigation 4 Day 1 Large Group  p. 66 Investigation 4 Day 2 Large Group  p. 68 Investigation 4 Day 3 Large Group  p. 71 Investigation 5 Outdoor Experiences  p. 72 Investigation 5 Day 1 Large Group  p. 74 Investigation 5 Day 2 Large Group  p. 76 Investigation 5 Day 3 Large Group</p>
DESCRIPTOR	10.5.PK.C.2.	<p>Use a variety of art tools (e.g. glue sticks, paint brushes, scissors) for a specific purpose.</p> <p><u>Buildings Study</u>  p. 23 Exploring the Topic - Day 5 Choice Time  p. 35 Investigation 1 Day 4 Small Group  p. 36 Investigation 1 Day 5 Large Group  p. 64 Investigation 4 Day 1 Large Group  p. 66 Investigation 4 Day 2 Large Group  p. 68 Investigation 4 Day 3 Large Group  p. 72 Investigation 5 Day 1 Large Group  p. 74 Investigation 5 Day 2 Large Group  p. 76 Investigation 5 Day 3 Large Group</p>
DESCRIPTOR	10.5.PK.C.3.	<p>Use tools (e.g. broom, dust pan brush, gardening tools) to complete classroom jobs.</p> <p><u>Buildings Study</u>  p. 14 Exploring the Topic - Day 1 Choice Time  p. 16 Exploring the Topic - Day 2 Large Group  p. 19 Exploring the Topic - Day 3 Mighty Minutes  p. 29 Investigation 1 Day 1 Choice Time  p. 36 Investigation 1 Day 5 Large Group</p>



		p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences
DESCRIPTOR	10.5.PK.C.4.	Use utensils for eating appropriately.  <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Choice Time p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences
DESCRIPTOR	10.5.PK.C.5.	Use cup or glass for drinking.  <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Choice Time p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences
SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Pre-kindergarten)
STANDARD AREA / STATEMENT	16.1.PK.	Self-Awareness and Self-Management
STANDARD		Big Idea: Understanding of self and ability to regulate behaviors and emotions are inextricably linked to learning and success. Essential Questions: How do I develop positive feelings about myself? How do I express and manage my emotions?
DESCRIPTOR / STANDARD	16.1.PK.A.	Manages Emotions and Behaviors: Distinguish between emotions and identify socially accepted ways to express them.
DESCRIPTOR	16.1.PK.A.1.	Recognize and label basic 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
DESCRIPTOR	16.1.PK.A.2.	Express feelings that are appropriate to the situation.  <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>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>
DESCRIPTOR	16.1.PK.A.3.	<p>Express feelings verbally or through play and artistic representation.</p> <p><u>Buildings Study</u>  p. 14 Exploring the Topic - Day 1 Large Group  p. 16 Exploring the Topic - Day 2 Large Group  p. 17 Exploring the Topic - Day 2 Large-Group Roundup  p. 29 Investigation 1 Day 1 Read-Aloud  p. 30 Investigation 1 Day 2 Large Group  p. 31 Investigation 1 Day 2 Large-Group Roundup  p. 33 Investigation 1 Day 3 Read-Aloud  p. 37 Investigation 1 Day 5 Read-Aloud  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. 45 Investigation 2 Day 3 Choice Time  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 Read-Aloud  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 Small Group  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. 65 Investigation 4 Day 1 Read-Aloud  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. 69 Investigation 4 Day 3 Read-Aloud  p. 72 Investigation 5 Day 1 Choice Time  p. 75 Investigation 5 Day 2 Large-Group Roundup  p. 75 Investigation 5 Day 2 Read-Aloud  p. 79 Investigation 5 Day 4 Small Group  p. 81 Investigation 5 Day 5 Small Group  p. 97 Celebrating Learning Day 2 Large Group Roundup</p>
DESCRIPTOR	16.1.PK.A.4.	<p>Name a range of feelings (e.g. excited, scared, angry, and surprised).</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>
STANDARD AREA / STATEMENT	16.1.PK.	Self-Awareness and Self-Management
STANDARD		<p>Big Idea: Understanding of self and ability to regulate behaviors and emotions are inextricably linked to learning and success. Essential Questions: How do I develop positive feelings about myself? How</p>

		do I express and manage my emotions?
DESCRIPTOR / STANDARD	16.1.PK.D.	Goal Setting: Establish goals independently and recognize their influence on choices.
DESCRIPTOR	16.1.PK.D.1.	Set and discuss goals for play and activities when asked.  <u>Buildings Study</u> p. 13 Exploring the Topic - Outdoor Experiences p. 14 Exploring the Topic - Day 1 Choice Time p. 18 Exploring the Topic - Day 3 Choice Time p. 30 Investigation 1 Day 2 Choice Time p. 32 Investigation 1 Day 3 Choice Time p. 34 Investigation 1 Day 4 Choice Time p. 36 Investigation 1 Day 5 Choice Time p. 40 Investigation 2 Day 1 Choice Time p. 43 Investigation 2 Day 2 Choice Time p. 45 Investigation 2 Day 3 Choice Time p. 46 Investigation 2 Day 4 Choice Time p. 48 Investigation 2 Day 5 Choice Time p. 52 Investigation 3 Day 1 Choice Time p. 55 Investigation 3 Day 2 Choice Time p. 56 Investigation 3 Day 3 Choice Time p. 58 Investigation 3 Day 4 Choice Time p. 60 Investigation 3 Day 5 Choice Time p. 64 Investigation 4 Day 1 Choice Time p. 66 Investigation 4 Day 2 Choice Time p. 69 Investigation 4 Day 3 Choice Time p. 72 Investigation 5 Day 1 Choice Time p. 74 Investigation 5 Day 2 Choice Time p. 76 Investigation 5 Day 3 Choice Time p. 79 Investigation 5 Day 4 Choice Time p. 80 Investigation 5 Day 5 Choice Time p. 94 Celebrating Learning Day 1 Choice Time p. 96 Celebrating Learning Day 2 Choice Time
STANDARD AREA / STATEMENT	16.2.PK.	Establishing and Maintaining Relationships
STANDARD		Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children's ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?
DESCRIPTOR / STANDARD	16.2.PK.A.	Relationships: Interact with peers and adults in a socially acceptable manner.
DESCRIPTOR	16.2.PK.A.1.	Engage in reciprocal conversation with familiar peer and adult.  <u>Buildings Study</u> p. 13 Exploring the Topic - Outdoor Experiences p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Large-Group Roundup p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Small Group p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Large-Group Roundup p. 21 Exploring the Topic - Day 4 Small Group p. 22 Exploring the Topic - Day 5 Large Group

p. 23 Exploring the Topic - Day 5 Large-Group Roundup  
 p. 23 Exploring the Topic - Day 5 Small Group  
 p. 27 Investigation 1 Outdoor Experiences  
 p. 28 Investigation 1 Day 1 Large Group  
 p. 29 Investigation 1 Day 1 Large-Group Roundup  
 p. 29 Investigation 1 Day 1 Read-Aloud  
 p. 29 Investigation 1 Day 1 Small Group  
 p. 30 Investigation 1 Day 2 Large Group  
 p. 31 Investigation 1 Day 2 Large-Group Roundup  
 p. 31 Investigation 1 Day 2 Small Group  
 p. 32 Investigation 1 Day 3 Large Group  
 p. 33 Investigation 1 Day 3 Large-Group Roundup  
 p. 33 Investigation 1 Day 3 Read-Aloud  
 p. 33 Investigation 1 Day 3 Small Group  
 p. 34 Investigation 1 Day 4 Large Group  
 p. 35 Investigation 1 Day 4 Large-Group Roundup  
 p. 35 Investigation 1 Day 4 Small Group  
 p. 36 Investigation 1 Day 5 Large Group  
 p. 37 Investigation 1 Day 5 Large-Group Roundup  
 p. 37 Investigation 1 Day 5 Read-Aloud  
 p. 37 Investigation 1 Day 5 Small Group  
 p. 39 Investigation 2 Outdoor Experiences  
 p. 40 Investigation 2 Day 1 Choice Time  
 p. 40 Investigation 2 Day 1 Large Group  
 p. 41 Investigation 2 Day 1 Large-Group Roundup  
 p. 41 Investigation 2 Day 1 Small Group  
 p. 42 Investigation 2 Day 2 Large Group  
 p. 43 Investigation 2 Day 2 Choice Time  
 p. 43 Investigation 2 Day 2 Large-Group Roundup  
 p. 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 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>p. 63 Investigation 4 Outdoor Experience  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 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. 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>
<p><b>DESCRIPTOR</b></p>	<p>16.2.PK.A.2.</p>	<p>Respond to familiar adult’s questions and directions.</p> <p><u>Buildings 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 Small Group  p. 16 Exploring the Topic - Day 2 Large Group  p. 17 Exploring the Topic - Day 2 Choice Time  p. 17 Exploring the Topic - Day 2 Read-Aloud  p. 17 Exploring the Topic - Day 2 Small Group  p. 18 Exploring the Topic - Day 3 Choice Time  p. 18 Exploring the Topic - Day 3 Large Group  p. 19 Exploring the Topic - Day 3 Mighty Minutes  p. 20 Exploring the Topic - Day 4 Large Group  p. 21 Exploring the Topic - Day 4 Choice Time  p. 21 Exploring the Topic - Day 4 Small Group  p. 27 Investigation 1 Outdoor Experiences  p. 28 Investigation 1 Day 1 Large Group</p>

		<p>p. 29 Investigation 1 Day 1 Small Group  p. 30 Investigation 1 Day 2 Choice Time  p. 30 Investigation 1 Day 2 Large Group  p. 32 Investigation 1 Day 3 Large Group  p. 36 Investigation 1 Day 5 Large Group  p. 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 Choice Time  p. 43 Investigation 2 Day 2 Small Group  p. 44 Investigation 2 Day 3 Large Group  p. 45 Investigation 2 Day 3 Choice Time  p. 46 Investigation 2 Day 4 Large Group  p. 48 Investigation 2 Day 5 Choice Time  p. 48 Investigation 2 Day 5 Large Group  p. 51 Investigation 3 Outdoor Experiences  p. 52 Investigation 3 Day 1 Choice Time  p. 52 Investigation 3 Day 1 Large Group  p. 53 Investigation 3 Day 1 Large-Group Roundup  p. 53 Investigation 3 Day 1 Small Group  p. 54 Investigation 3 Day 2 Large Group  p. 55 Investigation 3 Day 2 Small Group  p. 56 Investigation 3 Day 3 Choice Time  p. 56 Investigation 3 Day 3 Large Group  p. 57 Investigation 3 Day 3 Large-Group Roundup  p. 57 Investigation 3 Day 3 Small Group  p. 58 Investigation 3 Day 4 Choice Time  p. 58 Investigation 3 Day 4 Large Group  p. 59 Investigation 3 Day 4 Small Group  p. 60 Investigation 3 Day 5 Large Group  p. 61 Investigation 3 Day 5 Mighty Minutes  p. 63 Investigation 4 Outdoor Experience  p. 64 Investigation 4 Day 1 Large Group  p. 65 Investigation 4 Day 1 Large-Group Roundup  p. 66 Investigation 4 Day 2 Choice Time  p. 66 Investigation 4 Day 2 Large Group  p. 67 Investigation 4 Day 2 Small Group  p. 71 Investigation 5 Outdoor Experiences  p. 72 Investigation 5 Day 1 Choice Time  p. 72 Investigation 5 Day 1 Large Group  p. 73 Investigation 5 Day 1 Small Group  p. 74 Investigation 5 Day 2 Choice Time  p. 75 Investigation 5 Day 2 Large-Group Roundup  p. 75 Investigation 5 Day 2 Small Group  p. 76 Investigation 5 Day 3 Large Group  p. 78 Investigation 5 Day 4 Large Group  p. 79 Investigation 5 Day 4 Choice Time  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. 94 Celebrating Learning Day 1 Large Group  p. 95 Celebrating Learning Day 1 Small Group  p. 96 Celebrating Learning Day 2 Large Group  p. 97 Celebrating Learning Day 2 Large Group Roundup  p. 97 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	16.2.PK.A.9.	<p>Share and take turns.</p> <p><b>Buildings Study</b></p> <p>p. 23 Exploring the Topic - Day 5 Small Group  p. 30 Investigation 1 Day 2 Large Group  p. 33 Investigation 1 Day 3 Small Group  p. 45 Investigation 2 Day 3 Choice Time  p. 55 Investigation 3 Day 2 Small Group  p. 97 Celebrating Learning Day 2 Large Group Roundup</p>

STANDARD AREA / STATEMENT	16.2.PK.	Establishing and Maintaining Relationships
STANDARD		Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children’s ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?
DESCRIPTOR / STANDARD	16.2.PK.B.	Diversity: Identify similarities and differences between self and others.
DESCRIPTOR	16.2.PK.B.2.	Make drawings of people, including self-portraits, depicting body parts, clothing, and other physical characteristics.  <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
STANDARD AREA / STATEMENT	16.2.PK.	Establishing and Maintaining Relationships
STANDARD		Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children’s ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?
DESCRIPTOR / STANDARD	16.2.PK.C.	Communication: Engage in reciprocal communication with adults and peers.
DESCRIPTOR	16.2.PK.C.1.	Communicate using detail related to topic being discussed including topics of personal interest, and special events.  <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. 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>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>
DESCRIPTOR	16.2.PK.C.2.	<p>Pose questions related to topic being discussed.</p> <p><u>Buildings Study</u>  p. 30 Investigation 1 Day 2 Large Group  p. 42 Investigation 2 Day 2 Large Group  p. 68 Investigation 4 Day 3 Large Group  p. 74 Investigation 5 Day 2 Large Group  p. 97 Celebrating Learning Day 2 Large Group Roundup</p>
DESCRIPTOR	16.2.PK.C.3.	<p>Respond to questions posed by adults and peers.</p> <p><u>Buildings Study</u>  p. 15 Exploring the Topic - Day 1 Small Group  p. 16 Exploring the Topic - Day 2 Large Group  p. 17 Exploring the Topic - Day 2 Choice Time  p. 17 Exploring the Topic - Day 2 Read-Aloud  p. 17 Exploring the Topic - Day 2 Small Group  p. 18 Exploring the Topic - Day 3 Choice Time  p. 18 Exploring the Topic - Day 3 Large Group  p. 19 Exploring the Topic - Day 3 Mighty Minutes  p. 20 Exploring the Topic - Day 4 Large Group  p. 21 Exploring the Topic - Day 4 Choice Time  p. 21 Exploring the Topic - Day 4 Small Group  p. 28 Investigation 1 Day 1 Large Group  p. 29 Investigation 1 Day 1 Small Group  p. 30 Investigation 1 Day 2 Choice Time  p. 30 Investigation 1 Day 2 Large Group  p. 32 Investigation 1 Day 3 Large Group  p. 36 Investigation 1 Day 5 Large Group  p. 40 Investigation 2 Day 1 Large Group  p. 41 Investigation 2 Day 1 Small Group  p. 43 Investigation 2 Day 2 Choice Time  p. 43 Investigation 2 Day 2 Small Group  p. 44 Investigation 2 Day 3 Large Group  p. 45 Investigation 2 Day 3 Choice Time  p. 46 Investigation 2 Day 4 Large Group  p. 48 Investigation 2 Day 5 Choice Time  p. 48 Investigation 2 Day 5 Large Group  p. 52 Investigation 3 Day 1 Choice Time  p. 52 Investigation 3 Day 1 Large Group  p. 53 Investigation 3 Day 1 Large-Group Roundup  p. 53 Investigation 3 Day 1 Small Group  p. 54 Investigation 3 Day 2 Large Group  p. 55 Investigation 3 Day 2 Small Group  p. 56 Investigation 3 Day 3 Choice Time  p. 56 Investigation 3 Day 3 Large Group  p. 57 Investigation 3 Day 3 Large-Group Roundup  p. 57 Investigation 3 Day 3 Small Group  p. 58 Investigation 3 Day 4 Choice Time  p. 58 Investigation 3 Day 4 Large Group  p. 59 Investigation 3 Day 4 Small Group  p. 60 Investigation 3 Day 5 Large Group  p. 64 Investigation 4 Day 1 Large Group  p. 65 Investigation 4 Day 1 Large-Group Roundup  p. 66 Investigation 4 Day 2 Choice Time  p. 66 Investigation 4 Day 2 Large Group  p. 67 Investigation 4 Day 2 Small Group  p. 72 Investigation 5 Day 1 Choice Time</p>

		<p>p. 72 Investigation 5 Day 1 Large Group  p. 74 Investigation 5 Day 2 Choice Time  p. 75 Investigation 5 Day 2 Large-Group Roundup  p. 75 Investigation 5 Day 2 Small Group  p. 76 Investigation 5 Day 3 Large Group  p. 78 Investigation 5 Day 4 Large Group  p. 79 Investigation 5 Day 4 Choice Time  p. 79 Investigation 5 Day 4 Small Group  p. 81 Investigation 5 Day 5 Small Group  p. 94 Celebrating Learning Day 1 Choice Time  p. 94 Celebrating Learning Day 1 Large Group  p. 95 Celebrating Learning Day 1 Small Group  p. 96 Celebrating Learning Day 2 Large Group  p. 97 Celebrating Learning Day 2 Large Group Roundup</p>
DESCRIPTOR	16.2.PK.C.5.	<p>Engage in turn taking.</p> <p><u>Buildings Study</u>  p. 23 Exploring the Topic - Day 5 Small Group  p. 30 Investigation 1 Day 2 Large Group  p. 33 Investigation 1 Day 3 Small Group  p. 45 Investigation 2 Day 3 Choice Time  p. 55 Investigation 3 Day 2 Small Group  p. 97 Celebrating Learning Day 2 Large Group Roundup</p>
STANDARD AREA / STATEMENT	16.2.PK.	Establishing and Maintaining Relationships
STANDARD		<p>Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children's ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?</p>
DESCRIPTOR / STANDARD	16.2.PK.D.	Managing Interpersonal Conflicts: Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict (See also 5.2.PK.B).
DESCRIPTOR	16.2.PK.D.3.	<p>Solve simple conflicts with peers with independence (share, take turns, apologize, try something else, ask for help).</p> <p><u>Buildings Study</u>  p. 23 Exploring the Topic - Day 5 Small Group  p. 30 Investigation 1 Day 2 Large Group  p. 33 Investigation 1 Day 3 Small Group  p. 45 Investigation 2 Day 3 Choice Time  p. 55 Investigation 3 Day 2 Small Group  p. 97 Celebrating Learning Day 2 Large Group Roundup</p>
STANDARD AREA / STATEMENT	16.2.PK.	Establishing and Maintaining Relationships
STANDARD		<p>Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children's ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?</p>
DESCRIPTOR / STANDARD	16.2.PK.E.	Support: Asking for Help: Ask for and accept offers of help when needed or appropriate.
DESCRIPTOR	16.2.PK.E.3.	<p>Recognize appropriate sources of help (e.g. familiar adult, community helpers, peers).</p> <p><u>Buildings Study</u>  p. 44 Investigation 2 Day 3 Large Group  p. 48 Investigation 2 Day 5 Large Group</p>

		p. 76 Investigation 5 Day 3 Large Group
DESCRIPTOR	16.2.PK.E.5.	Respond appropriately to offers of help (e.g. “That’s okay, I can do it” or “yes, thank you”).  <u>Buildings Study</u> 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. 33 Investigation 1 Day 3 Small Group p. 97 Celebrating Learning Day 2 Large Group Roundup
STANDARD AREA / STATEMENT	16.3.PK.	Decision Making and Responsible Behavior
STANDARD		Big Idea: Actions and behaviors either positively or negatively affect how I learn, and how I get along with others. Essential Question: How do I use healthy strategies to manage my behavior?
DESCRIPTOR / STANDARD	16.3.PK.A.	Decision Making Skills: Interpret the consequences of choices.
DESCRIPTOR	16.3.PK.A.1.	Recognize unsafe situations and tell an adult.  <u>Buildings Study</u> p. 48 Investigation 2 Day 5 Large Group p. 67 Investigation 4 Day 2 Read-Aloud
DESCRIPTOR	16.3.PK.A.2.	Tell a peer when a rule is broken.  <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
DESCRIPTOR	16.3.PK.A.3.	Warn a peer about a safety risk on the playground.  <u>Buildings Study</u> p. 48 Investigation 2 Day 5 Large Group p. 67 Investigation 4 Day 2 Read-Aloud
DESCRIPTOR	16.3.PK.A.5.	Discuss the reasons for having rules.  <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
STANDARD AREA / STATEMENT	16.3.PK.	Decision Making and Responsible Behavior
STANDARD		Big Idea: Actions and behaviors either positively or negatively affect how I learn, and how I get along with others. Essential Question: How do I use healthy strategies to manage my behavior?
DESCRIPTOR / STANDARD	16.3.PK.B.	Understanding Social Norms: Recognize there are socially acceptable ways to behave in different places.
DESCRIPTOR	16.3.PK.B.3.	Cooperate in both large and small group activities that are facilitated by adult.  <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. 56 Investigation 3 Day 3 Choice Time  
 p. 56 Investigation 3 Day 3 Large Group  
 p. 57 Investigation 3 Day 3 Large-Group Roundup  
 p. 57 Investigation 3 Day 3 Small Group  
 p. 58 Investigation 3 Day 4 Choice Time  
 p. 58 Investigation 3 Day 4 Large Group

		<p>p. 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. 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>
DESCRIPTOR	16.3.PK.B.4.	<p>Apply classroom rules to new situations.</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>
DESCRIPTOR	16.3.PK.B.6.	<p>Follow rules and routines in classroom and other settings with reminders.</p>

		<b><u>Buildings Study</u></b> 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
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**Clothes Study**

**Secondary Criteria:** *Pennsylvania Learning Standards for Early Childhood: Pre-Kindergarten*

**Subject:** Early Childhood Education

**Grade:** Pre-Kindergarten

<b>SUBJECT / STANDARD AREA</b>	PA.AL.	<b>Approaches to Learning Through Play (Pre-kindergarten)</b>
<b>STANDARD AREA / STATEMENT</b>	AL.1.PK.	<b>Constructing and Gathering Knowledge</b>
<b>STANDARD</b>		<b>Big Idea:</b> Children actively construct knowledge through routines, play, practices, and language. Children use a variety of strategies to gather information based upon their own individualized approach to learning. <b>Essential Questions:</b> What strategies can be used to gather information? What can I learn from my every day experiences, including play?
<b>DESCRIPTOR / STANDARD</b>	AL.1.PK.A.	<b>Curiosity and Initiative:</b> Explore and ask questions to seek meaningful information about a growing range of topics, ideas and tasks.
<b>DESCRIPTOR</b>	AL.1.PK.A.2.	Show interest and interact with others about their work or actions.  <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
<b>DESCRIPTOR</b>	AL.1.PK.A.4.	Ask questions to understand something (e.g. "How does that work?").  <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
<b>STANDARD AREA / STATEMENT</b>	AL.2.PK.	<b>Organizing and Understanding Information</b>
<b>STANDARD</b>		<b>Big Idea:</b> Strategies for filtering and organizing information are important to the learning process. <b>Essential Questions:</b> How do I decide what information/task to attend to? What strategies do I use to organize information?
<b>DESCRIPTOR / STANDARD</b>	AL.2.PK.A.	<b>Engagement and Attention:</b> Work toward completing a task, even if challenging, and despite interruptions.
<b>DESCRIPTOR</b>	AL.2.PK.A.1.	State when they are being distracted.  <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>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>
DESCRIPTOR	AL.2.PK.A.2.	<p>State when they are frustrated by a challenge.</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>
STANDARD AREA / STATEMENT	AL.2.PK.	Organizing and Understanding Information
STANDARD		Big Idea: Strategies for filtering and organizing information are important to the learning process. Essential Questions: How do I decide what information/task to attend to? What strategies do I use to organize information?
DESCRIPTOR / STANDARD	AL.2.PK.B.	Task Analysis: Independently break simple tasks into steps and complete them one at a time.
DESCRIPTOR	AL.2.PK.B.1.	<p>Attend and follow through on two step directions.</p> <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>
DESCRIPTOR	AL.2.PK.B.2.	Explain a routine sequence.



		<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>
DESCRIPTOR	AL.2.PK.B.3.	<p>Relate the steps necessary to complete a task or activity.</p> <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>
DESCRIPTOR	AL.2.PK.B.4.	<p>Relate the desired outcome or end goal of a task or activity.</p> <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>

		p. 077 Investigation 6 Outdoor Experience p. 081 Investigation 6 Day 2 Mighty Minutes p. 107 Celebrating Learning Outdoor Experiences
<b>STANDARD AREA / STATEMENT</b>	<b>AL.2.PK.</b>	<b>Organizing and Understanding Information</b>
<b>STANDARD</b>		<b>Big Idea: Strategies for filtering and organizing information are important to the learning process. Essential Questions: How do I decide what information/task to attend to? What strategies do I use to organize information?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>AL.2.PK.D.</b>	<b>Patterning: Recognize and extend simple patterns.</b>
<b>DESCRIPTOR</b>	<b>AL.2.PK.D.1.</b>	Identify patterns in the environment (e.g. stripes on a flag).  <u>Clothes Study</u> p. 063 Investigation 4 Day 1 Mighty Minutes
<b>STANDARD AREA / STATEMENT</b>	<b>AL.2.PK.</b>	<b>Organizing and Understanding Information</b>
<b>STANDARD</b>		<b>Big Idea: Strategies for filtering and organizing information are important to the learning process. Essential Questions: How do I decide what information/task to attend to? What strategies do I use to organize information?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>AL.2.PK.E.</b>	<b>Memory: Retain and recall information presented over a short period of time.</b>
<b>DESCRIPTOR</b>	<b>AL.2.PK.E.1.</b>	Relate information and/or experiences from the past.  <u>Clothes Study</u> p. 031 Investigation 1 Day 2 Small Group
<b>DESCRIPTOR</b>	<b>AL.2.PK.E.2.</b>	Remember and update simple information (e.g. one's place in a story, song or game if interrupted).  <u>Clothes Study</u> p. 031 Investigation 1 Day 2 Small Group
<b>DESCRIPTOR</b>	<b>AL.2.PK.E.3.</b>	Engage in memory games.  <u>Clothes Study</u> p. 031 Investigation 1 Day 2 Small Group
<b>DESCRIPTOR</b>	<b>AL.2.PK.E.4.</b>	Recall details from stories, events, and experiences.  <u>Clothes Study</u> p. 031 Investigation 1 Day 2 Small Group
<b>STANDARD AREA / STATEMENT</b>	<b>AL.3.PK.</b>	<b>Applying Knowledge</b>
<b>STANDARD</b>		<b>Big Idea: Prior knowledge and experiences can be used to express and create new understandings. Essential Questions: How do I use what I already know to understand new things? How do I represent new understandings?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>AL.3.PK.A.</b>	<b>Creativity: Use music, art and/or stories to express ideas, thoughts, and feelings.</b>
<b>DESCRIPTOR</b>	<b>AL.3.PK.A.1.</b>	Reference 9.1.M.PK.E; 9.1.D.PK.E; 9.1.V.PK.E; 1.4.PK.M; 1.5.PK.E.  <u>Clothes Study</u> p. 020 Exploring the Topic Day 4 Large Group 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 Large-Group Roundup p. 029 Investigation 1 Day 1 Small Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup

		<p>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 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. 079 Investigation 6 Day 1 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. 090 Investigation 7 Day 1 Large Group</p> <p>p. 091 Investigation 7 Day 1 Choice Time</p> <p>p. 091 Investigation 7 Day 1 Large-Group Roundup</p> <p>p. 091 Investigation 7 Day 1 Small Group</p> <p>p. 092 Investigation 7 Day 2 Choice Time</p> <p>p. 092 Investigation 7 Day 2 Large Group</p> <p>p. 093 Investigation 7 Day 2 Large-Group Roundup</p> <p>p. 094 Investigation 7 Day 3 Choice Time</p> <p>p. 094 Investigation 7 Day 3 Large Group</p> <p>p. 095 Investigation 7 Day 3 Large-Group Roundup</p>
<b>STANDARD AREA / STATEMENT</b>	<b>AL.3.PK.</b>	<b>Applying Knowledge</b>
<b>STANDARD</b>		<b>Big Idea:</b> Prior knowledge and experiences can be used to express and create new understandings. <b>Essential Questions:</b> How do I use what I already know to understand new things? How do I represent new understandings?
<b>DESCRIPTOR / STANDARD</b>	<b>AL.3.PK.B.</b>	<b>Invention: Produce and explain the purpose for a new creation.</b>
<b>DESCRIPTOR</b>	<b>AL.3.PK.B.1.</b>	<p>Engage in a variety of creative activities.</p> <p><u>Clothes Study</u></p> <p>p. 020 Exploring the Topic Day 4 Large Group</p> <p>p. 029 Investigation 1 Day 1 Small 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. 079 Investigation 6 Day 1 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>
<b>DESCRIPTOR</b>	<b>AL.3.PK.B.2.</b>	<p>Describe or draw a desired product (e.g. create a blueprint for a block structure).</p> <p><u>Clothes Study</u></p> <p>p. 020 Exploring the Topic Day 4 Large Group</p> <p>p. 029 Investigation 1 Day 1 Small Group</p>

		<p>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. 079 Investigation 6 Day 1 Choice Time  p. 081 Investigation 6 Day 2 Small Group  p. 085 Investigation 6 Day 4 Large-Group Roundup  p. 087 Investigation 6 Day 5 Large-Group Roundup  p. 091 Investigation 7 Day 1 Small Group</p>
DESCRIPTOR	AL.3.PK.B.3.	<p>Answer questions to explain the purpose of a creation.</p> <p><u>Clothes Study</u>  p. 020 Exploring the Topic Day 4 Large Group  p. 029 Investigation 1 Day 1 Small Group  p. 035 Investigation 1 Day 4 Small Group  p. 040 Investigation 2 Day 1 Large Group  p. 041 Investigation 2 Day 1 Small Group  p. 043 Investigation 2 Day 2 Large-Group Roundup  p. 045 Investigation 2 Day 3 Small Group  p. 050 Investigation 3 Day 1 Choice Time  p. 051 Investigation 3 Day 1 Small Group  p. 051 Investigation 3 Day 1 Large-Group Roundup  p. 055 Investigation 3 Day 3 Small Group  p. 058 Investigation 3 Day 5 Choice Time  p. 059 Investigation 3 Day Large-Group Roundup  p. 063 Investigation 4 Day 1 Choice Time  p. 067 Investigation 4 Day 3 Small Group  p. 072 Investigation 5 Day 2 Large Group  p. 074 Investigation 5 Day 3 Choice Time  p. 079 Investigation 6 Day 1 Choice Time  p. 081 Investigation 6 Day 2 Small Group  p. 085 Investigation 6 Day 4 Large-Group Roundup  p. 087 Investigation 6 Day 5 Large-Group Roundup  p. 091 Investigation 7 Day 1 Small Group</p>
DESCRIPTOR	AL.3.PK.B.4.	<p>Show pride in a creation.</p> <p><u>Clothes Study</u>  p. 020 Exploring the Topic Day 4 Large Group  p. 029 Investigation 1 Day 1 Small Group  p. 035 Investigation 1 Day 4 Small Group  p. 040 Investigation 2 Day 1 Large Group  p. 041 Investigation 2 Day 1 Small Group  p. 043 Investigation 2 Day 2 Large-Group Roundup  p. 045 Investigation 2 Day 3 Small Group  p. 050 Investigation 3 Day 1 Choice Time  p. 051 Investigation 3 Day 1 Small Group  p. 051 Investigation 3 Day 1 Large-Group Roundup  p. 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>

		<p>p. 074 Investigation 5 Day 3 Choice Time  p. 079 Investigation 6 Day 1 Choice Time  p. 081 Investigation 6 Day 2 Small Group  p. 085 Investigation 6 Day 4 Large-Group Roundup  p. 087 Investigation 6 Day 5 Large-Group Roundup  p. 091 Investigation 7 Day 1 Small Group</p>
<b>STANDARD AREA / STATEMENT</b>	<b>AL.4.PK.</b>	<b>Learning Through Experience</b>
<b>STANDARD</b>		<p><b>Big Idea:</b> Experiences provide the context in which learning is constructed. <b>Essential Questions:</b> In what ways does an experience in one setting influence my learning and experiences in another setting? How do I learn from my mistakes and/or from challenging situations?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>AL.4.PK.A.</b>	<b>Making Connections: Relate knowledge learned from one experience to a similar experience in a new setting.</b>
<b>DESCRIPTOR</b>	<b>AL.4.PK.A.1.</b>	<p>Relate personal (e.g. home, cultural, community) experiences during play, and other school activities.</p> <p><u>Clothes Study</u>  p. 014 Exploring the Topic Day 1 Large Group  p. 022 Exploring the Topic Day 5 Large Group  p. 023 Exploring the Topic Day 5 Choice Time  p. 023 Exploring the Topic Day 5 Small Group  p. 029 Investigation 1 Day 1 Small Group  p. 035 Investigation 1 Day 4 Mighty Minutes  p. 037 Investigation 1 Day 5 Mighty Minutes  p. 040 Investigation 2 Day 1 Large Group  p. 041 Investigation 2 Day 1 Mighty Minutes  p. 042 Investigation 2 Day 2 Large Group  p. 044 Investigation 2 Day 3 Large Group  p. 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>
<b>DESCRIPTOR</b>	<b>AL.4.PK.A.2.</b>	<p>Understand that appropriate activities and events may differ from home to school.</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 Read-Aloud  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 Read-Aloud  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 Read-Aloud</p>

		<p>p. 023 Exploring the Topic Day 5 Small Group  p. 029 Investigation 1 Day 1 Small Group  p. 031 Investigation 1 Day 2 Read-Aloud  p. 031 Investigation 1 Day 2 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. 040 Investigation 2 Day 1 Large Group  p. 041 Investigation 2 Day 1 Read-Aloud  p. 041 Investigation 2 Day 1 Small Group  p. 043 Investigation 2 Day 2 Small Group  p. 045 Investigation 2 Day 3 Small Group  p. 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 Small Group  p. 051 Investigation 3 Day 1 Read-Aloud  p. 055 Investigation 3 Day 3 Read-Aloud  p. 057 Investigation 3 Day 4 Small Group  p. 059 Investigation 3 Day 5 Read-Aloud  p. 059 Investigation 3 Day 5 Small Group  p. 063 Investigation 4 Day 1 Choice Time  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. 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. 079 Investigation 6 Day 1 Small Group  p. 081 Investigation 6 Day 2 Small Group  p. 083 Investigation 6 Day 3 Small Group  p. 085 Investigation 6 Day 4 Read-Aloud  p. 085 Investigation 6 Day 4 Small Group  p. 087 Investigation 6 Day 5 Small Group  p. 091 Investigation 7 Day 1 Choice Time  p. 091 Investigation 7 Day 1 Small Group  p. 093 Investigation 7 Day 2 Small Group  p. 095 Investigation 7 Day 3 Small Group  p. 111 Celebrating Learning Day 2 Small Group</p>
<p>DESCRIPTOR</p>	<p>AL.4.PK.A.4.</p>	<p>Practice skills learned in whole group demonstration or role play during center exploration.</p> <p><u>Clothes Study</u></p> <p>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>

		<p>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>
<b>STANDARD AREA / STATEMENT</b>	<b>AL.4.PK.</b>	<b>Learning Through Experience</b>
<b>STANDARD</b>		<p>Big Idea: Experiences provide the context in which learning is constructed. Essential Questions: In what ways does an experience in one setting influence my learning and experiences in another setting? How do I learn from my mistakes and/or from challenging situations?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>AL.4.PK.C.</b>	<b>Problem Solving: Attempt problem solving activities to achieve a positive outcome.</b>
<b>DESCRIPTOR</b>	<b>AL.4.PK.C.1.</b>	<p>Try new ways to complete a familiar task.</p> <p><u>Clothes Study</u>  p. 013 Exploring the Topic Outdoor Experiences  p. 023 Exploring the Topic Day 5 Small Group  p. 085 Investigation 6 Day 4 Small Group  p. 087 Investigation 6 Day 5 Small Group</p>
<b>DESCRIPTOR</b>	<b>AL.4.PK.C.2.</b>	<p>Attempt to complete a task in more than one way (e.g. using materials in new ways, trial and error, breaking tasks into steps) before asking for help or stopping due to frustration.</p> <p><u>Clothes Study</u>  p. 013 Exploring the Topic Outdoor Experiences  p. 023 Exploring the Topic Day 5 Small Group  p. 085 Investigation 6 Day 4 Small Group  p. 087 Investigation 6 Day 5 Small Group</p>
<b>DESCRIPTOR</b>	<b>AL.4.PK.C.3.</b>	<p>Ask questions to clarify problems.</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>
<b>DESCRIPTOR</b>	<b>AL.4.PK.C.4.</b>	<p>Discuss the different ways used to accomplish a task or to solve a problem.</p> <p><u>Clothes Study</u>  p. 013 Exploring the Topic Outdoor Experiences  p. 023 Exploring the Topic Day 5 Small Group  p. 085 Investigation 6 Day 4 Small Group  p. 087 Investigation 6 Day 5 Small Group</p>
<b>DESCRIPTOR</b>	<b>AL.4.PK.C.5.</b>	<p>Recall and use a previously successful strategy.</p> <p><u>Clothes Study</u></p>

		p. 013 Exploring the Topic Outdoor Experiences p. 023 Exploring the Topic Day 5 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
DESCRIPTOR	AL.4.PK.C.6.	Change plan if a better strategy presents itself.  <u>Clothes Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 023 Exploring the Topic Day 5 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Pre-kindergarten)
STANDARD AREA / STATEMENT	1.1.PK.	Foundational Skills
STANDARD		Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?
DESCRIPTOR / STANDARD	1.1.PK.A.	Book Handling: Practice appropriate book handling skills.
DESCRIPTOR	1.1.PK.A.3.	Use pointers or finger to track print on charts, posters, environmental print or in books.  <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
DESCRIPTOR	1.1.PK.A.4.	Practice tracking from top to bottom and left to right with scaffolding.  <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
STANDARD AREA / STATEMENT	1.1.PK.	Foundational Skills
STANDARD		Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?
DESCRIPTOR / STANDARD	1.1.PK.B.	Print Concepts: Identify basic features of print.
DESCRIPTOR	1.1.PK.B.2.	Recognize and name some upper and lower case letters of the alphabet.  <u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes



		<p>p. 021 Exploring the Topic Day 4 Small Group</p> <p>p. 035 Investigation 1 Day 4 Small Group</p> <p>p. 041 Investigation 2 Day 1 Small Group</p> <p>p. 043 Investigation 2 Day 2 Small Group</p> <p>p. 056 Investigation 3 Day 4 Large Group</p> <p>p. 063 Investigation 4 Day 1 Small Group</p> <p>p. 066 Investigation 4 Day 3 Choice Time</p> <p>p. 079 Investigation 6 Day 1 Small Group</p> <p>p. 084 Investigation 6 Day 4 Large Group</p> <p>p. 086 Investigation 6 Day 5 Large Group</p> <p>p. 095 Investigation 7 Day 3 Small Group</p>
<b>STANDARD AREA / STATEMENT</b>	1.1.PK.	<b>Foundational Skills</b>
<b>STANDARD</b>		Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?
<b>DESCRIPTOR / STANDARD</b>	1.1.PK.C.	<b>Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
<b>DESCRIPTOR</b>	1.1.PK.C.1.	<p>Recognize rhyming words.</p> <p><u>Clothes Study</u></p> <p>p. 015 Exploring the Topic Day 1 Choice Time</p> <p>p. 016 Exploring the Topic Day 2 Large Group</p> <p>p. 020 Exploring the Topic Day 4 Large Group</p> <p>p. 023 Exploring the Topic Day 5 Mighty Minutes</p> <p>p. 029 Investigation 1 Day 1 Mighty Minutes</p> <p>p. 030 Investigation 1 Day 2 Large Group</p> <p>p. 033 Investigation 1 Day 3 Mighty Minutes</p> <p>p. 034 Investigation 1 Day 4 Large Group</p> <p>p. 035 Investigation 1 Day 4 Mighty Minutes</p> <p>p. 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>
<b>DESCRIPTOR</b>	1.1.PK.C.2.	<p>Recognize when two or more words begin with the same sound (alliteration).</p> <p><u>Clothes Study</u></p> <p>p. 015 Exploring the Topic Day 1 Choice Time</p> <p>p. 017 Exploring the Topic Day 2 Mighty Minutes</p> <p>p. 019 Exploring the Topic Day 3 Mighty Minutes</p> <p>p. 029 Investigation 1 Day 1 Mighty Minutes</p> <p>p. 033 Investigation 1 Day 3 Mighty Minutes</p> <p>p. 037 Investigation 1 Day 5 Mighty Minutes</p> <p>p. 045 Investigation 2 Day 3 Mighty Minutes</p>

		<p>p. 051 Investigation 3 Day 1 Mighty Minutes  p. 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>
DESCRIPTOR	1.1.PK.C.3.	<p>Count syllables in spoken words.</p> <p><u>Clothes Study</u>  p. 030 Investigation 1 Day 2 Large Group  p. 094 Investigation 7 Day 3 Large Group</p>
DESCRIPTOR	1.1.PK.C.4.	<p>Isolate and pronounce 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. 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>
DESCRIPTOR	1.1.PK.C.5.	<p>Segment single-syllable spoken words into phonemes.</p> <p><u>Clothes Study</u>  p. 075 Investigation 5 Day 3 Small Group  p. 093 Investigation 7 Day 2 Small Group</p>
STANDARD AREA / STATEMENT	1.1.PK.	Foundational Skills
STANDARD		Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?
DESCRIPTOR / STANDARD	1.1.PK.D.	Phonics and Word Recognition: Develop beginning phonics and word skills.
DESCRIPTOR	1.1.PK.D.1.	<p>Associate some letters with their names and sounds.</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. 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>

		<p>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. 071 Investigation 5 Day 1 Small Group  p. 075 Investigation 5 Day 3 Small Group  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. 093 Investigation 7 Day 2 Small Group  p. 095 Investigation 7 Day 3 Small Group  p. 108 Celebrating Learning Day 1 Large Group</p>
DESCRIPTOR	1.1.PK.D.2.	Identify familiar words and environmental print.  <u>Clothes Study</u> p. 063 Investigation 4 Day 1 Small Group p. 071 Investigation 5 Day 1 Small Group
STANDARD AREA / STATEMENT	1.1.PK.	Foundational Skills
STANDARD		Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?
DESCRIPTOR / STANDARD	1.1.PK.E.	Fluency: Read emergent reader text with purpose and understanding.
DESCRIPTOR	1.1.PK.E.1.	Recite rhymes, songs, and familiar text while tracking with a finger or pointer.  <u>Clothes Study</u> 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. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group 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. 035 Investigation 1 Day 4 Small Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 043 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 Day 3 Choice Time p. 045 Investigation 2 Day 3 Small Group 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. 066 Investigation 4 Day 3 Choice Time

		<p>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. 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 Mighty Minutes  p. 086 Investigation 6 Day 5 Large Group  p. 087 Investigation 6 Day 5 Mighty Minutes  p. 093 Investigation 7 Day 2 Mighty Minutes  p. 093 Investigation 7 Day 2 Small Group  p. 095 Investigation 7 Day 3 Mighty Minutes  p. 110 Celebrating Learning Day 2 Large Group  p. 111 Celebrating Learning Day 2 Mighty Minutes</p>
DESCRIPTOR	1.1.PK.E.2.	<p>Apply knowledge of letters, word and sounds to read simple sentences.</p> <p><u>Clothes Study</u>  p. 015 Exploring the Topic Day 1 Choice Time  p. 021 Exploring the Topic Day 4 Small Group  p. 035 Investigation 1 Day 4 Small Group  p. 041 Investigation 2 Day 1 Small Group  p. 050 Investigation 3 Day 1 Large Group  p. 063 Investigation 4 Day 1 Small Group  p. 065 Investigation 4 Day 2 Small Group  p. 066 Investigation 4 Day 3 Choice Time  p. 071 Investigation 5 Day 1 Small Group  p. 075 Investigation 5 Day 3 Small Group  p. 084 Investigation 6 Day 4 Large Group  p. 086 Investigation 6 Day 5 Large Group  p. 091 Investigation 7 Day 1 Small Group  p. 093 Investigation 7 Day 2 Small Group  p. 095 Investigation 7 Day 3 Small Group</p>
DESCRIPTOR	1.1.PK.E.3.	<p>Assemble letters to form words and words to form sentences and (pretend) to read the words or sentences back.</p> <p><u>Clothes Study</u>  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. 035 Investigation 1 Day 4 Small Group  p. 081 Investigation 6 Day 2 Small Group</p>
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		<p><b>Big Idea:</b> Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. <b>Essential Questions:</b> What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
DESCRIPTOR / STANDARD	1.2.PK.A.	Key Ideas and Details Main Idea: With prompting and support, retell key details of text that support a provided main idea.
DESCRIPTOR	1.2.PK.A.1.	<p>Know that the details of a text can be used to support a main topic or idea.</p> <p><u>Clothes Study</u>  p. 016 Exploring the Topic Day 2 Choice Time</p>

		<p>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>
DESCRIPTOR	1.2.PK.A.2.	<p>Provide relevant details from a text which support a provided main idea.</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>
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
DESCRIPTOR / STANDARD	1.2.PK.B.	Key Ideas and Details Text Analysis: Answer questions about a text.
DESCRIPTOR	1.2.PK.B.1.	<p>Use specific details from the text to answer questions.</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>
DESCRIPTOR	1.2.PK.B.2.	<p>Answer “who” or “what” the text is about.</p> <p><u>Clothes Study</u>  p. 016 Exploring the Topic Day 2 Choice Time</p>

		<p>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>
DESCRIPTOR	1.2.PK.B.3.	<p>Answer “how” and/or “why” questions using specifics from the 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>
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
DESCRIPTOR / STANDARD	1.2.PK.C.	Key Ideas and Details: With prompting and support, make connections between information in a text and personal experience.
DESCRIPTOR	1.2.PK.C.2.	<p>Contribute relevant information to a K (know), W (what child wants to learn), L (what group learned) chart.</p> <p><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</p>
DESCRIPTOR	1.2.PK.C.3.	Choose text based on personal interests and experiences.

		<p><u>Clothes Study</u>  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 Large-Group Roundup  p. 039 Investigation 2 Outdoor Experiences  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. 049 Investigation 3 Outdoor Experiences  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. 077 Investigation 6 Outdoor Experience  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>
<b>STANDARD AREA / STATEMENT</b>	1.2.PK.	Reading Informational Text
<b>STANDARD</b>		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	1.2.PK.F.	Craft and Structure Vocabulary: With prompting and support, answer questions about unfamiliar words read aloud from a text.
<b>DESCRIPTOR</b>	1.2.PK.F.1.	<p>Participate in discussions about unfamiliar words.</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>
<b>DESCRIPTOR</b>	1.2.PK.F.2.	<p>Connect prior understandings to unfamiliar words.</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>

STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.2.PK.G.	Integration of Knowledge and Ideas – Diverse Media: With prompting and support, answer questions to connect illustrations to the written word.
DESCRIPTOR	1.2.PK.G.3.	Describe pictures in a text in detail to answer specific questions about the text.  <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
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.2.PK.I.	Integration of Knowledge and Ideas –Analysis Across Texts: With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.
DESCRIPTOR	1.2.PK.I.1.	Recognize that texts have similar components that can be compared and contrasted (e.g. main ideas, details).  <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
DESCRIPTOR	1.2.PK.I.2.	Participate in strategies that provide opportunities to compare and contrast texts and/or components of texts (e.g. Venn diagrams, T-charts).  <u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 033 Investigation 1 Day 3 Small Group p. 042 Investigation 2 Day 2 Large Group p. 111 Celebrating Learning Day 2 Small Group
STANDARD AREA /	1.2.PK.	Reading Informational Text



STATEMENT		
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.2.PK.J.	Vocabulary Acquisition and Use: Use new vocabulary and phrases acquired in conversations and being read to.
DESCRIPTOR	1.2.PK.J.1.	<p>Talk about pictures using new vocabulary words or phrases.</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>

		<p>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>DESCRIPTOR</p>	<p>1.2.PK.J.2.</p>	<p>Use new vocabulary in the context of dramatic play, daily routines and classroom conversations.</p> <p><u>Clothes Study</u></p> <p>p. 0109 Celebrating Learning Day 1 Small Group  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 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. 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 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 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 Mighty Minutes  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 Mighty Minutes  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>

		<p>p. 041 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 041 Investigation 2 Day 1 Mighty Minutes</p> <p>p. 041 Investigation 2 Day 1 Read-Aloud</p> <p>p. 041 Investigation 2 Day 1 Small Group</p> <p>p. 042 Investigation 2 Day 2 Large Group</p> <p>p. 043 Investigation 2 Day 2 Choice Time</p> <p>p. 043 Investigation 2 Day 2 Large-Group Roundup</p> <p>p. 043 Investigation 2 Day 2 Small Group</p> <p>p. 044 Investigation 2 Day 3 Large Group</p> <p>p. 045 Investigation 2 Day 3 Choice Time</p> <p>p. 045 Investigation 2 Day 3 Large-Group Roundup</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 045 Investigation 2 day 3 Read-Aloud</p> <p>p. 046 Investigation 2 Day 4 Choice Time</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 047 Investigation 2 Day 4 Large-Group Roundup</p> <p>p. 047 Investigation 2 Day 4 Small Group</p> <p>p. 049 Investigation 3 Outdoor Experiences</p> <p>p. 050 Investigation 3 Day 1 Choice Time</p> <p>p. 050 Investigation 3 Day 1 Large Group</p> <p>p. 051 Investigation 3 Day 1 Small Group</p> <p>p. 051 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 051 Investigation 3 Day 1 Mighty Minutes</p> <p>p. 051 Investigation 3 Day 1 Read-Aloud</p> <p>p. 052 Investigation 3 Day 2 Choice Time</p> <p>p. 052 Investigation 3 Day 2 Large Group</p> <p>p. 053 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 053 Investigation 3 Day 2 Mighty Minutes</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. 055 Investigation 3 Day 3 Read-Aloud</p> <p>p. 055 Investigation 3 Day 3 Small Group</p> <p>p. 056 Investigation 3 Day 4 Choice Time</p> <p>p. 056 Investigation 3 Day 4 Large Group</p> <p>p. 057 Investigation 3 Day 4 Large-Group Roundup</p> <p>p. 057 Investigation 3 Day 4 Small Group</p> <p>p. 058 Investigation 3 Day 5 Choice Time</p> <p>p. 058 Investigation 3 Day 5 Large Group</p> <p>p. 059 Investigation 3 Day 5 Mighty Minutes</p> <p>p. 059 Investigation 3 Day 5 Read-Aloud</p> <p>p. 059 Investigation 3 Day 5 Small Group</p> <p>p. 059 Investigation 3 Day Large-Group Roundup</p> <p>p. 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 Large-Group Roundup</p> <p>p. 063 Investigation 4 Day 1 Small Group</p> <p>p. 064 Investigation 4 Day 2 Large Group</p> <p>p. 065 Investigation 4 Day 2 Choice Time</p> <p>p. 065 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 065 Investigation 4 Day 2 Small Group</p> <p>p. 066 Investigation 4 Day 3 Choice Time</p> <p>p. 066 Investigation 4 Day 3 Large Group</p> <p>p. 067 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 067 Investigation 4 Day 3 Small Group</p> <p>p. 070 Investigation 5 Day 1 Choice Time</p> <p>p. 070 Investigation 5 Day 1 Large Group</p> <p>p. 071 Investigation 5 Day 1 Large-Group Roundup</p> <p>p. 071 Investigation 5 Day 1 Small Group</p> <p>p. 072 Investigation 5 Day 2 Choice Time</p> <p>p. 072 Investigation 5 Day 2 Large Group</p> <p>p. 073 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 073 Investigation 5 Day 2 Read-Aloud</p>
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DESCRIPTOR	1.2.PK.J.3.	<p>Begin to use new vocabulary when asking questions or describing situations or objects.</p> <p><u>Clothes Study</u>  p. 016 Exploring the Topic Day 2 Choice Time  p. 019 Exploring the Topic Day 3 Small Group  p. 037 Investigation 1 Day 5 Small Group  p. 040 Investigation 2 Day 1 Large Group  p. 042 Investigation 2 Day 2 Large Group  p. 046 Investigation 2 Day 4 Large Group  p. 047 Investigation 2 Day 4 Read-Aloud</p>

		<p>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. 111 Celebrating Learning Day 2 Small Group</p>
<b>STANDARD AREA / STATEMENT</b>	1.2.PK.	Reading Informational Text
<b>STANDARD</b>		<p><b>Big Idea:</b> Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. <b>Essential Questions:</b> What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	1.2.PK.K.	Vocabulary Acquisition and Use: With prompting and support, clarify unknown words or phrases read aloud.
<b>DESCRIPTOR</b>	1.2.PK.K.1.	<p>Recognize words or phrases that are unfamiliar to them.</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>
<b>DESCRIPTOR</b>	1.2.PK.K.3.	<p>Talk about connections between familiar and unfamiliar words or phrases that mean similar things (e.g. grass, lawn).</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>
<b>STANDARD AREA / STATEMENT</b>	1.2.PK.	Reading Informational Text
<b>STANDARD</b>		<p><b>Big Idea:</b> Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. <b>Essential Questions:</b> What is the text really about? How does interaction with the text promote thinking and response? Why learn new words?</p>

		What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.2.PK.L.	Range of Reading: With prompting and support, actively engage in group reading activities with purpose and understanding.
DESCRIPTOR	1.2.PK.L.1.	Ask and answer questions about text being read aloud.  <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
DESCRIPTOR	1.2.PK.L.3.	Respond to and build on comments from other children.  <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
DESCRIPTOR	1.2.PK.L.4.	Use ideas gained in group reading activities in other daily routines, learning centers, and activities.  <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
STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary

		enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.3.PK.A.	Key Ideas and Details Theme: With prompting and support, retell a familiar story in a sequence with picture support.
DESCRIPTOR	1.3.PK.A.1.	Retell a story in sequential order using various materials.  <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
STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.3.PK.B.	Key Ideas and Details Text Analysis: Answer questions about a particular story (who, what, how, when, and where).
DESCRIPTOR	1.3.PK.B.1.	Use specific details from the story to answer questions.  <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. 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>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. 110 Celebrating Learning Day 2 Large Group  p. 111 Celebrating Learning Day 2 Read-Aloud</p>
<b>STANDARD AREA / STATEMENT</b>	1.3.PK.	Reading Literature
<b>STANDARD</b>		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	1.3.PK.C.	Key Ideas and Details Literary Elements: With prompting and support, answer questions to identify characters, settings, and major events in a story.
<b>DESCRIPTOR</b>	1.3.PK.C.2.	<p>Demonstrate understanding that “characters” are people or animals who have a role in the 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. 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>



DESCRIPTOR	1.3.PK.C.3.	<p>Respond to questions and prompts about characters, settings and events during a read aloud.</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. 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>
STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature
STANDARD		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
DESCRIPTOR / STANDARD	1.3.PK.D.	Craft and Structure Point of View: With prompting and support, name the author and illustrator of a story.
DESCRIPTOR	1.3.PK.D.1.	<p>Understand that an author writes the story.</p> <p><u>Clothes Study</u>  p. 015 Exploring the Topic Day 1 Read-Aloud</p>

		<p>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>
<b>DESCRIPTOR</b>	1.3.PK.D.2.	<p>Understand that the illustrator draws the pictures.</p> <p><u>Clothes Study</u>  p. 015 Exploring the Topic Day 1 Read-Aloud  p. 017 Exploring the Topic Day 2 Read-Aloud  p. 019 Exploring the Topic Day 3 Read-Aloud  p. 021 Exploring the Topic Day 4 Read-Aloud  p. 023 Exploring the Topic Day 5 Read-Aloud  p. 033 Investigation 1 Day 3 Read-Aloud  p. 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>
<b>STANDARD AREA / STATEMENT</b>	1.3.PK.	Reading Literature
<b>STANDARD</b>		<p><b>Big Idea:</b> Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	1.3.PK.E.	Craft and Structure Text Structure: With prompting and support, recognize common types of text.
<b>DESCRIPTOR</b>	1.3.PK.E.2.	<p>Understand that a storybook has characters, setting, and actions associated with words and, most often, illustrations.</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>

		<p>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. 055 Investigation 3 Day 3 Small Group  p. 057 Investigation 3 Day 4 Read-Aloud  p. 058 Investigation 3 Day 5 Large Group  p. 059 Investigation 3 Day 5 Read-Aloud  p. 063 Investigation 4 Day 1 Read- Aloud  p. 071 Investigation 5 Day 1 Read-Aloud  p. 075 Investigation 5 Day 3 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. 109 Celebrating Learning Day 1 Read-Aloud  p. 111 Celebrating Learning Day 2 Read-Aloud</p>
DESCRIPTOR	1.3.PK.E.3.	<p>Understand that a poem consists of words arranged in patterns of sound (e.g. rhyming words, alliteration).</p> <p><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 Mighty Minutes  p. 059 Investigation 3 Day 5 Small Group  p. 063 Investigation 4 Day 1 Small Group  p. 066 Investigation 4 Day 3 Large Group  p. 071 Investigation 5 Day 1 Large-Group Roundup  p. 071 Investigation 5 Day 1 Small Group  p. 073 Investigation 5 Day 2 Small Group  p. 075 Investigation 5 Day 3 Mighty Minutes  p. 075 Investigation 5 Day 3 Small Group  p. 079 Investigation 6 Day 1 Mighty Minutes  p. 083 Investigation 6 Day 3 Small Group  p. 084 Investigation 6 Day 4 Large Group  p. 085 Investigation 6 Day 4 Mighty Minutes  p. 086 Investigation 6 Day 5 Large Group  p. 087 Investigation 6 Day 5 Mighty Minutes  p. 093 Investigation 7 Day 2 Mighty Minutes  p. 093 Investigation 7 Day 2 Small Group  p. 095 Investigation 7 Day 3 Mighty Minutes  p. 110 Celebrating Learning Day 2 Large Group  p. 111 Celebrating Learning Day 2 Mighty Minutes</p>
DESCRIPTOR	1.3.PK.E.4.	<p>Tell if a text is storybook or poem.</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. 027 Investigation 1 Outdoor Experiences  p. 029 Investigation 1 Day 1 Read-Aloud  p. 031 Investigation 1 Day 2 Read-Aloud  p. 033 Investigation 1 Day 3 Choice Time  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. 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. 089 Investigation 7 Outdoor Experiences  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>
DESCRIPTOR	1.3.PK.E.5.	<p>Differentiate between real and make-believe.</p> <p><u>Clothes Study</u>  p. 091 Investigation 7 Day 1 Read-Aloud</p>
STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature
STANDARD		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
DESCRIPTOR / STANDARD	1.3.PK.F.	Craft and Structure Vocabulary: Answer questions about unfamiliar words read aloud from a story.

DESCRIPTOR	1.3.PK.F.1.	Participate in discussions about unfamiliar words.  <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. 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. 055 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 5 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
DESCRIPTOR	1.3.PK.F.2.	Connect prior understandings to unfamiliar words.  <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. 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. 055 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 5 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
STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.3.PK.G.	Integration of Knowledge and Ideas Sources: Describe pictures in books using detail.
DESCRIPTOR	1.3.PK.G.1.	Attach action and descriptive words to illustrations (e.g. "That man in the yellow hat is running fast").  <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
<b>STANDARD AREA / STATEMENT</b>	1.3.PK.	Reading Literature
<b>STANDARD</b>		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
<b>DESCRIPTOR / STANDARD</b>	1.3.PK.H.	Integration of Knowledge and Ideas Text Analysis: Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.
<b>DESCRIPTOR</b>	1.3.PK.H.1.	Understand that characters within the same story or characters from different stories can be compared and contrasted.  <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. 058 Investigation 3 Day 5 Large Group p. 059 Investigation 3 Day 5 Read-Aloud p. 063 Investigation 4 Day 1 Read- Aloud p. 065 Investigation 4 Day 2 Choice Time p. 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
<b>DESCRIPTOR</b>	1.3.PK.H.2.	Participate in strategies that provide opportunities to compare and contrast the experiences of characters (e.g. Venn diagrams, T-charts, dramatic play).  <u>Clothes Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large 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 Mighty Minutes 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. 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. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup

		<p>p. 035 Investigation 1 Day 4 Mighty Minutes</p> <p>p. 036 Investigation 1 Day 5 Large Group</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 Large Group</p> <p>p. 041 Investigation 2 Day 1 Mighty Minutes</p> <p>p. 042 Investigation 2 Day 2 Large Group</p> <p>p. 043 Investigation 2 Day 2 Choice Time</p> <p>p. 044 Investigation 2 Day 3 Large Group</p> <p>p. 050 Investigation 3 Day 1 Large Group</p> <p>p. 051 Investigation 3 Day 1 Mighty Minutes</p> <p>p. 053 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 054 Investigation 3 Day 3 Choice Time</p> <p>p. 054 Investigation 3 Day 3 Large Group</p> <p>p. 059 Investigation 3 Day 5 Mighty Minutes</p> <p>p. 062 Investigation 4 Day 1 Large Group</p> <p>p. 063 Investigation 4 Day 1 Small Group</p> <p>p. 064 Investigation 4 Day 2 Large Group</p> <p>p. 065 Investigation 4 Day 2 Choice Time</p> <p>p. 070 Investigation 5 Day 1 Large Group</p> <p>p. 072 Investigation 5 Day 2 Choice Time</p> <p>p. 073 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 074 Investigation 5 Day 3 Large Group</p> <p>p. 075 Investigation 5 Day 3 Large-Group Roundup</p> <p>p. 077 Investigation 6 Outdoor Experience</p> <p>p. 078 Investigation 6 Day 1 Large Group</p> <p>p. 079 Investigation 6 Day 1 Read-Aloud</p> <p>p. 079 Investigation 6 Day 1 Small Group</p> <p>p. 080 Investigation 6 Day 2 Large Group</p> <p>p. 081 Investigation 6 Day 2 Mighty Minutes</p> <p>p. 083 Investigation 6 Day 3 Mighty Minutes</p> <p>p. 084 Investigation 6 Day 4 Large Group</p> <p>p. 085 Investigation 6 Day 4 Mighty Minutes</p> <p>p. 085 Investigation 6 Day 4 Read-Aloud</p> <p>p. 086 Investigation 6 Day 5 Choice Time</p> <p>p. 086 Investigation 6 Day 5 Large Group</p> <p>p. 090 Investigation 7 Day 1 Large Group</p> <p>p. 092 Investigation 7 Day 2 Large Group</p> <p>p. 094 Investigation 7 Day 3 Choice Time</p> <p>p. 094 Investigation 7 Day 3 Large Group</p> <p>p. 110 Celebrating Learning Day 2 Large Group</p>
<b>STANDARD AREA / STATEMENT</b>	1.3.PK.	Reading Literature
<b>STANDARD</b>		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	1.3.PK.I.	Vocabulary Acquisition & Use Strategies: With prompting and support, clarify unknown words or phrases read aloud.
<b>DESCRIPTOR</b>	1.3.PK.I.1.	<p>Recognize words or phrases that are unfamiliar to them.</p> <p><u>Clothes Study</u></p> <p>p. 015 Exploring the Topic Day 1 Choice Time</p> <p>p. 021 Exploring the Topic Day 4 Small Group</p> <p>p. 035 Investigation 1 Day 4 Small Group</p> <p>p. 050 Investigation 3 Day 1 Large Group</p> <p>p. 063 Investigation 4 Day 1 Small Group</p> <p>p. 065 Investigation 4 Day 2 Small Group</p> <p>p. 066 Investigation 4 Day 3 Choice Time</p> <p>p. 084 Investigation 6 Day 4 Large Group</p>

		p. 086 Investigation 6 Day 5 Large Group p. 091 Investigation 7 Day 1 Small Group
DESCRIPTOR	1.3.PK.I.2.	Ask, "What does that mean?"  <u>Clothes Study</u> p. 047 Investigation 2 Day 4 Small Group
DESCRIPTOR	1.3.PK.I.3.	Talk about connections between familiar and unfamiliar words or phrases that mean similar things (e.g. grass, lawn).  <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. 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. 055 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 5 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
STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.3.PK.J.	Vocabulary Acquisition and Use: Use new vocabulary and phrases acquired in conversations and being read to.
DESCRIPTOR	1.3.PK.J.1.	Talk about pictures using new vocabulary words or phrases.  <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 Read-Aloud 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 Read-Aloud 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 Read-Aloud 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 Read-Aloud p. 037 Investigation 1 Day 5 Small Group p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 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. 047 Investigation 2 Day 4 Small Group



		<p>p. 049 Investigation 3 Outdoor Experiences  p. 050 Investigation 3 Day 1 Large Group  p. 051 Investigation 3 Day 1 Small Group  p. 051 Investigation 3 Day 1 Read-Aloud  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. 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. 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 Read-Aloud  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. 087 Investigation 6 Day 5 Read-Aloud  p. 089 Investigation 7 Outdoor Experiences  p. 091 Investigation 7 Day 1 Choice Time  p. 091 Investigation 7 Day 1 Read-Aloud  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>DESCRIPTOR</p>	<p>1.3.PK.J.2.</p>	<p>Use new vocabulary in the context of dramatic play, daily routines and classroom conversations.</p> <p><u>Clothes Study</u>  p. 014 Exploring the Topic Day 1 Large Group  p. 015 Exploring the Topic Day 1 Read-Aloud  p. 019 Exploring the Topic Day 3 Read-Aloud  p. 019 Exploring the Topic Day 3 Small Group  p. 022 Exploring the Topic Day 5 Large Group  p. 023 Exploring the Topic Day 5 Choice Time  p. 023 Exploring the Topic Day 5 Read-Aloud  p. 023 Exploring the Topic Day 5 Small Group  p. 029 Investigation 1 Day 1 Small Group  p. 035 Investigation 1 Day 4 Mighty Minutes  p. 037 Investigation 1 Day 5 Mighty Minutes  p. 037 Investigation 1 Day 5 Read-Aloud  p. 037 Investigation 1 Day 5 Small Group  p. 040 Investigation 2 Day 1 Large Group  p. 041 Investigation 2 Day 1 Mighty Minutes</p>

		<p>p. 041 Investigation 2 Day 1 Read-Aloud  p. 042 Investigation 2 Day 2 Large Group  p. 044 Investigation 2 Day 3 Large Group  p. 045 Investigation 2 day 3 Read-Aloud  p. 046 Investigation 2 Day 4 Large Group  p. 051 Investigation 3 Day 1 Mighty Minutes  p. 051 Investigation 3 Day 1 Read-Aloud  p. 053 Investigation 3 Day 2 Mighty Minutes  p. 054 Investigation 3 Day 3 Choice Time  p. 054 Investigation 3 Day 3 Large Group  p. 055 Investigation 3 Day 3 Read-Aloud  p. 059 Investigation 3 Day 5 Mighty Minutes  p. 059 Investigation 3 Day 5 Read-Aloud  p. 063 Investigation 4 Day 1 Small Group  p. 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. 083 Investigation 6 Day 3 Read-Aloud  p. 085 Investigation 6 Day 4 Mighty Minutes  p. 085 Investigation 6 Day 4 Read-Aloud  p. 086 Investigation 6 Day 5 Choice Time  p. 086 Investigation 6 Day 5 Large Group  p. 087 Investigation 6 Day 5 Read-Aloud  p. 091 Investigation 7 Day 1 Read-Aloud  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>
DESCRIPTOR	1.3.PK.J.3.	<p>Begin to use new vocabulary when asking questions or describing situations or objects.</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. 019 Exploring the Topic Day 3 Small Group  p. 023 Exploring the Topic Day 5 Read-Aloud  p. 037 Investigation 1 Day 5 Read-Aloud  p. 037 Investigation 1 Day 5 Small Group  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. 051 Investigation 3 Day 1 Read-Aloud  p. 055 Investigation 3 Day 3 Read-Aloud  p. 059 Investigation 3 Day 5 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. 111 Celebrating Learning Day 2 Small Group</p>
STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature
STANDARD		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
DESCRIPTOR / STANDARD	1.3.PK.K.	Range of Reading: With prompting and support, actively engage in group reading activities with purpose and understanding.

DESCRIPTOR	1.3.PK.K.1.	<p>Ask and answer questions about story or poem being read aloud.</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. 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. 110 Celebrating Learning Day 2 Large Group  p. 111 Celebrating Learning Day 2 Read-Aloud</p>
DESCRIPTOR	1.3.PK.K.2.	<p>Share relevant prior knowledge about text being read aloud.</p> <p><u>Clothes Study</u>  p. 029 Investigation 1 Day 1 Read-Aloud</p>
DESCRIPTOR	1.3.PK.K.3.	<p>Respond to and build on comments from other children.</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. 031 Investigation 1 Day 2 Read-Aloud  p. 033 Investigation 1 Day 3 Read-Aloud</p>

		<p>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. 110 Celebrating Learning Day 2 Large Group  p. 111 Celebrating Learning Day 2 Read-Aloud</p>
DESCRIPTOR	1.3.PK.K.4.	<p>Use ideas gained in group reading activities in other daily routines, learning centers, and activities.</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. 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>

		<p>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>
<b>STANDARD AREA / STATEMENT</b>	1.4.PK.	Writing
<b>STANDARD</b>		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
<b>DESCRIPTOR / STANDARD</b>	1.4.PK.A.	Informative/ Explanatory: Draw/dictate to compose informative /explanatory texts examining a topic.
<b>DESCRIPTOR</b>	1.4.PK.A.1.	Use illustration/dictation to convey meaning about a particular topic.  <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
<b>STANDARD AREA / STATEMENT</b>	1.4.PK.	Writing
<b>STANDARD</b>		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
<b>DESCRIPTOR / STANDARD</b>	1.4.PK.C.	Informative / Explanatory Organization: With prompting and support, generate ideas to convey information.
<b>DESCRIPTOR</b>	1.4.PK.C.2.	Tell teacher what she/he will draw.

		<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>
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.D.	Informative/ Explanatory Organization: With prompting and support, make logical connections between drawing and dictation.
DESCRIPTOR	1.4.PK.D.1.	Understand that words are connected to print.  <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. 091 Investigation 7 Day 1 Choice Time
DESCRIPTOR	1.4.PK.D.2.	Work with teacher to create words or sentences that relate to drawings.  <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
STANDARD AREA /	1.4.PK.	Writing

STATEMENT		
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.E.	Informative / Explanatory Conventions of: Emerging to...Spell simple words phonetically.
DESCRIPTOR	1.4.PK.E.1.	Write symbols, letters, or letter-like shapes.  <u>Clothes Study</u> p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Choice Time p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 043 Investigation 2 Day 2 Small Group p. 056 Investigation 3 Day 4 Choice Time p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Large-Group Roundup p. 074 Investigation 5 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5 Large-Group Roundup
DESCRIPTOR	1.4.PK.E.2.	Attempt to reproduce own name and/or simple words, with most letters correct.  <u>Clothes Study</u> p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.M.	Narrative: Dictate narratives to describe real or imagined experiences or events.
DESCRIPTOR	1.4.PK.M.1.	Use illustration/dictation to convey meaning about an experience or event.  <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>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>
DESCRIPTOR	1.4.PK.M.2.	<p>Create a picture about an experience or event and talk about it with the teacher.</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>
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		<p>Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?</p>
DESCRIPTOR / STANDARD	1.4.PK.N.	Narrative Focus: Establish “who” and “what” the narrative will be about.
DESCRIPTOR	1.4.PK.N.2.	<p>Understand that “who” a story will be about refers to the person, animal, or animated object that the story will be about.</p> <p><u>Clothes Study</u></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. 023 Exploring the Topic Day 5 Read-Aloud</p> <p>p. 031 Investigation 1 Day 2 Read-Aloud</p> <p>p. 037 Investigation 1 Day 5 Read-Aloud</p> <p>p. 041 Investigation 2 Day 1 Read-Aloud</p> <p>p. 045 Investigation 2 day 3 Read-Aloud</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 047 Investigation 2 Day 4 Small Group</p> <p>p. 051 Investigation 3 Day 1 Read-Aloud</p> <p>p. 053 Investigation 3 Day 2 Read-Aloud</p> <p>p. 055 Investigation 3 Day 3 Read-Aloud</p> <p>p. 057 Investigation 3 Day 4 Read-Aloud</p> <p>p. 058 Investigation 3 Day 5 Large Group</p> <p>p. 059 Investigation 3 Day 5 Read-Aloud</p> <p>p. 063 Investigation 4 Day 1 Read- Aloud</p> <p>p. 071 Investigation 5 Day 1 Read-Aloud</p> <p>p. 075 Investigation 5 Day 3 Read-Aloud</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 Read-Aloud  p. 109 Celebrating Learning Day 1 Read-Aloud  p. 111 Celebrating Learning Day 2 Read-Aloud</p>
DESCRIPTOR	1.4.PK.N.3.	<p>Understand that “what” a story will be about refers to the sequenced events that happen to the referenced “who”.</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>
DESCRIPTOR	1.4.PK.N.4.	<p>Respond when asked “who” or “what” a story is about, and follow through when drawing about or dictating the story.</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. 020 Exploring the Topic Day 4 Large 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 Small Group  p. 051 Investigation 3 Day 1 Large-Group Roundup</p>

		<p>p. 052 Investigation 3 Day 2 Choice Time</p> <p>p. 052 Investigation 3 Day 2 Large Group</p> <p>p. 053 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 054 Investigation 3 Day 3 Choice Time</p> <p>p. 055 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 055 Investigation 3 Day 3 Small Group</p> <p>p. 057 Investigation 3 Day 4 Small Group</p> <p>p. 058 Investigation 3 Day 5 Choice Time</p> <p>p. 059 Investigation 3 Day 5 Small Group</p> <p>p. 059 Investigation 3 Day Large-Group Roundup</p> <p>p. 062 Investigation 4 Day 1 Large Group</p> <p>p. 063 Investigation 4 Day 1 Choice Time</p> <p>p. 063 Investigation 4 Day 1 Mighty Minutes</p> <p>p. 063 Investigation 4 Day 1 Small Group</p> <p>p. 064 Investigation 4 Day 2 Large Group</p> <p>p. 065 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 065 Investigation 4 Day 2 Small Group</p> <p>p. 067 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 067 Investigation 4 Day 3 Small Group</p> <p>p. 070 Investigation 5 Day 1 Large Group</p> <p>p. 072 Investigation 5 Day 2 Large Group</p> <p>p. 073 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 074 Investigation 5 Day 3 Choice Time</p> <p>p. 074 Investigation 5 Day 3 Large Group</p> <p>p. 075 Investigation 5 Day 3 Large-Group Roundup</p> <p>p. 075 Investigation 5 Day 3 Read-Aloud</p> <p>p. 079 Investigation 6 Day 1 Large-Group Roundup</p> <p>p. 079 Investigation 6 Day 1 Small Group</p> <p>p. 081 Investigation 6 Day 2 Large-Group Roundup</p> <p>p. 081 Investigation 6 Day 2 Small Group</p> <p>p. 083 Investigation 6 Day 3 Mighty Minutes</p> <p>p. 083 Investigation 6 Day 3 Small Group</p> <p>p. 085 Investigation 6 Day 4 Large-Group Roundup</p> <p>p. 085 Investigation 6 Day 4 Read-Aloud</p> <p>p. 087 Investigation 6 Day 5 Large-Group Roundup</p> <p>p. 091 Investigation 7 Day 1 Choice Time</p> <p>p. 091 Investigation 7 Day 1 Large-Group Roundup</p> <p>p. 091 Investigation 7 Day 1 Small Group</p> <p>p. 092 Investigation 7 Day 2 Large Group</p> <p>p. 093 Investigation 7 Day 2 Large-Group Roundup</p> <p>p. 093 Investigation 7 Day 2 Read-Aloud</p> <p>p. 094 Investigation 7 Day 3 Large Group</p> <p>p. 095 Investigation 7 Day 3 Large-Group Roundup</p> <p>p. 095 Investigation 7 Day 3 Read-Aloud</p> <p>p. 095 Investigation 7 Day 3 Small Group</p> <p>p. 108 Celebrating Learning Day 1 Large Group</p> <p>p. 110 Celebrating Learning Day 2 Choice Time</p> <p>p. 110 Celebrating Learning Day 2 Large Group</p> <p>p. 111 Celebrating Learning Day 2 Small Group</p> <p>p. 111 Celebrating Learning Day Large-Group Roundup</p>
<b>STANDARD AREA / STATEMENT</b>	<b>1.4.PK.</b>	<b>Writing</b>
<b>STANDARD</b>		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
<b>DESCRIPTOR / STANDARD</b>	<b>1.4.PK.O.</b>	<b>Narrative Content: With prompting and support, describe experiences and events.</b>
<b>DESCRIPTOR</b>	<b>1.4.PK.O.1.</b>	<b>When prompted, provide details (e.g. descriptive words, feelings and thoughts of the character) to further develop a story.</b>

Clothes Study

- p. 0109 Celebrating Learning Day 1 Small Group
- p. 013 Exploring the Topic Outdoor Experiences
- p. 015 Exploring the Topic Day 1 Read-Aloud
- p. 016 Exploring the Topic Day 2 Large Group
- p. 017 Exploring the Topic Day 2 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 Read-Aloud
- 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. 023 Exploring the Topic Day 5 Read-Aloud
- p. 029 Investigation 1 Day 1 Large-Group Roundup
- p. 031 Investigation 1 Day 2 Read-Aloud
- 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 Read-Aloud
- 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 Read-Aloud
- 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. 045 Investigation 2 Day 3 Read-Aloud
- 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. 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. 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 Read-Aloud
- p. 054 Investigation 3 Day 3 Choice Time
- p. 055 Investigation 3 Day 3 Large-Group Roundup
- p. 055 Investigation 3 Day 3 Read-Aloud
- p. 057 Investigation 3 Day 4 Read-Aloud
- 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. 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 Read- Aloud
- 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>p. 067 Investigation 4 Day 3 Large-Group Roundup  p. 070 Investigation 5 Day 1 Large Group  p. 071 Investigation 5 Day 1 Read-Aloud  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 Read-Aloud  p. 083 Investigation 6 Day 3 Small Group  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 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 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. 109 Celebrating Learning Day 1 Read-Aloud  p. 110 Celebrating Learning Day 2 Choice Time  p. 110 Celebrating Learning Day 2 Large Group  p. 111 Celebrating Learning Day 2 Read-Aloud  p. 111 Celebrating Learning Day 2 Small Group  p. 111 Celebrating Learning Day Large-Group Roundup</p>
DESCRIPTOR	1.4.PK.O.2.	<p>Tell teacher what she/he has drawn/written about.</p> <p><b>Clothes Study</b></p> <p>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>

		<p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 047 Investigation 2 Day 4 Large-Group Roundup</p> <p>p. 050 Investigation 3 Day 1 Choice Time</p> <p>p. 050 Investigation 3 Day 1 Large Group</p> <p>p. 051 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 052 Investigation 3 Day 2 Choice Time</p> <p>p. 052 Investigation 3 Day 2 Large Group</p> <p>p. 053 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 054 Investigation 3 Day 3 Choice Time</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 Choice Time</p> <p>p. 059 Investigation 3 Day 5 Small Group</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 Mighty Minutes</p> <p>p. 063 Investigation 4 Day 1 Small Group</p> <p>p. 064 Investigation 4 Day 2 Large Group</p> <p>p. 065 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 065 Investigation 4 Day 2 Small Group</p> <p>p. 067 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 070 Investigation 5 Day 1 Large Group</p> <p>p. 072 Investigation 5 Day 2 Large Group</p> <p>p. 073 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 074 Investigation 5 Day 3 Large Group</p> <p>p. 075 Investigation 5 Day 3 Large-Group Roundup</p> <p>p. 075 Investigation 5 Day 3 Read-Aloud</p> <p>p. 079 Investigation 6 Day 1 Large-Group Roundup</p> <p>p. 079 Investigation 6 Day 1 Small Group</p> <p>p. 081 Investigation 6 Day 2 Large-Group Roundup</p> <p>p. 083 Investigation 6 Day 3 Mighty Minutes</p> <p>p. 083 Investigation 6 Day 3 Small Group</p> <p>p. 085 Investigation 6 Day 4 Read-Aloud</p> <p>p. 091 Investigation 7 Day 1 Choice Time</p> <p>p. 091 Investigation 7 Day 1 Large-Group Roundup</p> <p>p. 091 Investigation 7 Day 1 Small Group</p> <p>p. 092 Investigation 7 Day 2 Large Group</p> <p>p. 093 Investigation 7 Day 2 Large-Group Roundup</p> <p>p. 093 Investigation 7 Day 2 Read-Aloud</p> <p>p. 094 Investigation 7 Day 3 Large Group</p> <p>p. 095 Investigation 7 Day 3 Large-Group Roundup</p> <p>p. 095 Investigation 7 Day 3 Read-Aloud</p> <p>p. 095 Investigation 7 Day 3 Small Group</p> <p>p. 108 Celebrating Learning Day 1 Large Group</p> <p>p. 110 Celebrating Learning Day 2 Choice Time</p> <p>p. 110 Celebrating Learning Day 2 Large Group</p> <p>p. 111 Celebrating Learning Day 2 Small Group</p> <p>p. 111 Celebrating Learning Day Large-Group Roundup</p>
<b>STANDARD AREA / STATEMENT</b>	<b>1.4.PK.</b>	<b>Writing</b>
<b>STANDARD</b>		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
<b>DESCRIPTOR / STANDARD</b>	<b>1.4.PK.P.</b>	<b>Narrative Organization: Recount a single event and tell about the events in the order in which they occurred.</b>
<b>DESCRIPTOR</b>	<b>1.4.PK.P.1.</b>	Understand that stories can be told about a single event.  <u>Clothes Study</u> p. 021 Exploring the Topic Day 4 Small Group p. 035 Investigation 1 Day 4 Small Group

DESCRIPTOR	1.4.PK.P.2.	<p>Understand that a single event is made up of a series of smaller events that are in a sequence (before, next, end).</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>
DESCRIPTOR	1.4.PK.P.3.	<p>Respond with a logical sequence of events when asked “what” their story is about.</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>
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.R.	Narrative Conventions of Language: Emerging to...Spell simple words phonetically.
DESCRIPTOR	1.4.PK.R.1.	<p>Write symbols, letters, or letter like shapes.</p> <p><u>Clothes Study</u>  p. 041 Investigation 2 Day 1 Small Group  p. 043 Investigation 2 Day 2 Small Group</p>
DESCRIPTOR	1.4.PK.R.2.	Attempt to reproduce own name and/or simple words, with most letters correct.

		<p><u>Clothes Study</u>  p. 021 Exploring the Topic Day 4 Large-Group Roundup  p. 035 Investigation 1 Day 4 Small Group  p. 037 Investigation 1 Day 5 Choice Time  p. 041 Investigation 2 Day 1 Small Group  p. 043 Investigation 2 Day 2 Large-Group Roundup  p. 043 Investigation 2 Day 2 Small Group  p. 056 Investigation 3 Day 4 Choice Time  p. 063 Investigation 4 Day 1 Choice Time  p. 063 Investigation 4 Day 1 Large-Group Roundup  p. 074 Investigation 5 Day 3 Choice Time  p. 081 Investigation 6 Day 2 Small Group  p. 085 Investigation 6 Day 4 Large-Group Roundup  p. 087 Investigation 6 Day 5 Large-Group Roundup</p>
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.T.	Production and Distribution of Writing Process: With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.
DESCRIPTOR	1.4.PK.T.1.	<p>Understand that drawings and dictations can convey meaning to an audience.</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>
DESCRIPTOR	1.4.PK.T.3.	<p>Share work with others.</p> <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>

		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
DESCRIPTOR	1.4.PK.T.4.	Participate in discussions about their work.  <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
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.V.	Conducting Research: Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.
DESCRIPTOR	1.4.PK.V.1.	Ask adults for explanations or information using why, how, where and when questions (e.g. “Why do leaves turn colors?”, “Why doesn’t Jamal like pizza?”).  <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
DESCRIPTOR	1.4.PK.V.2.	Use a variety of resources (e.g. adults and peers, books, digital media, maps, recipes, experts) to find new information.  <u>Clothes Study</u> p. 046 Investigation 2 Day 4 Choice Time p. 066 Investigation 4 Day 3 Choice Time
STANDARD AREA / STATEMENT	1.5.PK.	Speaking and Listening
STANDARD		Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners



		do? How do active listeners make meaning? How do speakers effectively communicate a message?
DESCRIPTOR / STANDARD	1.5.PK.A.	Comprehension and Collaboration Collaborative Discussion: Participate in collaborative conversations with peers and adults in small and larger groups.
DESCRIPTOR	1.5.PK.A.1.	<p>Communicate using detail related to topic being discussed.</p> <p><b>Clothes Study</b></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. 045 Investigation 2 Day 3 Choice Time  
 p. 045 Investigation 2 Day 3 Large-Group Roundup  
 p. 045 Investigation 2 Day 3 Small Group  
 p. 045 Investigation 2 day 3 Read-Aloud  
 p. 046 Investigation 2 Day 4 Choice Time  
 p. 046 Investigation 2 Day 4 Large Group  
 p. 047 Investigation 2 Day 4 Large-Group Roundup  
 p. 047 Investigation 2 Day 4 Small Group  
 p. 049 Investigation 3 Outdoor Experiences  
 p. 050 Investigation 3 Day 1 Choice Time  
 p. 050 Investigation 3 Day 1 Large Group  
 p. 051 Investigation 3 Day 1 Small Group  
 p. 051 Investigation 3 Day 1 Large-Group Roundup  
 p. 051 Investigation 3 Day 1 Read-Aloud  
 p. 052 Investigation 3 Day 2 Choice Time  
 p. 052 Investigation 3 Day 2 Large Group  
 p. 053 Investigation 3 Day 2 Large-Group Roundup  
 p. 053 Investigation 3 Day 2 Small Group  
 p. 054 Investigation 3 Day 3 Choice Time  
 p. 054 Investigation 3 Day 3 Large Group  
 p. 055 Investigation 3 Day 3 Large-Group Roundup  
 p. 055 Investigation 3 Day 3 Read-Aloud  
 p. 055 Investigation 3 Day 3 Small Group  
 p. 056 Investigation 3 Day 4 Choice Time  
 p. 056 Investigation 3 Day 4 Large Group  
 p. 057 Investigation 3 Day 4 Large-Group Roundup  
 p. 057 Investigation 3 Day 4 Small Group  
 p. 058 Investigation 3 Day 5 Choice Time  
 p. 058 Investigation 3 Day 5 Large Group  
 p. 059 Investigation 3 Day 5 Read-Aloud  
 p. 059 Investigation 3 Day 5 Small Group  
 p. 059 Investigation 3 Day Large-Group Roundup  
 p. 061 Investigation 4 Outdoor Experiences  
 p. 062 Investigation 4 Day 1 Large Group  
 p. 063 Investigation 4 Day 1 Choice Time  
 p. 063 Investigation 4 Day 1 Large-Group Roundup  
 p. 063 Investigation 4 Day 1 Small Group  
 p. 064 Investigation 4 Day 2 Large Group  
 p. 065 Investigation 4 Day 2 Choice Time  
 p. 065 Investigation 4 Day 2 Large-Group Roundup  
 p. 065 Investigation 4 Day 2 Small Group  
 p. 066 Investigation 4 Day 3 Choice Time  
 p. 066 Investigation 4 Day 3 Large Group  
 p. 067 Investigation 4 Day 3 Large-Group Roundup  
 p. 067 Investigation 4 Day 3 Small Group  
 p. 070 Investigation 5 Day 1 Choice Time  
 p. 070 Investigation 5 Day 1 Large Group  
 p. 071 Investigation 5 Day 1 Large-Group Roundup  
 p. 071 Investigation 5 Day 1 Small Group  
 p. 072 Investigation 5 Day 2 Choice Time  
 p. 072 Investigation 5 Day 2 Large Group  
 p. 073 Investigation 5 Day 2 Large-Group Roundup  
 p. 073 Investigation 5 Day 2 Read-Aloud  
 p. 073 Investigation 5 Day 2 Small Group  
 p. 074 Investigation 5 Day 3 Choice Time  
 p. 074 Investigation 5 Day 3 Large Group  
 p. 075 Investigation 5 Day 3 Large-Group Roundup  
 p. 075 Investigation 5 Day 3 Small Group  
 p. 077 Investigation 6 Outdoor Experience  
 p. 078 Investigation 6 Day 1 Large Group  
 p. 079 Investigation 6 Day 1 Choice Time  
 p. 079 Investigation 6 Day 1 Large-Group Roundup  
 p. 079 Investigation 6 Day 1 Small Group  
 p. 080 Investigation 6 Day 2 Choice Time  
 p. 080 Investigation 6 Day 2 Large Group

		<p>p. 081 Investigation 6 Day 2 Large-Group Roundup  p. 081 Investigation 6 Day 2 Small Group  p. 082 Investigation 6 Day 3 Choice Time  p. 082 Investigation 6 Day 3 Large Group  p. 083 Investigation 6 Day 3 Large-Group Roundup  p. 083 Investigation 6 Day 3 Read-Aloud  p. 083 Investigation 6 Day 3 Small Group  p. 084 Investigation 6 Day 4 Large Group  p. 085 Investigation 6 Day 4 Choice Time  p. 085 Investigation 6 Day 4 Large-Group Roundup  p. 085 Investigation 6 Day 4 Read-Aloud  p. 085 Investigation 6 Day 4 Small Group  p. 086 Investigation 6 Day 5 Choice Time  p. 086 Investigation 6 Day 5 Large Group  p. 087 Investigation 6 Day 5 Read-Aloud  p. 087 Investigation 6 Day 5 Small Group  p. 087 Investigation 6 Day 5 Large-Group Roundup  p. 090 Investigation 7 Day 1 Large Group  p. 091 Investigation 7 Day 1 Choice Time  p. 091 Investigation 7 Day 1 Large-Group Roundup  p. 091 Investigation 7 Day 1 Read-Aloud  p. 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>
DESCRIPTOR	1.5.PK.A.2.	<p>Pose questions related to topic being discussed.</p> <p><u>Clothes Study</u>  p. 0109 Celebrating Learning Day 1 Small Group  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 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>

		<p>p. 023 Exploring the Topic Day 5 Small Group</p> <p>p. 027 Investigation 1 Outdoor Experiences</p> <p>p. 028 Investigation 1 Day 1 Choice Time</p> <p>p. 028 Investigation 1 Day 1 Large Group</p> <p>p. 029 Investigation 1 Day 1 Large-Group Roundup</p> <p>p. 029 Investigation 1 Day 1 Small Group</p> <p>p. 030 Investigation 1 Day 2 Large Group</p> <p>p. 031 Investigation 1 Day 2 Choice Time</p> <p>p. 031 Investigation 1 Day 2 Large-Group Roundup</p> <p>p. 031 Investigation 1 Day 2 Small Group</p> <p>p. 032 Investigation 1 Day 3 Large Group</p> <p>p. 033 Investigation 1 Day 3 Choice Time</p> <p>p. 033 Investigation 1 Day 3 Large-Group Roundup</p> <p>p. 033 Investigation 1 Day 3 Small Group</p> <p>p. 034 Investigation 1 Day 4 Large Group</p> <p>p. 035 Investigation 1 Day 4 Choice Time</p> <p>p. 035 Investigation 1 Day 4 Large-Group Roundup</p> <p>p. 035 Investigation 1 Day 4 Small Group</p> <p>p. 036 Investigation 1 Day 5 Large Group</p> <p>p. 037 Investigation 1 Day 5 Choice Time</p> <p>p. 037 Investigation 1 Day 5 Large-Group Roundup</p> <p>p. 037 Investigation 1 Day 5 Read-Aloud</p> <p>p. 037 Investigation 1 Day 5 Small Group</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 041 Investigation 2 Day 1 Choice Time</p> <p>p. 041 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 041 Investigation 2 Day 1 Read-Aloud</p> <p>p. 041 Investigation 2 Day 1 Small Group</p> <p>p. 042 Investigation 2 Day 2 Large Group</p> <p>p. 043 Investigation 2 Day 2 Choice Time</p> <p>p. 043 Investigation 2 Day 2 Large-Group Roundup</p> <p>p. 043 Investigation 2 Day 2 Small Group</p> <p>p. 044 Investigation 2 Day 3 Large Group</p> <p>p. 045 Investigation 2 Day 3 Choice Time</p> <p>p. 045 Investigation 2 Day 3 Large-Group Roundup</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 045 Investigation 2 Day 3 Read-Aloud</p> <p>p. 046 Investigation 2 Day 4 Choice Time</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 047 Investigation 2 Day 4 Large-Group Roundup</p> <p>p. 047 Investigation 2 Day 4 Small Group</p> <p>p. 049 Investigation 3 Outdoor Experiences</p> <p>p. 050 Investigation 3 Day 1 Choice Time</p> <p>p. 050 Investigation 3 Day 1 Large Group</p> <p>p. 051 Investigation 3 Day 1 Small Group</p> <p>p. 051 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 051 Investigation 3 Day 1 Read-Aloud</p> <p>p. 052 Investigation 3 Day 2 Choice Time</p> <p>p. 052 Investigation 3 Day 2 Large Group</p> <p>p. 053 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 053 Investigation 3 Day 2 Small Group</p> <p>p. 054 Investigation 3 Day 3 Choice Time</p> <p>p. 054 Investigation 3 Day 3 Large Group</p> <p>p. 055 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 055 Investigation 3 Day 3 Read-Aloud</p> <p>p. 055 Investigation 3 Day 3 Small Group</p> <p>p. 056 Investigation 3 Day 4 Choice Time</p> <p>p. 056 Investigation 3 Day 4 Large Group</p> <p>p. 057 Investigation 3 Day 4 Large-Group Roundup</p> <p>p. 057 Investigation 3 Day 4 Small Group</p> <p>p. 058 Investigation 3 Day 5 Choice Time</p> <p>p. 058 Investigation 3 Day 5 Large Group</p> <p>p. 059 Investigation 3 Day 5 Read-Aloud</p> <p>p. 059 Investigation 3 Day 5 Small Group</p> <p>p. 059 Investigation 3 Day 5 Large-Group Roundup</p>
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		<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>
DESCRIPTOR	1.5.PK.A.3.	<p>Allow wait time before responding.</p> <p><u>Clothes Study</u></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. 044 Investigation 2 Day 3 Large Group  
 p. 045 Investigation 2 Day 3 Choice Time  
 p. 045 Investigation 2 Day 3 Large-Group Roundup  
 p. 045 Investigation 2 Day 3 Small Group  
 p. 045 Investigation 2 day 3 Read-Aloud  
 p. 046 Investigation 2 Day 4 Choice Time  
 p. 046 Investigation 2 Day 4 Large Group  
 p. 047 Investigation 2 Day 4 Large-Group Roundup  
 p. 047 Investigation 2 Day 4 Small Group  
 p. 049 Investigation 3 Outdoor Experiences  
 p. 050 Investigation 3 Day 1 Choice Time  
 p. 050 Investigation 3 Day 1 Large Group  
 p. 051 Investigation 3 Day 1 Small Group  
 p. 051 Investigation 3 Day 1 Large-Group Roundup  
 p. 051 Investigation 3 Day 1 Read-Aloud  
 p. 052 Investigation 3 Day 2 Choice Time  
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 p. 053 Investigation 3 Day 2 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  
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 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>p. 080 Investigation 6 Day 2 Large Group</p> <p>p. 081 Investigation 6 Day 2 Large-Group Roundup</p> <p>p. 081 Investigation 6 Day 2 Small Group</p> <p>p. 082 Investigation 6 Day 3 Choice Time</p> <p>p. 082 Investigation 6 Day 3 Large Group</p> <p>p. 083 Investigation 6 Day 3 Large-Group Roundup</p> <p>p. 083 Investigation 6 Day 3 Read-Aloud</p> <p>p. 083 Investigation 6 Day 3 Small Group</p> <p>p. 084 Investigation 6 Day 4 Large Group</p> <p>p. 085 Investigation 6 Day 4 Choice Time</p> <p>p. 085 Investigation 6 Day 4 Large-Group Roundup</p> <p>p. 085 Investigation 6 Day 4 Read-Aloud</p> <p>p. 085 Investigation 6 Day 4 Small Group</p> <p>p. 086 Investigation 6 Day 5 Choice Time</p> <p>p. 086 Investigation 6 Day 5 Large Group</p> <p>p. 087 Investigation 6 Day 5 Read-Aloud</p> <p>p. 087 Investigation 6 Day 5 Small Group</p> <p>p. 087 Investigation 6 Day 5 Large-Group Roundup</p> <p>p. 090 Investigation 7 Day 1 Large Group</p> <p>p. 091 Investigation 7 Day 1 Choice Time</p> <p>p. 091 Investigation 7 Day 1 Large-Group Roundup</p> <p>p. 091 Investigation 7 Day 1 Read-Aloud</p> <p>p. 091 Investigation 7 Day 1 Small Group</p> <p>p. 092 Investigation 7 Day 2 Choice Time</p> <p>p. 092 Investigation 7 Day 2 Large Group</p> <p>p. 093 Investigation 7 Day 2 Large-Group Roundup</p> <p>p. 093 Investigation 7 Day 2 Small Group</p> <p>p. 094 Investigation 7 Day 3 Choice Time</p> <p>p. 094 Investigation 7 Day 3 Large Group</p> <p>p. 095 Investigation 7 Day 3 Large-Group Roundup</p> <p>p. 095 Investigation 7 Day 3 Small Group</p> <p>p. 107 Celebrating Learning Outdoor Experiences</p> <p>p. 108 Celebrating Learning Day 1 Choice Time</p> <p>p. 108 Celebrating Learning Day 1 Large Group</p> <p>p. 109 Celebrating Learning Day 1 Large-Group Roundup</p> <p>p. 110 Celebrating Learning Day 2 Choice Time</p> <p>p. 110 Celebrating Learning Day 2 Large Group</p> <p>p. 111 Celebrating Learning Day 2 Small Group</p> <p>p. 111 Celebrating Learning Day Large-Group Roundup</p>
DESCRIPTOR	1.5.PK.A.4.	<p>Engage in turn taking.</p> <p><u>Clothes Study</u></p> <p>p. 0109 Celebrating Learning Day 1 Small Group</p> <p>p. 019 Exploring the Topic Day 3 Small Group</p> <p>p. 031 Investigation 1 Day 2 Small Group</p> <p>p. 037 Investigation 1 Day 5 Small Group</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 063 Investigation 4 Day 1 Small Group</p> <p>p. 072 Investigation 5 Day 2 Large Group</p> <p>p. 079 Investigation 6 Day 1 Small Group</p> <p>p. 111 Celebrating Learning Day 2 Small Group</p>
STANDARD AREA / STATEMENT	1.5.PK.	Speaking and Listening
STANDARD		Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?
DESCRIPTOR / STANDARD	1.5.PK.B.	Comprehension and Collaboration Critical Listening: Answer questions about key details in a text read aloud or information presented orally or through other media.
DESCRIPTOR	1.5.PK.B.1.	Respond to a question with an answer or details related to the topic



being discussed.

Clothes Study

- p. 0109 Celebrating Learning Day 1 Small Group
- 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 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. 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 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 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 Mighty Minutes
- 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 Read-Aloud
- p. 043 Investigation 2 Day 2 Small Group
- p. 044 Investigation 2 Day 3 Large Group
- p. 045 Investigation 2 Day 3 Choice Time
- p. 045 Investigation 2 Day 3 Large-Group Roundup

p. 045 Investigation 2 Day 3 Small Group  
 p. 045 Investigation 2 day 3 Read-Aloud  
 p. 046 Investigation 2 Day 4 Choice Time  
 p. 046 Investigation 2 Day 4 Large Group  
 p. 047 Investigation 2 Day 4 Large-Group Roundup  
 p. 047 Investigation 2 Day 4 Small Group  
 p. 049 Investigation 3 Outdoor Experiences  
 p. 050 Investigation 3 Day 1 Choice Time  
 p. 050 Investigation 3 Day 1 Large Group  
 p. 051 Investigation 3 Day 1 Small Group  
 p. 051 Investigation 3 Day 1 Large-Group Roundup  
 p. 051 Investigation 3 Day 1 Read-Aloud  
 p. 052 Investigation 3 Day 2 Choice Time  
 p. 052 Investigation 3 Day 2 Large Group  
 p. 053 Investigation 3 Day 2 Large-Group Roundup  
 p. 053 Investigation 3 Day 2 Small Group  
 p. 054 Investigation 3 Day 3 Choice Time  
 p. 054 Investigation 3 Day 3 Large Group  
 p. 055 Investigation 3 Day 3 Large-Group Roundup  
 p. 055 Investigation 3 Day 3 Read-Aloud  
 p. 055 Investigation 3 Day 3 Small Group  
 p. 056 Investigation 3 Day 4 Choice Time  
 p. 056 Investigation 3 Day 4 Large Group  
 p. 057 Investigation 3 Day 4 Large-Group Roundup  
 p. 057 Investigation 3 Day 4 Small Group  
 p. 058 Investigation 3 Day 5 Choice Time  
 p. 058 Investigation 3 Day 5 Large Group  
 p. 059 Investigation 3 Day 5 Read-Aloud  
 p. 059 Investigation 3 Day 5 Small Group  
 p. 059 Investigation 3 Day Large-Group Roundup  
 p. 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>p. 082 Investigation 6 Day 3 Choice Time  p. 082 Investigation 6 Day 3 Large Group  p. 083 Investigation 6 Day 3 Large-Group Roundup  p. 083 Investigation 6 Day 3 Read-Aloud  p. 083 Investigation 6 Day 3 Small Group  p. 084 Investigation 6 Day 4 Large Group  p. 085 Investigation 6 Day 4 Choice Time  p. 085 Investigation 6 Day 4 Large-Group Roundup  p. 085 Investigation 6 Day 4 Read-Aloud  p. 085 Investigation 6 Day 4 Small Group  p. 086 Investigation 6 Day 5 Choice Time  p. 086 Investigation 6 Day 5 Large Group  p. 087 Investigation 6 Day 5 Read-Aloud  p. 087 Investigation 6 Day 5 Small Group  p. 087 Investigation 6 Day 5 Large-Group Roundup  p. 090 Investigation 7 Day 1 Large Group  p. 091 Investigation 7 Day 1 Choice Time  p. 091 Investigation 7 Day 1 Large-Group Roundup  p. 091 Investigation 7 Day 1 Read-Aloud  p. 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. 109 Celebrating Learning Day 1 Read-Aloud  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>
<b>STANDARD AREA / STATEMENT</b>	1.5.PK.	<b>Speaking and Listening</b>
<b>STANDARD</b>		<b>Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?</b>
<b>DESCRIPTOR / STANDARD</b>	1.5.PK.C.	<b>Comprehension and Collaboration Evaluating: Respond to what a speaker says in order to follow directions, seek help, or gather information.</b>
<b>DESCRIPTOR</b>	1.5.PK.C.1.	<p>Follow two-step directions.</p> <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>

		<p>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>
DESCRIPTOR	1.5.PK.C.2.	<p>Act upon or respond to simple statements and questions showing understanding of intent.</p> <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>
STANDARD AREA / STATEMENT	1.5.PK.	Speaking and Listening
STANDARD		Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?
DESCRIPTOR / STANDARD	1.5.PK.D.	Presentation of Knowledge and Ideas Purpose, Audience, and: Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.
DESCRIPTOR	1.5.PK.D.1.	<p>Talk about stories, experiences, and interests using some detail.</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>

		<p>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. 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>
<b>STANDARD AREA / STATEMENT</b>	1.5.PK.	<b>Speaking and Listening</b>
<b>STANDARD</b>		<b>Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?</b>
<b>DESCRIPTOR / STANDARD</b>	1.5.PK.E.	<b>Presentation of Knowledge and Ideas Context: Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.</b>
<b>DESCRIPTOR</b>	1.5.PK.E.1.	<p>Talk about personal thoughts, feelings, and ideas.</p> <p><u>Clothes Study</u>  p. 0109 Celebrating Learning Day 1 Small Group  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 Read-Aloud  p. 015 Exploring the Topic Day 1 Small Group  p. 016 Exploring the Topic Day 2 Choice Time  p. 016 Exploring the Topic Day 2 Large Group  p. 017 Exploring the Topic Day 2 Small Group  p. 017 Exploring the Topic Day 2 Large-Group Roundup  p. 018 Exploring the Topic Day 3 Large Group  p. 019 Exploring the Topic Day 3 Large-Group Roundup</p>

p. 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 Read-Aloud  
 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. 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 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 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 Small Group  
 p. 044 Investigation 2 Day 3 Large Group  
 p. 045 Investigation 2 Day 3 Choice Time  
 p. 045 Investigation 2 Day 3 Large-Group Roundup  
 p. 045 Investigation 2 Day 3 Small Group  
 p. 045 Investigation 2 day 3 Read-Aloud  
 p. 046 Investigation 2 Day 4 Choice Time  
 p. 046 Investigation 2 Day 4 Large Group  
 p. 047 Investigation 2 Day 4 Large-Group Roundup  
 p. 047 Investigation 2 Day 4 Small Group  
 p. 049 Investigation 3 Outdoor Experiences  
 p. 050 Investigation 3 Day 1 Choice Time  
 p. 050 Investigation 3 Day 1 Large Group  
 p. 051 Investigation 3 Day 1 Small Group  
 p. 051 Investigation 3 Day 1 Large-Group Roundup  
 p. 051 Investigation 3 Day 1 Read-Aloud  
 p. 052 Investigation 3 Day 2 Choice Time  
 p. 052 Investigation 3 Day 2 Large Group  
 p. 053 Investigation 3 Day 2 Large-Group Roundup  
 p. 053 Investigation 3 Day 2 Small Group  
 p. 054 Investigation 3 Day 3 Choice Time  
 p. 054 Investigation 3 Day 3 Large Group

		<p>p. 055 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 055 Investigation 3 Day 3 Read-Aloud</p> <p>p. 055 Investigation 3 Day 3 Small Group</p> <p>p. 056 Investigation 3 Day 4 Choice Time</p> <p>p. 056 Investigation 3 Day 4 Large Group</p> <p>p. 057 Investigation 3 Day 4 Large-Group Roundup</p> <p>p. 057 Investigation 3 Day 4 Small Group</p> <p>p. 058 Investigation 3 Day 5 Choice Time</p> <p>p. 058 Investigation 3 Day 5 Large Group</p> <p>p. 059 Investigation 3 Day 5 Read-Aloud</p> <p>p. 059 Investigation 3 Day 5 Small Group</p> <p>p. 059 Investigation 3 Day Large-Group Roundup</p> <p>p. 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 Large-Group Roundup</p> <p>p. 063 Investigation 4 Day 1 Small Group</p> <p>p. 064 Investigation 4 Day 2 Large Group</p> <p>p. 065 Investigation 4 Day 2 Choice Time</p> <p>p. 065 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 065 Investigation 4 Day 2 Small Group</p> <p>p. 066 Investigation 4 Day 3 Choice Time</p> <p>p. 066 Investigation 4 Day 3 Large Group</p> <p>p. 067 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 067 Investigation 4 Day 3 Small Group</p> <p>p. 070 Investigation 5 Day 1 Choice Time</p> <p>p. 070 Investigation 5 Day 1 Large Group</p> <p>p. 071 Investigation 5 Day 1 Large-Group Roundup</p> <p>p. 071 Investigation 5 Day 1 Small Group</p> <p>p. 072 Investigation 5 Day 2 Choice Time</p> <p>p. 072 Investigation 5 Day 2 Large Group</p> <p>p. 073 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 073 Investigation 5 Day 2 Read-Aloud</p> <p>p. 073 Investigation 5 Day 2 Small Group</p> <p>p. 074 Investigation 5 Day 3 Choice Time</p> <p>p. 074 Investigation 5 Day 3 Large Group</p> <p>p. 075 Investigation 5 Day 3 Large-Group Roundup</p> <p>p. 075 Investigation 5 Day 3 Small Group</p> <p>p. 077 Investigation 6 Outdoor Experience</p> <p>p. 078 Investigation 6 Day 1 Large Group</p> <p>p. 079 Investigation 6 Day 1 Choice Time</p> <p>p. 079 Investigation 6 Day 1 Large-Group Roundup</p> <p>p. 079 Investigation 6 Day 1 Small Group</p> <p>p. 080 Investigation 6 Day 2 Choice Time</p> <p>p. 080 Investigation 6 Day 2 Large Group</p> <p>p. 081 Investigation 6 Day 2 Large-Group Roundup</p> <p>p. 081 Investigation 6 Day 2 Small Group</p> <p>p. 082 Investigation 6 Day 3 Choice Time</p> <p>p. 082 Investigation 6 Day 3 Large Group</p> <p>p. 083 Investigation 6 Day 3 Large-Group Roundup</p> <p>p. 083 Investigation 6 Day 3 Read-Aloud</p> <p>p. 083 Investigation 6 Day 3 Small Group</p> <p>p. 084 Investigation 6 Day 4 Large Group</p> <p>p. 085 Investigation 6 Day 4 Choice Time</p> <p>p. 085 Investigation 6 Day 4 Large-Group Roundup</p> <p>p. 085 Investigation 6 Day 4 Read-Aloud</p> <p>p. 085 Investigation 6 Day 4 Small Group</p> <p>p. 086 Investigation 6 Day 5 Choice Time</p> <p>p. 086 Investigation 6 Day 5 Large Group</p> <p>p. 087 Investigation 6 Day 5 Read-Aloud</p> <p>p. 087 Investigation 6 Day 5 Small Group</p> <p>p. 087 Investigation 6 Day 5 Large-Group Roundup</p> <p>p. 090 Investigation 7 Day 1 Large Group</p> <p>p. 091 Investigation 7 Day 1 Choice Time</p> <p>p. 091 Investigation 7 Day 1 Large-Group Roundup</p>
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		<p>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>
<b>STANDARD AREA / STATEMENT</b>	<b>1.5.PK.</b>	<b>Speaking and Listening</b>
<b>STANDARD</b>		<p><b>Big Idea:</b> Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. <b>Effective speakers</b> prepare and communicate messages to address the audience and purpose. <b>Essential Questions:</b> What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>1.5.PK.G.</b>	<p><b>Conventions of Standard English:</b> Demonstrate command of the conventions of standard English when speaking based on pre-kindergarten level and content.</p>
<b>DESCRIPTOR</b>	<b>1.5.PK.G.1.</b>	<p>Speak in complete sentences that contain more than three words.</p> <p><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</p>
<b>SUBJECT / STANDARD AREA</b>	<b>PA.M.</b>	<b>Mathematical Thinking and Expression (Pre-kindergarten)</b>
<b>STANDARD AREA / STATEMENT</b>	<b>2.1.PK.</b>	<b>Numbers and Operations</b>
<b>STANDARD</b>		<p><b>Big Idea:</b> Mathematical relationships among numbers can be represented, compared, and communicated. <b>Essential Question:</b> How is mathematics used to quantify, compare, represent, and model numbers?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>2.1.PK.A.1.</b>	<p><b>Counting and Cardinality:</b> Know number names and the count sequence.</p>
<b>DESCRIPTOR</b>	<b>2.1.PK.A.1.1.</b>	<p>Name numerals up to 10.</p> <p><u>Clothes Study</u>  p. 023 Exploring the Topic Day 5 Small Group</p>
<b>DESCRIPTOR</b>	<b>2.1.PK.A.1.2.</b>	<p>Rote count up to 20.</p> <p><u>Clothes Study</u>  p. 017 Exploring the Topic Day 2 Small Group  p. 023 Exploring the Topic Day 5 Small Group  p. 037 Investigation 1 Day 5 Large-Group Roundup  p. 037 Investigation 1 Day 5 Small Group  p. 073 Investigation 5 Day 2 Small Group</p>



		<p>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>
DESCRIPTOR	2.1.PK.A.1.3.	<p>Match a numeral to a set of 0-10 objects.</p> <p><u>Clothes Study</u>  p. 017 Exploring the Topic Day 2 Small Group  p. 023 Exploring the Topic Day 5 Mighty Minutes  p. 023 Exploring the Topic Day 5 Small Group  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. 046 Investigation 2 Day 4 Large Group  p. 083 Investigation 6 Day 3 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>
DESCRIPTOR	2.1.PK.A.1.4.	<p>Represent a number of objects with a written numeral 0-10.</p> <p><u>Clothes Study</u>  p. 015 Exploring the Topic Day 1 Mighty Minutes  p. 071 Investigation 5 Day 1 Mighty Minutes</p>
DESCRIPTOR	2.1.PK.A.1.6.	<p>Counts on when a specific number is provided.</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 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 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. 095 Investigation 7 Day 3 Mighty Minutes  p. 111 Celebrating Learning Day 2 Mighty Minutes  p. 111 Celebrating Learning Day 2 Small Group</p>
STANDARD AREA / STATEMENT	2.1.PK.	Numbers and Operations
STANDARD		Big Idea: Mathematical relationships among numbers can be represented, compared, and communicated. Essential Question: How is mathematics used to quantify, compare, represent, and model numbers?
DESCRIPTOR / STANDARD	2.1.PK.A.2.	Counting and Cardinality: Count to tell the number of objects.
DESCRIPTOR	2.1.PK.A.2.2.	<p>Use one-to-one correspondence when counting to 10.</p> <p><u>Clothes Study</u></p>

		p. 023 Exploring the Topic Day 5 Small Group p. 073 Investigation 5 Day 2 Read-Aloud
DESCRIPTOR	2.1.PK.A.2.3.	State the total number of objects counted, demonstrating understanding that the last number named tells the number of objects counted.  <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 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. 095 Investigation 7 Day 3 Mighty Minutes p. 111 Celebrating Learning Day 2 Mighty Minutes p. 111 Celebrating Learning Day 2 Small Group
STANDARD AREA / STATEMENT	2.1.PK.	Numbers and Operations
STANDARD		Big Idea: Mathematical relationships among numbers can be represented, compared, and communicated. Essential Question: How is mathematics used to quantify, compare, represent, and model numbers?
DESCRIPTOR / STANDARD	2.1.PK.A.3.	Counting and Cardinality: Compare numbers.
DESCRIPTOR	2.1.PK.A.3.2.	Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.  <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
DESCRIPTOR	2.1.PK.A.3.3.	Compare two numbers between 1 and 5 when presented as written numerals.  <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
STANDARD AREA / STATEMENT	2.1.PK.	Numbers and Operations
STANDARD		Big Idea: Mathematical relationships among numbers can be represented, compared, and communicated. Essential Question: How is mathematics used to quantify, compare, represent, and model numbers?

DESCRIPTOR / STANDARD	2.1.PK.MP.	Counting and Cardinality: Use mathematical processes when quantifying, comparing, representing, and modeling numbers.
DESCRIPTOR	2.1.PK.MP.1.	Engage in numerical play.  <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
DESCRIPTOR	2.1.PK.MP.2.	Persist in numerical play (Reference AL.2.PK.C).  <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
STANDARD AREA / STATEMENT	2.2.PK.	Algebraic Concepts
STANDARD		Big Idea: Mathematical relationships can be represented as expressions, equations, and inequalities in mathematical situations. Essential Question: How are relationships represented mathematically?
DESCRIPTOR / STANDARD	2.2.PK.A.1.	Operations and Algebraic Thinking: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
DESCRIPTOR	2.2.PK.A.1.1.	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations.  <u>Clothes Study</u> p. 023 Exploring the Topic Day 5 Small Group p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Mighty Minutes p. 059 Investigation 3 Day 5 Mighty Minutes p. 073 Investigation 5 Day 2 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
DESCRIPTOR	2.2.PK.A.1.2.	Explain adding and subtracting sets of objects up to and including six, using basic math vocabulary (e.g. putting together, adding to, taking away, taking apart, taking from).  <u>Clothes Study</u> p. 023 Exploring the Topic Day 5 Small Group p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Mighty Minutes p. 059 Investigation 3 Day 5 Mighty Minutes p. 073 Investigation 5 Day 2 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
DESCRIPTOR	2.2.PK.A.1.3.	Join sets of objects.  <u>Clothes Study</u> p. 023 Exploring the Topic Day 5 Small Group p. 059 Investigation 3 Day 5 Mighty Minutes p. 073 Investigation 5 Day 2 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
DESCRIPTOR	2.2.PK.A.1.4.	Separate sets of objects.  <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

DESCRIPTOR	2.2.PK.A.1.5.	Add objects to a set and tell a number story about it.  <u>Clothes Study</u> p. 023 Exploring the Topic Day 5 Small Group p. 059 Investigation 3 Day 5 Mighty Minutes p. 073 Investigation 5 Day 2 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
STANDARD AREA / STATEMENT	2.2.PK.	Algebraic Concepts
STANDARD		Big Idea: Mathematical relationships can be represented as expressions, equations, and inequalities in mathematical situations. Essential Question: How are relationships represented mathematically?
DESCRIPTOR / STANDARD	2.2.PK.MP.	Operations and Algebraic Thinking: Use mathematical processes when representing relationships.
DESCRIPTOR	2.2.PK.MP.1.	Engage in mathematical play.  <u>Clothes Study</u> p. 023 Exploring the Topic Day 5 Small Group p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Mighty Minutes p. 059 Investigation 3 Day 5 Mighty Minutes p. 073 Investigation 5 Day 2 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
DESCRIPTOR	2.2.PK.MP.2.	Persist in mathematical play (Reference AL.2.PK.C).  <u>Clothes Study</u> p. 023 Exploring the Topic Day 5 Small Group p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Mighty Minutes p. 059 Investigation 3 Day 5 Mighty Minutes p. 073 Investigation 5 Day 2 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
DESCRIPTOR	2.2.PK.MP.3.	Problem solve during mathematical play (Reference AL.4.PK.C).  <u>Clothes Study</u> p. 023 Exploring the Topic Day 5 Small Group p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Mighty Minutes p. 059 Investigation 3 Day 5 Mighty Minutes p. 073 Investigation 5 Day 2 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
DESCRIPTOR	2.2.PK.MP.4.	When prompted, communicate thinking while engaged in mathematical play.  <u>Clothes Study</u> p. 023 Exploring the Topic Day 5 Small Group p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Mighty Minutes p. 059 Investigation 3 Day 5 Mighty Minutes p. 073 Investigation 5 Day 2 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
DESCRIPTOR	2.2.PK.MP.5.	Talk and listen to peers during mathematical play.  <u>Clothes Study</u> p. 023 Exploring the Topic Day 5 Small Group p. 041 Investigation 2 Day 1 Large-Group Roundup

		p. 041 Investigation 2 Day 1 Mighty Minutes p. 059 Investigation 3 Day 5 Mighty Minutes p. 073 Investigation 5 Day 2 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
<b>STANDARD AREA / STATEMENT</b>	2.3.PK.	Geometry
<b>STANDARD</b>		Big Idea: Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization. Essential Questions: How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems? How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?
<b>DESCRIPTOR / STANDARD</b>	2.3.PK.A.1.	Geometry: Identify and describe shapes.
<b>DESCRIPTOR</b>	2.3.PK.A.1.1.	Describe objects in the environment using names of shapes.  <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
<b>DESCRIPTOR</b>	2.3.PK.A.1.2.	Recognize and describe the attributes of geometric figures.  <u>Clothes Study</u> p. 063 Investigation 4 Day 1 Mighty Minutes p. 065 Investigation 4 Day 2 Small Group p. 089 Investigation 7 Outdoor Experiences p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Small Group
<b>DESCRIPTOR</b>	2.3.PK.A.1.3.	Describe the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to.  <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
<b>DESCRIPTOR</b>	2.3.PK.A.1.4.	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (solid).  <u>Clothes Study</u> p. 063 Investigation 4 Day 1 Mighty Minutes p. 065 Investigation 4 Day 2 Small Group p. 089 Investigation 7 Outdoor Experiences p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Small Group
<b>STANDARD AREA / STATEMENT</b>	2.3.PK.	Geometry
<b>STANDARD</b>		Big Idea: Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization. Essential Questions: How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems? How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?
<b>DESCRIPTOR / STANDARD</b>	2.3.PK.A.2.	Geometry: Analyze, compare, create, and compose shapes.
<b>DESCRIPTOR</b>	2.3.PK.A.2.1.	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes.  <u>Clothes Study</u>

		<p>p. 017 Exploring the Topic Day 2 Small Group  p. 035 Investigation 1 Day 4 Mighty Minutes  p. 043 Investigation 2 Day 2 Large-Group Roundup  p. 043 Investigation 2 Day 2 Mighty Minutes  p. 045 Investigation 2 Day 3 Mighty Minutes  p. 065 Investigation 4 Day 2 Small Group  p. 083 Investigation 6 Day 3 Small Group  p. 091 Investigation 7 Day 1 Small Group  p. 111 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	2.3.PK.A.2.2.	<p>Model shapes in the world by building shapes from components and drawing shapes.</p> <p><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. 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</p>
DESCRIPTOR	2.3.PK.A.2.3.	<p>Use geoboards to create shapes with rubber bands.</p> <p><u>Clothes Study</u>  p. 063 Investigation 4 Day 1 Mighty Minutes  p. 065 Investigation 4 Day 2 Small Group  p. 089 Investigation 7 Outdoor Experiences  p. 090 Investigation 7 Day 1 Large Group  p. 091 Investigation 7 Day 1 Small Group</p>
DESCRIPTOR	2.3.PK.A.2.4.	<p>Use simple shapes to compose larger shapes.</p> <p><u>Clothes Study</u>  p. 063 Investigation 4 Day 1 Mighty Minutes  p. 065 Investigation 4 Day 2 Small Group  p. 089 Investigation 7 Outdoor Experiences  p. 090 Investigation 7 Day 1 Large Group  p. 091 Investigation 7 Day 1 Small Group</p>
STANDARD AREA / STATEMENT	2.4.PK.	Measurement, Data and Probability
STANDARD		<p>Big Idea: Measurement attributes can be quantified and estimated using customary and non-customary units of measure. Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions.  Essential Questions: Why does “what” we measure influence “how” we measure? How can data be organized and represented to provide insight into the relationship between quantities?</p>
DESCRIPTOR / STANDARD	2.4.PK.A.1.	Measurement and Data: Describe and compare measurable attributes of length and weights of everyday objects.
DESCRIPTOR	2.4.PK.A.1.1.	<p>Recognize attributes of objects that can be measured.</p> <p><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>
DESCRIPTOR	2.4.PK.A.1.2.	Measure objects using non-standard items (e.g. hands, shoes, yarn, blocks).

		<p><u>Clothes Study</u> p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time</p>
DESCRIPTOR	2.4.PK.A.1.3.	<p>Practice use of standard measurement tools.</p> <p><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>
DESCRIPTOR	2.4.PK.A.1.4.	<p>Practice using measurement vocabulary.</p> <p><u>Clothes Study</u> p. 029 Investigation 1 Day 1 Small Group p. 033 Investigation 1 Day 3 Small Group</p>
DESCRIPTOR	2.4.PK.A.1.5.	<p>Sort and order by one attribute.</p> <p><u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 062 Investigation 4 Day 1 Large Group p. 108 Celebrating Learning Day 1 Choice Time p. 111 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	2.4.PK.A.1.7.	<p>Compare two objects with a measureable attribute in common to see which object has “more of”/ “less of” the attribute and describe the difference.</p> <p><u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 062 Investigation 4 Day 1 Large Group p. 108 Celebrating Learning Day 1 Choice Time p. 111 Celebrating Learning Day 2 Small Group</p>
STANDARD AREA / STATEMENT	2.4.PK.	Measurement, Data and Probability
STANDARD		<p>Big Idea: Measurement attributes can be quantified and estimated using customary and non-customary units of measure. Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions. Essential Questions: Why does “what” we measure influence “how” we measure? How can data be organized and represented to provide insight into the relationship between quantities?</p>
DESCRIPTOR / STANDARD	2.4.PK.A.2.	Measurement and Data: Classify objects and count the number of objects in each category.
DESCRIPTOR	2.4.PK.A.2.1.	<p>Classify up to 10 objects using one attribute into categories.</p> <p><u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 062 Investigation 4 Day 1 Large Group p. 108 Celebrating Learning Day 1 Choice Time p. 111 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	2.4.PK.A.2.2.	<p>Display the number of objects in each category.</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 Mighty Minutes</p>

		<p>p. 023 Exploring the Topic Day 5 Small Group</p> <p>p. 029 Investigation 1 Day 1 Small Group</p> <p>p. 030 Investigation 1 Day 2 Large Group</p> <p>p. 031 Investigation 1 Day 2 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 Read-Aloud</p> <p>p. 037 Investigation 1 Day 5 Large-Group Roundup</p> <p>p. 037 Investigation 1 Day 5 Small Group</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 057 Investigation 3 Day 4 Mighty Minutes</p> <p>p. 059 Investigation 3 Day 5 Mighty Minutes</p> <p>p. 065 Investigation 4 Day 2 Mighty Minutes</p> <p>p. 066 Investigation 4 Day 3 Large Group</p> <p>p. 071 Investigation 5 Day 1 Mighty Minutes</p> <p>p. 073 Investigation 5 Day 2 Small Group</p> <p>p. 081 Investigation 6 Day 2 Mighty Minutes</p> <p>p. 083 Investigation 6 Day 3 Small Group</p> <p>p. 085 Investigation 6 Day 4 Small Group</p> <p>p. 087 Investigation 6 Day 5 Small Group</p> <p>p. 095 Investigation 7 Day 3 Mighty Minutes</p> <p>p. 111 Celebrating Learning Day 2 Mighty Minutes</p> <p>p. 111 Celebrating Learning Day 2 Small Group</p>
<b>STANDARD AREA / STATEMENT</b>	<b>2.4.PK.</b>	<b>Measurement, Data and Probability</b>
<b>STANDARD</b>		<p>Big Idea: Measurement attributes can be quantified and estimated using customary and non-customary units of measure. Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions.</p> <p>Essential Questions: Why does “what” we measure influence “how” we measure? How can data be organized and represented to provide insight into the relationship between quantities?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>2.4.PK.MP.</b>	<b>Measurement and Data: Use mathematical processes when measuring; representing, organizing, and understanding data.</b>
<b>DESCRIPTOR</b>	<b>2.4.PK.MP.1.</b>	<p>Engage in activities that include measuring, representing, organizing, and understanding data.</p> <p><u>Clothes Study</u></p> <p>p. 017 Exploring the Topic Day 2 Small Group</p> <p>p. 027 Investigation 1 Outdoor Experiences</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. 032 Investigation 1 Day 3 Large Group</p> <p>p. 033 Investigation 1 Day 3 Small Group</p> <p>p. 035 Investigation 1 Day 4 Choice Time</p> <p>p. 037 Investigation 1 Day 5 Large-Group Roundup</p> <p>p. 037 Investigation 1 Day 5 Small Group</p> <p>p. 063 Investigation 4 Day 1 Mighty Minutes</p> <p>p. 083 Investigation 6 Day 3 Small Group</p> <p>p. 111 Celebrating Learning Day 2 Small Group</p>
<b>DESCRIPTOR</b>	<b>2.4.PK.MP.2.</b>	<p>Persist in activities that include measuring, representing, organizing, and understanding data (Reference AL.2.PK.C).</p> <p><u>Clothes Study</u></p> <p>p. 017 Exploring the Topic Day 2 Small Group</p> <p>p. 027 Investigation 1 Outdoor Experiences</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. 032 Investigation 1 Day 3 Large Group</p> <p>p. 033 Investigation 1 Day 3 Small Group</p> <p>p. 035 Investigation 1 Day 4 Choice Time</p>



		<p>p. 037 Investigation 1 Day 5 Large-Group Roundup</p> <p>p. 037 Investigation 1 Day 5 Small Group</p> <p>p. 063 Investigation 4 Day 1 Mighty Minutes</p> <p>p. 083 Investigation 6 Day 3 Small Group</p> <p>p. 111 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	2.4.PK.MP.3.	<p>Problem solve in activities that include measuring, representing, organizing, and understanding data (Reference AL.4.PK.C).</p> <p><u>Clothes Study</u></p> <p>p. 017 Exploring the Topic Day 2 Small Group</p> <p>p. 037 Investigation 1 Day 5 Large-Group Roundup</p> <p>p. 037 Investigation 1 Day 5 Small Group</p> <p>p. 083 Investigation 6 Day 3 Small Group</p> <p>p. 111 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	2.4.PK.MP.4.	<p>When prompted, communicate thinking while engaged in activities that include measuring, representing, organizing, and understanding data.</p> <p><u>Clothes Study</u></p> <p>p. 017 Exploring the Topic Day 2 Small Group</p> <p>p. 027 Investigation 1 Outdoor Experiences</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. 032 Investigation 1 Day 3 Large Group</p> <p>p. 033 Investigation 1 Day 3 Small Group</p> <p>p. 035 Investigation 1 Day 4 Choice Time</p> <p>p. 037 Investigation 1 Day 5 Large-Group Roundup</p> <p>p. 037 Investigation 1 Day 5 Small Group</p> <p>p. 063 Investigation 4 Day 1 Mighty Minutes</p> <p>p. 083 Investigation 6 Day 3 Small Group</p> <p>p. 111 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	2.4.PK.MP.5.	<p>Talk and listen to peers during activities that include measuring, representing, organizing, and understanding data.</p> <p><u>Clothes Study</u></p> <p>p. 017 Exploring the Topic Day 2 Small Group</p> <p>p. 027 Investigation 1 Outdoor Experiences</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. 032 Investigation 1 Day 3 Large Group</p> <p>p. 033 Investigation 1 Day 3 Small Group</p> <p>p. 035 Investigation 1 Day 4 Choice Time</p> <p>p. 037 Investigation 1 Day 5 Large-Group Roundup</p> <p>p. 037 Investigation 1 Day 5 Small Group</p> <p>p. 063 Investigation 4 Day 1 Mighty Minutes</p> <p>p. 083 Investigation 6 Day 3 Small Group</p> <p>p. 111 Celebrating Learning Day 2 Small Group</p>
SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Pre-kindergarten)
STANDARD AREA / STATEMENT	3.1.PK.A.	Biological Sciences: Living and Non-Living Organisms
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.PK.A.3.	Life Cycles: Recognize that plants and animals grow and change.
DESCRIPTOR	3.1.PK.A.3.1.	Observe and document the growth of a living thing through drawings, writing, and/or photos.

Clothes Study

- 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. 020 Exploring the Topic Day 4 Large Group
- p. 021 Exploring the Topic Day 4 Small Group
- p. 023 Exploring the Topic Day 5 Small Group
- p. 028 Investigation 1 Day 1 Large Group
- p. 030 Investigation 1 Day 2 Large Group
- p. 031 Investigation 1 Day 2 Read-Aloud
- p. 031 Investigation 1 Day 2 Small Group
- p. 032 Investigation 1 Day 3 Large Group
- p. 034 Investigation 1 Day 4 Large Group
- p. 035 Investigation 1 Day 4 Small Group
- p. 037 Investigation 1 Day 5 Small Group
- p. 039 Investigation 2 Outdoor Experiences
- p. 040 Investigation 2 Day 1 Large Group
- p. 041 Investigation 2 Day 1 Small Group
- p. 043 Investigation 2 Day 2 Large-Group Roundup
- 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 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. 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 Small Group
- 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 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 Small Group
- p. 065 Investigation 4 Day 2 Choice Time
- p. 066 Investigation 4 Day 3 Choice Time
- p. 067 Investigation 4 Day 3 Small Group
- 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. 074 Investigation 5 Day 3 Choice Time
- 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 Large-Group Roundup
- p. 085 Investigation 6 Day 4 Read-Aloud
- p. 086 Investigation 6 Day 5 Large Group

		<p>p. 087 Investigation 6 Day 5 Large-Group Roundup</p> <p>p. 089 Investigation 7 Outdoor Experiences</p> <p>p. 091 Investigation 7 Day 1 Choice Time</p> <p>p. 091 Investigation 7 Day 1 Small Group</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>
<b>STANDARD AREA / STATEMENT</b>	3.1.PK.A.	<b>Biological Sciences: Living and Non-Living Organisms</b>
<b>STANDARD</b>		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
<b>DESCRIPTOR / STANDARD</b>	3.1.PK.A.5.	<b>Form and Function: Name basic parts of living things.</b>
<b>DESCRIPTOR</b>	3.1.PK.A.5.2.	<p>Draw a picture of a person, an animal or plant including most of the major observable features.</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>
<b>STANDARD AREA / STATEMENT</b>	3.1.PK.A.	<b>Biological Sciences: Living and Non-Living Organisms</b>
<b>STANDARD</b>		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
<b>DESCRIPTOR / STANDARD</b>	3.1.PK.A.9.	<b>Science as Inquiry: Participate in simple investigations about living and/or non-living things to answer a question or to test a prediction.</b>
<b>DESCRIPTOR</b>	3.1.PK.A.9.2.	<p>Use the five senses and simple equipment to gather data.</p> <p><u>Clothes Study</u></p> <p>p. 027 Investigation 1 Outdoor Experiences</p> <p>p. 031 Investigation 1 Day 2 Choice Time</p> <p>p. 033 Investigation 1 Day 3 Small Group</p> <p>p. 035 Investigation 1 Day 4 Choice Time</p> <p>p. 037 Investigation 1 Day 5 Small Group</p> <p>p. 043 Investigation 2 Day 2 Choice Time</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 063 Investigation 4 Day 1 Choice Time</p> <p>p. 064 Investigation 4 Day 2 Large Group</p>

DESCRIPTOR	3.1.PK.A.9.3.	<p>Collect objects during a nature walk.</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>
DESCRIPTOR	3.1.PK.A.9.6.	<p>Make a prediction about the result of the experiment.</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>
STANDARD AREA / STATEMENT	3.1.PK.B.	Biological Sciences: Genetics
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.PK.B.6.	Science as Inquiry: Participate in simple investigations of physical characteristics of living things from same species to answer a question or to test a prediction.
DESCRIPTOR	3.1.PK.B.6.2.	<p>Use the five senses and simple equipment to gather data.</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>

		<p>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>
DESCRIPTOR	3.1.PK.B.6.6.	<p>Make a prediction about the results of the experiment.</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>
STANDARD AREA / STATEMENT	3.1.PK.C.	Biological Sciences: Evolution
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.PK.C.3.	Unifying Themes: Describe changes that occur in animals.
DESCRIPTOR	3.1.PK.C.3.1.	<p>Identify changes that occur in animals during the seasons.</p> <p><u>Clothes Study</u>  p. 047 Investigation 2 Day 4 Small Group</p>
DESCRIPTOR	3.1.PK.C.3.2.	<p>Describe that some animals, such as bear, hibernate when it gets cold.</p> <p><u>Clothes Study</u>  p. 047 Investigation 2 Day 4 Small Group</p>
STANDARD AREA / STATEMENT	3.1.PK.C.	Biological Sciences: Evolution
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.PK.C.4.	Science as Inquiry: Participate in simple investigations of changes in animals to answer a question or to test a prediction.
DESCRIPTOR	3.1.PK.C.4.2.	<p>Use the five senses and simple equipment to gather data.</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>

		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
DESCRIPTOR	3.1.PK.C.4.5.	Describe observable patterns in objects.  <u>Clothes Study</u> p. 063 Investigation 4 Day 1 Mighty Minutes
DESCRIPTOR	3.1.PK.C.4.6.	Make a prediction about the results of the experiment.  <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
STANDARD AREA / STATEMENT	3.2.PK.A.	Physical Sciences: Chemistry
STANDARD		Big Idea: Physical properties help us to understand the world. Essential Questions: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?
DESCRIPTOR / STANDARD	3.2.PK.A.3.	Matter and Energy: Notice change in matter.
DESCRIPTOR	3.2.PK.A.3.1.	Point out when a change in matter occurs.  <u>Clothes Study</u> p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Small Group
DESCRIPTOR	3.2.PK.A.3.2.	Observe differences in water (e.g. ice cube or snow melting and freezing).  <u>Clothes Study</u> p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Small Group
DESCRIPTOR	3.2.PK.A.3.3.	Notice changes in food substances during cooking.  <u>Clothes Study</u> p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Small Group
STANDARD AREA / STATEMENT	3.2.PK.A.	Physical Sciences: Chemistry
STANDARD		Big Idea: Physical properties help us to understand the world. Essential Questions: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?
DESCRIPTOR / STANDARD	3.2.PK.A.6.	Science as Inquiry: Participate in simple investigations of matter to

		answer a question or to test a prediction.
DESCRIPTOR	3.2.PK.A.6.2.	Use the five senses and simple equipment to gather data.  <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
DESCRIPTOR	3.2.PK.A.6.3.	Experiment with changes in matter.  <u>Clothes Study</u> p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Small Group
DESCRIPTOR	3.2.PK.A.6.4.	Experiment with changes in substances when combined.  <u>Clothes Study</u> p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Small Group
DESCRIPTOR	3.2.PK.A.6.5.	Make a prediction about the results of the experiment.  <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
STANDARD AREA / STATEMENT	3.2.PK.B.	Physical Sciences: Physics
STANDARD		Big Idea: Physical properties help us to understand the world. Essential Questions: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?
DESCRIPTOR / STANDARD	3.2.PK.B.7.	Science as Inquiry: Participate in simple investigations of energy and motion to answer a question or to test a prediction.
DESCRIPTOR	3.2.PK.B.7.2.	Use the five senses and simple equipment to gather data.  <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>p. 043 Investigation 2 Day 2 Choice Time</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 063 Investigation 4 Day 1 Choice Time</p> <p>p. 064 Investigation 4 Day 2 Large Group</p>
DESCRIPTOR	3.2.PK.B.7.3.	<p>Experiment with objects or ideas to obtain a result.</p> <p><u>Clothes Study</u></p> <p>p. 017 Exploring the Topic Day 2 Small Group</p> <p>p. 027 Investigation 1 Outdoor Experiences</p> <p>p. 029 Investigation 1 Day 1 Small Group</p> <p>p. 033 Investigation 1 Day 3 Small Group</p> <p>p. 041 Investigation 2 Day 1 Small Group</p> <p>p. 043 Investigation 2 Day 2 Choice Time</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 063 Investigation 4 Day 1 Choice Time</p> <p>p. 095 Investigation 7 Day 3 Small Group</p>
DESCRIPTOR	3.2.PK.B.7.4.	<p>Make predictions about an outcome (e.g. “What might happen to a kite when the wind blows or slows down?”).</p> <p><u>Clothes Study</u></p> <p>p. 017 Exploring the Topic Day 2 Small Group</p> <p>p. 027 Investigation 1 Outdoor Experiences</p> <p>p. 029 Investigation 1 Day 1 Small Group</p> <p>p. 031 Investigation 1 Day 2 Choice Time</p> <p>p. 033 Investigation 1 Day 3 Small Group</p> <p>p. 035 Investigation 1 Day 4 Choice Time</p> <p>p. 037 Investigation 1 Day 5 Small Group</p> <p>p. 041 Investigation 2 Day 1 Choice Time</p> <p>p. 041 Investigation 2 Day 1 Small Group</p> <p>p. 043 Investigation 2 Day 2 Choice Time</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 052 Investigation 3 Day 2 Choice Time</p> <p>p. 053 Investigation 3 Day 2 Small Group</p> <p>p. 055 Investigation 3 Day 3 Small Group</p> <p>p. 063 Investigation 4 Day 1 Choice Time</p> <p>p. 064 Investigation 4 Day 2 Large Group</p> <p>p. 067 Investigation 4 Day 3 Small Group</p> <p>p. 082 Investigation 6 Day 3 Choice Time</p> <p>p. 095 Investigation 7 Day 3 Small Group</p> <p>p. 108 Celebrating Learning Day 1 Choice Time</p>
STANDARD AREA / STATEMENT	3.3.PK.A.	Earth and Space Sciences: Earth Structure, Processes and Cycles
STANDARD		<p>Big Idea: The earth, which is part of a larger solar system, consists of structures, processes and cycles which affect its inhabitants.</p> <p>Essential Questions: What structures, processes, and cycles make up the earth? How do the various structures, processes and cycles affect the earth’s inhabitants? How do we know the earth is part of a larger solar system?</p>
DESCRIPTOR / STANDARD	3.3.PK.A.1.	Earth Features and the Processes that Change it: Sort different types of earth materials.
DESCRIPTOR	3.3.PK.A.1.3.	<p>Use senses and simple tools to explore earth materials.</p> <p><u>Clothes Study</u></p> <p>p. 029 Investigation 1 Day 1 Small Group</p> <p>p. 033 Investigation 1 Day 3 Small Group</p> <p>p. 043 Investigation 2 Day 2 Small Group</p> <p>p. 045 Investigation 2 Day 3 Mighty Minutes</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 053 Investigation 3 Day 2 Small Group</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 Choice Time</p>



		<p>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>
<b>STANDARD AREA / STATEMENT</b>	<b>3.3.PK.A.</b>	<b>Earth and Space Sciences: Earth Structure, Processes and Cycles</b>
<b>STANDARD</b>		<p>Big Idea: The earth, which is part of a larger solar system, consists of structures, processes and cycles which affect its inhabitants.  Essential Questions: What structures, processes, and cycles make up the earth? How do the various structures, processes and cycles affect the earth's inhabitants? How do we know the earth is part of a larger solar system?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>3.3.PK.A.7.</b>	<b>Science as Inquiry: Participate in simple investigations of earth structures, processes, and cycles to answer a question or to test a prediction.</b>
<b>DESCRIPTOR</b>	<b>3.3.PK.A.7.2.</b>	<p>Use the five senses and simple equipment to gather data.</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>
<b>DESCRIPTOR</b>	<b>3.3.PK.A.7.3.</b>	<p>Experiment with different types of earth materials.</p> <p><u>Clothes Study</u>  p. 017 Exploring the Topic Day 2 Small Group  p. 027 Investigation 1 Outdoor Experiences  p. 029 Investigation 1 Day 1 Small Group  p. 033 Investigation 1 Day 3 Small Group  p. 041 Investigation 2 Day 1 Small Group  p. 043 Investigation 2 Day 2 Choice Time  p. 045 Investigation 2 Day 3 Small Group  p. 063 Investigation 4 Day 1 Choice Time  p. 095 Investigation 7 Day 3 Small Group</p>
<b>DESCRIPTOR</b>	<b>3.3.PK.A.7.4.</b>	<p>Make predictions about an outcome (e.g. "What might happen if we go out in the snow without our boots?").</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>

		p. 108 Celebrating Learning Day 1 Choice Time
STANDARD AREA / STATEMENT	3.3.PK.B.	Earth and Space Sciences: Origin and Evolution of the Universe
STANDARD		Big Idea: The earth, which is part of a larger solar system, consists of structures, processes and cycles which affect its inhabitants. Essential Questions: What structures, processes, and cycles make up the earth? How do the various structures, processes and cycles affect the earth's inhabitants? How do we know the earth is part of a larger solar system?
DESCRIPTOR / STANDARD	3.3.PK.B.3.	Science as Inquiry: Participate in simple investigations of the objects found in the day or night sky to answer a question or to test a prediction.
DESCRIPTOR	3.3.PK.B.3.2.	Use the five senses and simple equipment (e.g. prisms, binoculars) to gather data.  <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
STANDARD AREA / STATEMENT	4.1.PK.	Environment and Ecology: Ecology
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.1.PK.C.	Energy Flow: Identify that plants need the sun to grow.
DESCRIPTOR	4.1.PK.C.1.	Participate in experiments that show the effects on plant growth when the sun is removed as a source of energy.  <u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Small Group p. 033 Investigation 1 Day 3 Small Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Small Group p. 063 Investigation 4 Day 1 Choice Time p. 095 Investigation 7 Day 3 Small Group
STANDARD AREA / STATEMENT	15.4.PK.	Computer and Information Technology:
STANDARD		Big Idea: Technology impacts daily living and can be used as a tool for exploring and understanding the world, as well as communicating with one another. The media (e.g. music, books, maps, TV programming, newspapers, magazines, movies, Internet, applications, advertising) constructed with available technology conveys a message that can be read, interpreted, and evaluated. Essential Questions: How do I choose the correct technology for a task? Can I use various technologies appropriately? How do I read, interpret, and evaluate media?
DESCRIPTOR / STANDARD	15.4.PK.L.	Technology Research: With help and support, use web browser to locate content-specific websites.
DESCRIPTOR	15.4.PK.L.1.	Generate or choose a topic to learn about.

		<u>Clothes Study</u> p. 066 Investigation 4 Day 3 Choice Time
<b>SUBJECT / STANDARD AREA</b>	<b>PA.SS.</b>	<b>Social Studies Thinking (Pre-kindergarten)</b>
<b>STANDARD AREA / STATEMENT</b>	<b>5.1.PK.</b>	<b>Civics and Government: Principles and Documents of Government</b>
<b>STANDARD</b>		<b>Big Idea: Learning to be a good citizen helps one contribute to society in a meaningful way. Essential Questions: What rules and consequences are important? Can I identify some American symbols?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>5.1.PK.A.</b>	<b>Rule of Law: State rules and their consequences.</b>
<b>DESCRIPTOR</b>	<b>5.1.PK.A.1.</b>	Describe classroom rules.  <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
<b>DESCRIPTOR</b>	<b>5.1.PK.A.2.</b>	Explain a consequence for breaking a classroom rule.  <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
<b>STANDARD AREA / STATEMENT</b>	<b>5.2.PK.</b>	<b>Civics and Government: Rights and Responsibilities of Citizenship</b>
<b>STANDARD</b>		<b>Big Idea: Learning to be a good citizen helps one contribute to society in a meaningful way. Essential Questions: What rules and consequences are important? Can I identify some American symbols?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>5.2.PK.A.</b>	<b>Civics Rights and Responsibilities: Identify self-membership of a group such as the class or family.</b>
<b>DESCRIPTOR</b>	<b>5.2.PK.A.1.</b>	Display awareness of role as member of a group.  <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  
 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  
 p. 045 Investigation 2 Day 3 Large-Group Roundup  
 p. 045 Investigation 2 Day 3 Small Group  
 p. 045 Investigation 2 Day 3 Read-Aloud  
 p. 046 Investigation 2 Day 4 Choice Time  
 p. 046 Investigation 2 Day 4 Large Group  
 p. 047 Investigation 2 Day 4 Large-Group Roundup  
 p. 047 Investigation 2 Day 4 Small Group  
 p. 049 Investigation 3 Outdoor Experiences  
 p. 050 Investigation 3 Day 1 Choice Time  
 p. 050 Investigation 3 Day 1 Large Group  
 p. 051 Investigation 3 Day 1 Small Group  
 p. 051 Investigation 3 Day 1 Large-Group Roundup  
 p. 051 Investigation 3 Day 1 Read-Aloud  
 p. 052 Investigation 3 Day 2 Choice Time  
 p. 052 Investigation 3 Day 2 Large Group  
 p. 053 Investigation 3 Day 2 Large-Group Roundup  
 p. 053 Investigation 3 Day 2 Small Group  
 p. 054 Investigation 3 Day 3 Choice Time  
 p. 054 Investigation 3 Day 3 Large Group  
 p. 055 Investigation 3 Day 3 Large-Group Roundup  
 p. 055 Investigation 3 Day 3 Read-Aloud  
 p. 055 Investigation 3 Day 3 Small Group  
 p. 056 Investigation 3 Day 4 Choice Time  
 p. 056 Investigation 3 Day 4 Large Group  
 p. 057 Investigation 3 Day 4 Large-Group Roundup  
 p. 057 Investigation 3 Day 4 Small Group

p. 058 Investigation 3 Day 5 Choice Time  
 p. 058 Investigation 3 Day 5 Large Group  
 p. 059 Investigation 3 Day 5 Read-Aloud  
 p. 059 Investigation 3 Day 5 Small Group  
 p. 059 Investigation 3 Day Large-Group Roundup  
 p. 062 Investigation 4 Day 1 Large Group  
 p. 063 Investigation 4 Day 1 Choice Time  
 p. 063 Investigation 4 Day 1 Large-Group Roundup  
 p. 063 Investigation 4 Day 1 Small Group  
 p. 064 Investigation 4 Day 2 Large Group  
 p. 065 Investigation 4 Day 2 Choice Time  
 p. 065 Investigation 4 Day 2 Large-Group Roundup  
 p. 065 Investigation 4 Day 2 Small Group  
 p. 066 Investigation 4 Day 3 Choice Time  
 p. 066 Investigation 4 Day 3 Large Group  
 p. 067 Investigation 4 Day 3 Large-Group Roundup  
 p. 067 Investigation 4 Day 3 Small Group  
 p. 070 Investigation 5 Day 1 Choice Time  
 p. 070 Investigation 5 Day 1 Large Group  
 p. 071 Investigation 5 Day 1 Large-Group Roundup  
 p. 071 Investigation 5 Day 1 Small Group  
 p. 072 Investigation 5 Day 2 Choice Time  
 p. 072 Investigation 5 Day 2 Large Group  
 p. 073 Investigation 5 Day 2 Large-Group Roundup  
 p. 073 Investigation 5 Day 2 Read-Aloud  
 p. 073 Investigation 5 Day 2 Small Group  
 p. 074 Investigation 5 Day 3 Choice Time  
 p. 074 Investigation 5 Day 3 Large Group  
 p. 075 Investigation 5 Day 3 Large-Group Roundup  
 p. 075 Investigation 5 Day 3 Small Group  
 p. 077 Investigation 6 Outdoor Experience  
 p. 078 Investigation 6 Day 1 Large Group  
 p. 079 Investigation 6 Day 1 Choice Time  
 p. 079 Investigation 6 Day 1 Large-Group Roundup  
 p. 079 Investigation 6 Day 1 Small Group  
 p. 080 Investigation 6 Day 2 Choice Time  
 p. 080 Investigation 6 Day 2 Large Group  
 p. 081 Investigation 6 Day 2 Large-Group Roundup  
 p. 081 Investigation 6 Day 2 Small Group  
 p. 082 Investigation 6 Day 3 Choice Time  
 p. 082 Investigation 6 Day 3 Large Group  
 p. 083 Investigation 6 Day 3 Large-Group Roundup  
 p. 083 Investigation 6 Day 3 Read-Aloud  
 p. 083 Investigation 6 Day 3 Small Group  
 p. 084 Investigation 6 Day 4 Large Group  
 p. 085 Investigation 6 Day 4 Choice Time  
 p. 085 Investigation 6 Day 4 Large-Group Roundup  
 p. 085 Investigation 6 Day 4 Read-Aloud  
 p. 085 Investigation 6 Day 4 Small Group  
 p. 086 Investigation 6 Day 5 Choice Time  
 p. 086 Investigation 6 Day 5 Large Group  
 p. 087 Investigation 6 Day 5 Read-Aloud  
 p. 087 Investigation 6 Day 5 Small Group  
 p. 087 Investigation 6 Day 5 Large-Group Roundup  
 p. 090 Investigation 7 Day 1 Large Group  
 p. 091 Investigation 7 Day 1 Choice Time  
 p. 091 Investigation 7 Day 1 Large-Group Roundup  
 p. 091 Investigation 7 Day 1 Read-Aloud  
 p. 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>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</p>
<p>DESCRIPTOR</p>	<p>5.2.PK.A.2.</p>	<p>Participate in group decision-making.</p> <p><u>Clothes Study</u></p> <p>p. 0109 Celebrating Learning Day 1 Small Group  p. 014 Exploring the Topic Day 1 Large Group  p. 015 Exploring the Topic Day 1 Large-Group Roundup  p. 015 Exploring the Topic Day 1 Choice Time  p. 015 Exploring the Topic Day 1 Read-Aloud  p. 015 Exploring the Topic Day 1 Small Group  p. 016 Exploring the Topic Day 2 Choice Time  p. 016 Exploring the Topic Day 2 Large Group  p. 017 Exploring the Topic Day 2 Small Group  p. 017 Exploring the Topic Day 2 Large-Group Roundup  p. 018 Exploring the Topic Day 3 Large Group  p. 019 Exploring the Topic Day 3 Large-Group Roundup  p. 019 Exploring the Topic Day 3 Choice Time  p. 019 Exploring the Topic Day 3 Read-Aloud  p. 019 Exploring the Topic Day 3 Small Group  p. 020 Exploring the Topic Day 4 Large Group  p. 021 Exploring the Topic Day 4 Large-Group Roundup  p. 021 Exploring the Topic Day 4 Small Group  p. 021 Exploring the topic Day 4 Choice Time  p. 022 Exploring the Topic Day 5 Large Group  p. 023 Exploring the Topic Day 5 Large-Group Roundup  p. 023 Exploring the Topic Day 5 Choice Time  p. 023 Exploring the Topic Day 5 Read-Aloud  p. 023 Exploring the Topic Day 5 Small Group  p. 028 Investigation 1 Day 1 Choice Time  p. 028 Investigation 1 Day 1 Large Group  p. 029 Investigation 1 Day 1 Large-Group Roundup  p. 029 Investigation 1 Day 1 Small Group  p. 030 Investigation 1 Day 2 Large Group  p. 031 Investigation 1 Day 2 Choice Time  p. 031 Investigation 1 Day 2 Large-Group Roundup  p. 031 Investigation 1 Day 2 Mighty Minutes  p. 031 Investigation 1 Day 2 Small Group  p. 032 Investigation 1 Day 3 Large Group  p. 033 Investigation 1 Day 3 Choice Time  p. 033 Investigation 1 Day 3 Large-Group Roundup  p. 033 Investigation 1 Day 3 Small Group  p. 034 Investigation 1 Day 4 Large Group  p. 035 Investigation 1 Day 4 Choice Time  p. 035 Investigation 1 Day 4 Large-Group Roundup  p. 035 Investigation 1 Day 4 Small Group  p. 036 Investigation 1 Day 5 Large Group  p. 037 Investigation 1 Day 5 Choice Time  p. 037 Investigation 1 Day 5 Large-Group Roundup  p. 037 Investigation 1 Day 5 Read-Aloud  p. 037 Investigation 1 Day 5 Small Group  p. 040 Investigation 2 Day 1 Large Group  p. 041 Investigation 2 Day 1 Choice Time  p. 041 Investigation 2 Day 1 Large-Group Roundup  p. 041 Investigation 2 Day 1 Read-Aloud  p. 041 Investigation 2 Day 1 Small Group  p. 042 Investigation 2 Day 2 Large Group  p. 043 Investigation 2 Day 2 Choice Time</p>

p. 043 Investigation 2 Day 2 Large-Group Roundup  
 p. 043 Investigation 2 Day 2 Mighty Minutes  
 p. 043 Investigation 2 Day 2 Small Group  
 p. 044 Investigation 2 Day 3 Large Group  
 p. 045 Investigation 2 Day 3 Choice Time  
 p. 045 Investigation 2 Day 3 Large-Group Roundup  
 p. 045 Investigation 2 Day 3 Small Group  
 p. 045 Investigation 2 day 3 Read-Aloud  
 p. 046 Investigation 2 Day 4 Choice Time  
 p. 046 Investigation 2 Day 4 Large Group  
 p. 047 Investigation 2 Day 4 Large-Group Roundup  
 p. 047 Investigation 2 Day 4 Small Group  
 p. 049 Investigation 3 Outdoor Experiences  
 p. 050 Investigation 3 Day 1 Choice Time  
 p. 050 Investigation 3 Day 1 Large Group  
 p. 051 Investigation 3 Day 1 Small Group  
 p. 051 Investigation 3 Day 1 Large-Group Roundup  
 p. 051 Investigation 3 Day 1 Read-Aloud  
 p. 052 Investigation 3 Day 2 Choice Time  
 p. 052 Investigation 3 Day 2 Large Group  
 p. 053 Investigation 3 Day 2 Large-Group Roundup  
 p. 053 Investigation 3 Day 2 Small Group  
 p. 054 Investigation 3 Day 3 Choice Time  
 p. 054 Investigation 3 Day 3 Large Group  
 p. 055 Investigation 3 Day 3 Large-Group Roundup  
 p. 055 Investigation 3 Day 3 Read-Aloud  
 p. 055 Investigation 3 Day 3 Small Group  
 p. 056 Investigation 3 Day 4 Choice Time  
 p. 056 Investigation 3 Day 4 Large Group  
 p. 057 Investigation 3 Day 4 Large-Group Roundup  
 p. 057 Investigation 3 Day 4 Small Group  
 p. 058 Investigation 3 Day 5 Choice Time  
 p. 058 Investigation 3 Day 5 Large Group  
 p. 059 Investigation 3 Day 5 Read-Aloud  
 p. 059 Investigation 3 Day 5 Small Group  
 p. 059 Investigation 3 Day Large-Group Roundup  
 p. 062 Investigation 4 Day 1 Large Group  
 p. 063 Investigation 4 Day 1 Choice Time  
 p. 063 Investigation 4 Day 1 Large-Group Roundup  
 p. 063 Investigation 4 Day 1 Small Group  
 p. 064 Investigation 4 Day 2 Large Group  
 p. 065 Investigation 4 Day 2 Choice Time  
 p. 065 Investigation 4 Day 2 Large-Group Roundup  
 p. 065 Investigation 4 Day 2 Small Group  
 p. 066 Investigation 4 Day 3 Choice Time  
 p. 066 Investigation 4 Day 3 Large Group  
 p. 067 Investigation 4 Day 3 Large-Group Roundup  
 p. 067 Investigation 4 Day 3 Small Group  
 p. 070 Investigation 5 Day 1 Choice Time  
 p. 070 Investigation 5 Day 1 Large Group  
 p. 071 Investigation 5 Day 1 Large-Group Roundup  
 p. 071 Investigation 5 Day 1 Small Group  
 p. 072 Investigation 5 Day 2 Choice Time  
 p. 072 Investigation 5 Day 2 Large Group  
 p. 073 Investigation 5 Day 2 Large-Group Roundup  
 p. 073 Investigation 5 Day 2 Read-Aloud  
 p. 073 Investigation 5 Day 2 Small Group  
 p. 074 Investigation 5 Day 3 Choice Time  
 p. 074 Investigation 5 Day 3 Large Group  
 p. 075 Investigation 5 Day 3 Large-Group Roundup  
 p. 075 Investigation 5 Day 3 Small Group  
 p. 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>p. 079 Investigation 6 Day 1 Small Group  p. 080 Investigation 6 Day 2 Choice Time  p. 080 Investigation 6 Day 2 Large Group  p. 081 Investigation 6 Day 2 Large-Group Roundup  p. 081 Investigation 6 Day 2 Small Group  p. 082 Investigation 6 Day 3 Choice Time  p. 082 Investigation 6 Day 3 Large Group  p. 083 Investigation 6 Day 3 Large-Group Roundup  p. 083 Investigation 6 Day 3 Read-Aloud  p. 083 Investigation 6 Day 3 Small Group  p. 084 Investigation 6 Day 4 Large Group  p. 085 Investigation 6 Day 4 Choice Time  p. 085 Investigation 6 Day 4 Large-Group Roundup  p. 085 Investigation 6 Day 4 Read-Aloud  p. 085 Investigation 6 Day 4 Small Group  p. 086 Investigation 6 Day 5 Choice Time  p. 086 Investigation 6 Day 5 Large Group  p. 087 Investigation 6 Day 5 Read-Aloud  p. 087 Investigation 6 Day 5 Small Group  p. 087 Investigation 6 Day 5 Large-Group Roundup  p. 090 Investigation 7 Day 1 Large Group  p. 091 Investigation 7 Day 1 Choice Time  p. 091 Investigation 7 Day 1 Large-Group Roundup  p. 091 Investigation 7 Day 1 Read-Aloud  p. 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</p>
DESCRIPTOR	5.2.PK.A.3.	<p>Participate in classroom and family responsibilities.</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>
DESCRIPTOR	5.2.PK.A.5.	<p>Work cooperatively with other children to achieve an outcome.</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>



p. 019 Exploring the Topic Day 3 Large-Group Roundup  
p. 019 Exploring the Topic Day 3 Choice Time  
p. 019 Exploring the Topic Day 3 Read-Aloud  
p. 019 Exploring the Topic Day 3 Small Group  
p. 020 Exploring the Topic Day 4 Large Group  
p. 021 Exploring the Topic Day 4 Large-Group Roundup  
p. 021 Exploring the Topic Day 4 Small Group  
p. 021 Exploring the topic Day 4 Choice Time  
p. 022 Exploring the Topic Day 5 Large Group  
p. 023 Exploring the Topic Day 5 Large-Group Roundup  
p. 023 Exploring the Topic Day 5 Choice Time  
p. 023 Exploring the Topic Day 5 Read-Aloud  
p. 023 Exploring the Topic Day 5 Small Group  
p. 028 Investigation 1 Day 1 Choice Time  
p. 028 Investigation 1 Day 1 Large Group  
p. 029 Investigation 1 Day 1 Large-Group Roundup  
p. 029 Investigation 1 Day 1 Small Group  
p. 030 Investigation 1 Day 2 Large Group  
p. 031 Investigation 1 Day 2 Choice Time  
p. 031 Investigation 1 Day 2 Large-Group Roundup  
p. 031 Investigation 1 Day 2 Mighty Minutes  
p. 031 Investigation 1 Day 2 Small Group  
p. 032 Investigation 1 Day 3 Large Group  
p. 033 Investigation 1 Day 3 Choice Time  
p. 033 Investigation 1 Day 3 Large-Group Roundup  
p. 033 Investigation 1 Day 3 Small Group  
p. 034 Investigation 1 Day 4 Large Group  
p. 035 Investigation 1 Day 4 Choice Time  
p. 035 Investigation 1 Day 4 Large-Group Roundup  
p. 035 Investigation 1 Day 4 Small Group  
p. 036 Investigation 1 Day 5 Large Group  
p. 037 Investigation 1 Day 5 Choice Time  
p. 037 Investigation 1 Day 5 Large-Group Roundup  
p. 037 Investigation 1 Day 5 Read-Aloud  
p. 037 Investigation 1 Day 5 Small Group  
p. 040 Investigation 2 Day 1 Large Group  
p. 041 Investigation 2 Day 1 Choice Time  
p. 041 Investigation 2 Day 1 Large-Group Roundup  
p. 041 Investigation 2 Day 1 Read-Aloud  
p. 041 Investigation 2 Day 1 Small Group  
p. 042 Investigation 2 Day 2 Large Group  
p. 043 Investigation 2 Day 2 Choice Time  
p. 043 Investigation 2 Day 2 Large-Group Roundup  
p. 043 Investigation 2 Day 2 Mighty Minutes  
p. 043 Investigation 2 Day 2 Small Group  
p. 044 Investigation 2 Day 3 Large Group  
p. 045 Investigation 2 Day 3 Choice Time  
p. 045 Investigation 2 Day 3 Large-Group Roundup  
p. 045 Investigation 2 Day 3 Small Group  
p. 045 Investigation 2 day 3 Read-Aloud  
p. 046 Investigation 2 Day 4 Choice Time  
p. 046 Investigation 2 Day 4 Large Group  
p. 047 Investigation 2 Day 4 Large-Group Roundup  
p. 047 Investigation 2 Day 4 Small Group  
p. 049 Investigation 3 Outdoor Experiences  
p. 050 Investigation 3 Day 1 Choice Time  
p. 050 Investigation 3 Day 1 Large Group  
p. 051 Investigation 3 Day 1 Small Group  
p. 051 Investigation 3 Day 1 Large-Group Roundup  
p. 051 Investigation 3 Day 1 Read-Aloud  
p. 052 Investigation 3 Day 2 Choice Time  
p. 052 Investigation 3 Day 2 Large Group  
p. 053 Investigation 3 Day 2 Large-Group Roundup  
p. 053 Investigation 3 Day 2 Small Group  
p. 054 Investigation 3 Day 3 Choice Time

p. 054 Investigation 3 Day 3 Large Group  
 p. 055 Investigation 3 Day 3 Large-Group Roundup  
 p. 055 Investigation 3 Day 3 Read-Aloud  
 p. 055 Investigation 3 Day 3 Small Group  
 p. 056 Investigation 3 Day 4 Choice Time  
 p. 056 Investigation 3 Day 4 Large Group  
 p. 057 Investigation 3 Day 4 Large-Group Roundup  
 p. 057 Investigation 3 Day 4 Small Group  
 p. 058 Investigation 3 Day 5 Choice Time  
 p. 058 Investigation 3 Day 5 Large Group  
 p. 059 Investigation 3 Day 5 Read-Aloud  
 p. 059 Investigation 3 Day 5 Small Group  
 p. 059 Investigation 3 Day Large-Group Roundup  
 p. 062 Investigation 4 Day 1 Large Group  
 p. 063 Investigation 4 Day 1 Choice Time  
 p. 063 Investigation 4 Day 1 Large-Group Roundup  
 p. 063 Investigation 4 Day 1 Small Group  
 p. 064 Investigation 4 Day 2 Large Group  
 p. 065 Investigation 4 Day 2 Choice Time  
 p. 065 Investigation 4 Day 2 Large-Group Roundup  
 p. 065 Investigation 4 Day 2 Small Group  
 p. 066 Investigation 4 Day 3 Choice Time  
 p. 066 Investigation 4 Day 3 Large Group  
 p. 067 Investigation 4 Day 3 Large-Group Roundup  
 p. 067 Investigation 4 Day 3 Small Group  
 p. 070 Investigation 5 Day 1 Choice Time  
 p. 070 Investigation 5 Day 1 Large Group  
 p. 071 Investigation 5 Day 1 Large-Group Roundup  
 p. 071 Investigation 5 Day 1 Small Group  
 p. 072 Investigation 5 Day 2 Choice Time  
 p. 072 Investigation 5 Day 2 Large Group  
 p. 073 Investigation 5 Day 2 Large-Group Roundup  
 p. 073 Investigation 5 Day 2 Read-Aloud  
 p. 073 Investigation 5 Day 2 Small Group  
 p. 074 Investigation 5 Day 3 Choice Time  
 p. 074 Investigation 5 Day 3 Large Group  
 p. 075 Investigation 5 Day 3 Large-Group Roundup  
 p. 075 Investigation 5 Day 3 Small Group  
 p. 077 Investigation 6 Outdoor Experience  
 p. 078 Investigation 6 Day 1 Large Group  
 p. 079 Investigation 6 Day 1 Choice Time  
 p. 079 Investigation 6 Day 1 Large-Group Roundup  
 p. 079 Investigation 6 Day 1 Small Group  
 p. 080 Investigation 6 Day 2 Choice Time  
 p. 080 Investigation 6 Day 2 Large Group  
 p. 081 Investigation 6 Day 2 Large-Group Roundup  
 p. 081 Investigation 6 Day 2 Small Group  
 p. 082 Investigation 6 Day 3 Choice Time  
 p. 082 Investigation 6 Day 3 Large Group  
 p. 083 Investigation 6 Day 3 Large-Group Roundup  
 p. 083 Investigation 6 Day 3 Read-Aloud  
 p. 083 Investigation 6 Day 3 Small Group  
 p. 084 Investigation 6 Day 4 Large Group  
 p. 085 Investigation 6 Day 4 Choice Time  
 p. 085 Investigation 6 Day 4 Large-Group Roundup  
 p. 085 Investigation 6 Day 4 Read-Aloud  
 p. 085 Investigation 6 Day 4 Small Group  
 p. 086 Investigation 6 Day 5 Choice Time  
 p. 086 Investigation 6 Day 5 Large Group  
 p. 087 Investigation 6 Day 5 Read-Aloud  
 p. 087 Investigation 6 Day 5 Small Group  
 p. 087 Investigation 6 Day 5 Large-Group Roundup  
 p. 090 Investigation 7 Day 1 Large Group  
 p. 091 Investigation 7 Day 1 Choice Time  
 p. 091 Investigation 7 Day 1 Large-Group Roundup

		<p>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</p>
<b>STANDARD AREA / STATEMENT</b>	5.3.PK.	<b>Civics and Government: How Government Works</b>
<b>STANDARD</b>		<b>Big Idea: Learning to be a good citizen helps one contribute to society in a meaningful way. Essential Questions: What rules and consequences are important? Can I identify some American symbols?</b>
<b>DESCRIPTOR / STANDARD</b>	5.3.PK.C.	<b>Government Services: Identify community workers through their uniforms and equipment.</b>
<b>DESCRIPTOR</b>	5.3.PK.C.1.	<p>Match descriptions of people’s work in a community with picture illustrating the job.</p> <p><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</p>
<b>DESCRIPTOR</b>	5.3.PK.C.2.	<p>Act out roles of community workers in dramatic play.</p> <p><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</p>
<b>DESCRIPTOR</b>	5.3.PK.C.3.	<p>Relay personal experiences to describe the work that community workers do.</p> <p><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</p>
<b>STANDARD AREA / STATEMENT</b>	5.3.PK.	<b>Civics and Government: How Government Works</b>
<b>STANDARD</b>		<b>Big Idea: Learning to be a good citizen helps one contribute to society in a meaningful way. Essential Questions: What rules and consequences are important? Can I identify some American symbols?</b>
<b>DESCRIPTOR / STANDARD</b>	5.3.PK.F.	<b>Conflict and the Court System: Identify appropriate behaviors for responsible classroom citizens.</b>
<b>DESCRIPTOR</b>	5.3.PK.F.2.	Cooperate in both large and small group activities that are facilitated by adult.

Clothes Study

- 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
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- 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
- p. 045 Investigation 2 Day 3 Large-Group Roundup
- p. 045 Investigation 2 Day 3 Small Group
- p. 045 Investigation 2 day 3 Read-Aloud
- p. 046 Investigation 2 Day 4 Choice Time
- p. 046 Investigation 2 Day 4 Large Group
- p. 047 Investigation 2 Day 4 Large-Group Roundup

p. 047 Investigation 2 Day 4 Small Group  
 p. 049 Investigation 3 Outdoor Experiences  
 p. 050 Investigation 3 Day 1 Choice Time  
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 p. 051 Investigation 3 Day 1 Small Group  
 p. 051 Investigation 3 Day 1 Large-Group Roundup  
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 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  
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 p. 071 Investigation 5 Day 1 Large-Group Roundup  
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 p. 077 Investigation 6 Outdoor Experience  
 p. 078 Investigation 6 Day 1 Large Group  
 p. 079 Investigation 6 Day 1 Choice Time  
 p. 079 Investigation 6 Day 1 Large-Group Roundup  
 p. 079 Investigation 6 Day 1 Small Group  
 p. 080 Investigation 6 Day 2 Choice Time  
 p. 080 Investigation 6 Day 2 Large Group  
 p. 081 Investigation 6 Day 2 Large-Group Roundup  
 p. 081 Investigation 6 Day 2 Small Group  
 p. 082 Investigation 6 Day 3 Choice Time  
 p. 082 Investigation 6 Day 3 Large Group  
 p. 083 Investigation 6 Day 3 Large-Group Roundup  
 p. 083 Investigation 6 Day 3 Read-Aloud  
 p. 083 Investigation 6 Day 3 Small Group  
 p. 084 Investigation 6 Day 4 Large Group

		<p>p. 085 Investigation 6 Day 4 Choice Time</p> <p>p. 085 Investigation 6 Day 4 Large-Group Roundup</p> <p>p. 085 Investigation 6 Day 4 Read-Aloud</p> <p>p. 085 Investigation 6 Day 4 Small Group</p> <p>p. 086 Investigation 6 Day 5 Choice Time</p> <p>p. 086 Investigation 6 Day 5 Large Group</p> <p>p. 087 Investigation 6 Day 5 Read-Aloud</p> <p>p. 087 Investigation 6 Day 5 Small Group</p> <p>p. 087 Investigation 6 Day 5 Large-Group Roundup</p> <p>p. 090 Investigation 7 Day 1 Large Group</p> <p>p. 091 Investigation 7 Day 1 Choice Time</p> <p>p. 091 Investigation 7 Day 1 Large-Group Roundup</p> <p>p. 091 Investigation 7 Day 1 Read-Aloud</p> <p>p. 091 Investigation 7 Day 1 Small Group</p> <p>p. 092 Investigation 7 Day 2 Choice Time</p> <p>p. 092 Investigation 7 Day 2 Large Group</p> <p>p. 093 Investigation 7 Day 2 Large-Group Roundup</p> <p>p. 093 Investigation 7 Day 2 Small Group</p> <p>p. 094 Investigation 7 Day 3 Choice Time</p> <p>p. 094 Investigation 7 Day 3 Large Group</p> <p>p. 095 Investigation 7 Day 3 Large-Group Roundup</p> <p>p. 095 Investigation 7 Day 3 Small Group</p> <p>p. 108 Celebrating Learning Day 1 Choice Time</p> <p>p. 108 Celebrating Learning Day 1 Large Group</p> <p>p. 109 Celebrating Learning Day 1 Large-Group Roundup</p> <p>p. 110 Celebrating Learning Day 2 Choice Time</p> <p>p. 110 Celebrating Learning Day 2 Large Group</p> <p>p. 111 Celebrating Learning Day 2 Small Group</p> <p>p. 111 Celebrating Learning Day Large-Group Roundup</p>
DESCRIPTOR	5.3.PK.F.3.	<p>Follow rules and routines in classroom.</p> <p><u>Clothes Study</u></p> <p>p. 015 Exploring the Topic Day 1 Choice Time</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 049 Investigation 3 Outdoor Experiences</p> <p>p. 072 Investigation 5 Day 2 Large Group</p> <p>p. 083 Investigation 6 Day 3 Read-Aloud</p> <p>p. 087 Investigation 6 Day 5 Read-Aloud</p> <p>p. 091 Investigation 7 Day 1 Read-Aloud</p>
STANDARD AREA / STATEMENT	6.1.PK.	Economics: Scarcity and Choice
STANDARD		Big Idea: Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money based on different influences. Essential Questions: How can I use money? What influences the choices I make about spending what I have earned?
DESCRIPTOR / STANDARD	6.1.PK.A.	Scarcity and Choice: Emerging to...Identify how scarcity influences choice.
DESCRIPTOR	6.1.PK.A.2.	<p>Notice when materials are running low (e.g. we need more paper in the art area).</p> <p><u>Clothes Study</u></p> <p>p. 029 Investigation 1 Day 1 Small Group</p> <p>p. 041 Investigation 2 Day 1 Small Group</p> <p>p. 053 Investigation 3 Day 2 Small Group</p> <p>p. 055 Investigation 3 Day 3 Small Group</p> <p>p. 067 Investigation 4 Day 3 Small Group</p> <p>p. 091 Investigation 7 Day 1 Choice Time</p> <p>p. 095 Investigation 7 Day 3 Small Group</p>
DESCRIPTOR	6.1.PK.A.3.	<p>Offer to share materials when materials are scarce (e.g. one shovel in sensory table).</p> <p><u>Clothes Study</u></p>

		<p>p. 029 Investigation 1 Day 1 Small Group  p. 041 Investigation 2 Day 1 Small Group  p. 053 Investigation 3 Day 2 Small Group  p. 055 Investigation 3 Day 3 Small Group  p. 067 Investigation 4 Day 3 Small Group  p. 091 Investigation 7 Day 1 Choice Time  p. 095 Investigation 7 Day 3 Small Group</p>
DESCRIPTOR	6.1.PK.A.4.	<p>Show preference for one material/center, but choose a different material/center when materials are scarce or center is full.</p> <p><u>Clothes Study</u>  p. 029 Investigation 1 Day 1 Small Group  p. 041 Investigation 2 Day 1 Small Group  p. 053 Investigation 3 Day 2 Small Group  p. 055 Investigation 3 Day 3 Small Group  p. 067 Investigation 4 Day 3 Small Group  p. 091 Investigation 7 Day 1 Choice Time  p. 095 Investigation 7 Day 3 Small Group</p>
STANDARD AREA / STATEMENT	6.2.PK.	Economics: Market and Economic Systems
STANDARD		<p>Big Idea: Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money based on different influences. Essential Questions: How can I use money? What influences the choices I make about spending what I have earned?</p>
DESCRIPTOR / STANDARD	6.2.PK.C.	Advertising and Media: Emerging to...Identify advertisements that encourage us to buy things.
DESCRIPTOR	6.2.PK.C.1.	<p>Recognize logos (environmental print) from local businesses.</p> <p><u>Clothes Study</u>  p. 063 Investigation 4 Day 1 Small Group  p. 071 Investigation 5 Day 1 Small Group</p>
STANDARD AREA / STATEMENT	6.5.PK.	Economics: Income, Profit, and Wealth
STANDARD		<p>Big Idea: Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money based on different influences. Essential Questions: How can I use money? What influences the choices I make about spending what I have earned?</p>
DESCRIPTOR / STANDARD	6.5.PK.A.	Factors Influencing Wages: Differentiate between work and play.
DESCRIPTOR	6.5.PK.A.1.	<p>Respond that adults work to earn money.</p> <p><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</p>
DESCRIPTOR	6.5.PK.A.2.	<p>Relate that work involves performing an activity that is chosen and directed by someone else, and has a specific goal.</p> <p><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</p>
STANDARD AREA / STATEMENT	6.5.PK.	Economics: Income, Profit, and Wealth
STANDARD		<p>Big Idea: Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money</p>

		based on different influences. Essential Questions: How can I use money? What influences the choices I make about spending what I have earned?
<b>DESCRIPTOR / STANDARD</b>	<b>6.5.PK.C.</b>	<b>Types of Business: Identify local businesses.</b>
<b>DESCRIPTOR</b>	<b>6.5.PK.C.1.</b>	Participate in role play that is related to a local business (e.g. pet store, hair salon, restaurant).  <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
<b>STANDARD AREA / STATEMENT</b>	<b>7.1.PK.</b>	<b>Geography: Basic Geographic Literacy</b>
<b>STANDARD</b>		<b>Big Idea: Location can be represented using a variety of tools. Essential Questions: What tools help me to understand the location of places and things? How can I represent the location of places and things?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>7.1.PK.B.</b>	<b>Location of Places and Regions: Emerging to...Describe the location of places in the home, school, and community to gain an understanding of relative location.</b>
<b>DESCRIPTOR</b>	<b>7.1.PK.B.4.</b>	Listen to directions and retrieve items.  <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
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CA.</b>	<b>Creative Thinking and Expression (Pre-kindergarten)</b>
<b>STANDARD AREA / STATEMENT</b>	<b>9.1.M.PK.</b>	<b>Production and Performance: Music and Movement</b>
<b>STANDARD</b>		<b>Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>9.1.M.PK.A.</b>	<b>Elements and Principles: Know and use basic elements and principles of music and movement.</b>
<b>DESCRIPTOR</b>	<b>9.1.M.PK.A.1.</b>	Practice rhythms in different forms of music and dance.  <u>Clothes Study</u> p. 027 Investigation 1 Outdoor Experiences p. 081 Investigation 6 Day 2 Mighty Minutes
<b>DESCRIPTOR</b>	<b>9.1.M.PK.A.4.</b>	Participate in teacher-guided music and movement activities.



**Clothes Study**

- 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. 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 Large-Group Roundup
- p. 029 Investigation 1 Day 1 Small Group
- p. 030 Investigation 1 Day 2 Large Group
- p. 031 Investigation 1 Day 2 Choice Time
- p. 031 Investigation 1 Day 2 Large-Group Roundup
- p. 031 Investigation 1 Day 2 Mighty Minutes
- p. 031 Investigation 1 Day 2 Small Group
- p. 032 Investigation 1 Day 3 Large Group
- p. 033 Investigation 1 Day 3 Choice Time
- p. 033 Investigation 1 Day 3 Large-Group Roundup
- p. 033 Investigation 1 Day 3 Small Group
- p. 034 Investigation 1 Day 4 Large Group
- p. 035 Investigation 1 Day 4 Choice Time
- p. 035 Investigation 1 Day 4 Large-Group Roundup
- p. 035 Investigation 1 Day 4 Small Group
- p. 036 Investigation 1 Day 5 Large Group
- p. 037 Investigation 1 Day 5 Choice Time
- p. 037 Investigation 1 Day 5 Large-Group Roundup
- p. 037 Investigation 1 Day 5 Read-Aloud
- p. 037 Investigation 1 Day 5 Small Group
- p. 040 Investigation 2 Day 1 Large Group
- p. 041 Investigation 2 Day 1 Choice Time
- p. 041 Investigation 2 Day 1 Large-Group Roundup
- p. 041 Investigation 2 Day 1 Read-Aloud
- p. 041 Investigation 2 Day 1 Small Group
- p. 042 Investigation 2 Day 2 Large Group
- p. 043 Investigation 2 Day 2 Choice Time
- p. 043 Investigation 2 Day 2 Large-Group Roundup
- p. 043 Investigation 2 Day 2 Mighty Minutes
- p. 043 Investigation 2 Day 2 Small Group
- p. 044 Investigation 2 Day 3 Large Group
- p. 045 Investigation 2 Day 3 Choice Time
- p. 045 Investigation 2 Day 3 Large-Group Roundup
- p. 045 Investigation 2 Day 3 Small Group
- p. 045 Investigation 2 day 3 Read-Aloud
- p. 046 Investigation 2 Day 4 Choice Time
- p. 046 Investigation 2 Day 4 Large Group

p. 047 Investigation 2 Day 4 Large-Group Roundup  
 p. 047 Investigation 2 Day 4 Small Group  
 p. 049 Investigation 3 Outdoor Experiences  
 p. 050 Investigation 3 Day 1 Choice Time  
 p. 050 Investigation 3 Day 1 Large Group  
 p. 051 Investigation 3 Day 1 Small Group  
 p. 051 Investigation 3 Day 1 Large-Group Roundup  
 p. 051 Investigation 3 Day 1 Read-Aloud  
 p. 052 Investigation 3 Day 2 Choice Time  
 p. 052 Investigation 3 Day 2 Large Group  
 p. 053 Investigation 3 Day 2 Large-Group Roundup  
 p. 053 Investigation 3 Day 2 Small Group  
 p. 054 Investigation 3 Day 3 Choice Time  
 p. 054 Investigation 3 Day 3 Large Group  
 p. 055 Investigation 3 Day 3 Large-Group Roundup  
 p. 055 Investigation 3 Day 3 Read-Aloud  
 p. 055 Investigation 3 Day 3 Small Group  
 p. 056 Investigation 3 Day 4 Choice Time  
 p. 056 Investigation 3 Day 4 Large Group  
 p. 057 Investigation 3 Day 4 Large-Group Roundup  
 p. 057 Investigation 3 Day 4 Small Group  
 p. 058 Investigation 3 Day 5 Choice Time  
 p. 058 Investigation 3 Day 5 Large Group  
 p. 059 Investigation 3 Day 5 Read-Aloud  
 p. 059 Investigation 3 Day 5 Small Group  
 p. 059 Investigation 3 Day Large-Group Roundup  
 p. 062 Investigation 4 Day 1 Large Group  
 p. 063 Investigation 4 Day 1 Choice Time  
 p. 063 Investigation 4 Day 1 Large-Group Roundup  
 p. 063 Investigation 4 Day 1 Small Group  
 p. 064 Investigation 4 Day 2 Large Group  
 p. 065 Investigation 4 Day 2 Choice Time  
 p. 065 Investigation 4 Day 2 Large-Group Roundup  
 p. 065 Investigation 4 Day 2 Small Group  
 p. 066 Investigation 4 Day 3 Choice Time  
 p. 066 Investigation 4 Day 3 Large Group  
 p. 067 Investigation 4 Day 3 Large-Group Roundup  
 p. 067 Investigation 4 Day 3 Small Group  
 p. 070 Investigation 5 Day 1 Choice Time  
 p. 070 Investigation 5 Day 1 Large Group  
 p. 071 Investigation 5 Day 1 Large-Group Roundup  
 p. 071 Investigation 5 Day 1 Small Group  
 p. 072 Investigation 5 Day 2 Choice Time  
 p. 072 Investigation 5 Day 2 Large Group  
 p. 073 Investigation 5 Day 2 Large-Group Roundup  
 p. 073 Investigation 5 Day 2 Read-Aloud  
 p. 073 Investigation 5 Day 2 Small Group  
 p. 074 Investigation 5 Day 3 Choice Time  
 p. 074 Investigation 5 Day 3 Large Group  
 p. 075 Investigation 5 Day 3 Large-Group Roundup  
 p. 075 Investigation 5 Day 3 Small Group  
 p. 077 Investigation 6 Outdoor Experience  
 p. 078 Investigation 6 Day 1 Large Group  
 p. 079 Investigation 6 Day 1 Choice Time  
 p. 079 Investigation 6 Day 1 Large-Group Roundup  
 p. 079 Investigation 6 Day 1 Small Group  
 p. 080 Investigation 6 Day 2 Choice Time  
 p. 080 Investigation 6 Day 2 Large Group  
 p. 081 Investigation 6 Day 2 Large-Group Roundup  
 p. 081 Investigation 6 Day 2 Small Group  
 p. 082 Investigation 6 Day 3 Choice Time  
 p. 082 Investigation 6 Day 3 Large Group  
 p. 083 Investigation 6 Day 3 Large-Group Roundup  
 p. 083 Investigation 6 Day 3 Read-Aloud  
 p. 083 Investigation 6 Day 3 Small Group

		<p>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. 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>
DESCRIPTOR	9.1.M.PK.A.5.	<p>Participate in group movement activities demonstrating an awareness of shared space.</p> <p><u>Clothes Study</u></p> <p>p. 0109 Celebrating Learning Day 1 Small Group  p. 014 Exploring the Topic Day 1 Large Group  p. 015 Exploring the Topic Day 1 Large-Group Roundup  p. 015 Exploring the Topic Day 1 Choice Time  p. 015 Exploring the Topic Day 1 Read-Aloud  p. 015 Exploring the Topic Day 1 Small Group  p. 016 Exploring the Topic Day 2 Choice Time  p. 016 Exploring the Topic Day 2 Large Group  p. 017 Exploring the Topic Day 2 Small Group  p. 017 Exploring the Topic Day 2 Large-Group Roundup  p. 018 Exploring the Topic Day 3 Large Group  p. 019 Exploring the Topic Day 3 Large-Group Roundup  p. 019 Exploring the Topic Day 3 Choice Time  p. 019 Exploring the Topic Day 3 Read-Aloud  p. 019 Exploring the Topic Day 3 Small Group  p. 020 Exploring the Topic Day 4 Large Group  p. 021 Exploring the Topic Day 4 Large-Group Roundup  p. 021 Exploring the Topic Day 4 Small Group  p. 021 Exploring the topic Day 4 Choice Time  p. 022 Exploring the Topic Day 5 Large Group  p. 023 Exploring the Topic Day 5 Large-Group Roundup  p. 023 Exploring the Topic Day 5 Choice Time  p. 023 Exploring the Topic Day 5 Read-Aloud  p. 023 Exploring the Topic Day 5 Small Group  p. 028 Investigation 1 Day 1 Choice Time  p. 028 Investigation 1 Day 1 Large Group  p. 029 Investigation 1 Day 1 Large-Group Roundup  p. 029 Investigation 1 Day 1 Small Group  p. 030 Investigation 1 Day 2 Large Group  p. 031 Investigation 1 Day 2 Choice Time  p. 031 Investigation 1 Day 2 Large-Group Roundup</p>

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  
p. 045 Investigation 2 Day 3 Large-Group Roundup  
p. 045 Investigation 2 Day 3 Small Group  
p. 045 Investigation 2 day 3 Read-Aloud  
p. 046 Investigation 2 Day 4 Choice Time  
p. 046 Investigation 2 Day 4 Large Group  
p. 047 Investigation 2 Day 4 Large-Group Roundup  
p. 047 Investigation 2 Day 4 Small Group  
p. 049 Investigation 3 Outdoor Experiences  
p. 050 Investigation 3 Day 1 Choice Time  
p. 050 Investigation 3 Day 1 Large Group  
p. 051 Investigation 3 Day 1 Small Group  
p. 051 Investigation 3 Day 1 Large-Group Roundup  
p. 051 Investigation 3 Day 1 Read-Aloud  
p. 052 Investigation 3 Day 2 Choice Time  
p. 052 Investigation 3 Day 2 Large Group  
p. 053 Investigation 3 Day 2 Large-Group Roundup  
p. 053 Investigation 3 Day 2 Small Group  
p. 054 Investigation 3 Day 3 Choice Time  
p. 054 Investigation 3 Day 3 Large Group  
p. 055 Investigation 3 Day 3 Large-Group Roundup  
p. 055 Investigation 3 Day 3 Read-Aloud  
p. 055 Investigation 3 Day 3 Small Group  
p. 056 Investigation 3 Day 4 Choice Time  
p. 056 Investigation 3 Day 4 Large Group  
p. 057 Investigation 3 Day 4 Large-Group Roundup  
p. 057 Investigation 3 Day 4 Small Group  
p. 058 Investigation 3 Day 5 Choice Time  
p. 058 Investigation 3 Day 5 Large Group  
p. 059 Investigation 3 Day 5 Read-Aloud  
p. 059 Investigation 3 Day 5 Small Group  
p. 059 Investigation 3 Day Large-Group Roundup  
p. 062 Investigation 4 Day 1 Large Group  
p. 063 Investigation 4 Day 1 Choice Time  
p. 063 Investigation 4 Day 1 Large-Group Roundup  
p. 063 Investigation 4 Day 1 Small Group  
p. 064 Investigation 4 Day 2 Large Group  
p. 065 Investigation 4 Day 2 Choice Time  
p. 065 Investigation 4 Day 2 Large-Group Roundup

		<p>p. 065 Investigation 4 Day 2 Small Group</p> <p>p. 066 Investigation 4 Day 3 Choice Time</p> <p>p. 066 Investigation 4 Day 3 Large Group</p> <p>p. 067 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 067 Investigation 4 Day 3 Small Group</p> <p>p. 070 Investigation 5 Day 1 Choice Time</p> <p>p. 070 Investigation 5 Day 1 Large Group</p> <p>p. 071 Investigation 5 Day 1 Large-Group Roundup</p> <p>p. 071 Investigation 5 Day 1 Small Group</p> <p>p. 072 Investigation 5 Day 2 Choice Time</p> <p>p. 072 Investigation 5 Day 2 Large Group</p> <p>p. 073 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 073 Investigation 5 Day 2 Read-Aloud</p> <p>p. 073 Investigation 5 Day 2 Small Group</p> <p>p. 074 Investigation 5 Day 3 Choice Time</p> <p>p. 074 Investigation 5 Day 3 Large Group</p> <p>p. 075 Investigation 5 Day 3 Large-Group Roundup</p> <p>p. 075 Investigation 5 Day 3 Small Group</p> <p>p. 077 Investigation 6 Outdoor Experience</p> <p>p. 078 Investigation 6 Day 1 Large Group</p> <p>p. 079 Investigation 6 Day 1 Choice Time</p> <p>p. 079 Investigation 6 Day 1 Large-Group Roundup</p> <p>p. 079 Investigation 6 Day 1 Small Group</p> <p>p. 080 Investigation 6 Day 2 Choice Time</p> <p>p. 080 Investigation 6 Day 2 Large Group</p> <p>p. 081 Investigation 6 Day 2 Large-Group Roundup</p> <p>p. 081 Investigation 6 Day 2 Small Group</p> <p>p. 082 Investigation 6 Day 3 Choice Time</p> <p>p. 082 Investigation 6 Day 3 Large Group</p> <p>p. 083 Investigation 6 Day 3 Large-Group Roundup</p> <p>p. 083 Investigation 6 Day 3 Read-Aloud</p> <p>p. 083 Investigation 6 Day 3 Small Group</p> <p>p. 084 Investigation 6 Day 4 Large Group</p> <p>p. 085 Investigation 6 Day 4 Choice Time</p> <p>p. 085 Investigation 6 Day 4 Large-Group Roundup</p> <p>p. 085 Investigation 6 Day 4 Read-Aloud</p> <p>p. 085 Investigation 6 Day 4 Small Group</p> <p>p. 086 Investigation 6 Day 5 Choice Time</p> <p>p. 086 Investigation 6 Day 5 Large Group</p> <p>p. 087 Investigation 6 Day 5 Read-Aloud</p> <p>p. 087 Investigation 6 Day 5 Small Group</p> <p>p. 087 Investigation 6 Day 5 Large-Group Roundup</p> <p>p. 090 Investigation 7 Day 1 Large Group</p> <p>p. 091 Investigation 7 Day 1 Choice Time</p> <p>p. 091 Investigation 7 Day 1 Large-Group Roundup</p> <p>p. 091 Investigation 7 Day 1 Read-Aloud</p> <p>p. 091 Investigation 7 Day 1 Small Group</p> <p>p. 092 Investigation 7 Day 2 Choice Time</p> <p>p. 092 Investigation 7 Day 2 Large Group</p> <p>p. 093 Investigation 7 Day 2 Large-Group Roundup</p> <p>p. 093 Investigation 7 Day 2 Small Group</p> <p>p. 094 Investigation 7 Day 3 Choice Time</p> <p>p. 094 Investigation 7 Day 3 Large Group</p> <p>p. 095 Investigation 7 Day 3 Large-Group Roundup</p> <p>p. 095 Investigation 7 Day 3 Small Group</p> <p>p. 108 Celebrating Learning Day 1 Choice Time</p> <p>p. 108 Celebrating Learning Day 1 Large Group</p> <p>p. 109 Celebrating Learning Day 1 Large-Group Roundup</p> <p>p. 110 Celebrating Learning Day 2 Choice Time</p> <p>p. 110 Celebrating Learning Day 2 Large Group</p> <p>p. 111 Celebrating Learning Day 2 Small Group</p> <p>p. 111 Celebrating Learning Day Large-Group Roundup</p>
<b>STANDARD AREA / STATEMENT</b>	<b>9.1.M.PK.</b>	<b>Production and Performance: Music and Movement</b>
<b>STANDARD</b>		<b>Big Idea: Music can be used to express and initiate aesthetic and</b>

		physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?
DESCRIPTOR / STANDARD	9.1.M.PK.B.	Demonstration: Respond to different types of music and dance through participation and discussion.
DESCRIPTOR	9.1.M.PK.B.1.	Participate in teacher-guided music and movement activities.  <u>Clothes Study</u> p. 027 Investigation 1 Outdoor Experiences
DESCRIPTOR	9.1.M.PK.B.2.	Sing familiar songs, chants, and finger plays.  <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
DESCRIPTOR	9.1.M.PK.B.3.	Dance to different types of music.

		<u>Clothes Study</u> p. 081 Investigation 6 Day 2 Mighty Minutes
DESCRIPTOR	9.1.M.PK.B.4.	Discuss music and movement experiences.  <u>Clothes Study</u> p. 027 Investigation 1 Outdoor Experiences
STANDARD AREA / STATEMENT	9.1.M.PK.	Production and Performance: Music and Movement
STANDARD		Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?
DESCRIPTOR / STANDARD	9.1.M.PK.E.	Representation: Use imagination and creativity to express self through music and dance.
DESCRIPTOR	9.1.M.PK.E.1.	Initiate music and movement activities.  <u>Clothes Study</u> p. 027 Investigation 1 Outdoor Experiences
DESCRIPTOR	9.1.M.PK.E.2.	Select music and movement area during free choice.  <u>Clothes Study</u> p. 027 Investigation 1 Outdoor Experiences
DESCRIPTOR	9.1.M.PK.E.3.	Improvise songs and rhythmic patterns.  <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>
DESCRIPTOR	9.1.M.PK.E.4.	<p>Change words or tune of familiar songs to make new songs.</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. 082 Investigation 6 Day 3 Large Group  p. 084 Investigation 6 Day 4 Large Group  p. 086 Investigation 6 Day 5 Large Group  p. 087 Investigation 6 Day 5 Mighty Minutes  p. 090 Investigation 7 Day 1 Large Group  p. 091 Investigation 7 Day 1 Mighty Minutes  p. 092 Investigation 7 Day 2 Large Group  p. 093 Investigation 7 Day 2 Small Group  p. 094 Investigation 7 Day 3 Large Group  p. 108 Celebrating Learning Day 1 Large Group</p>



		p. 110 Celebrating Learning Day 2 Large Group
<b>STANDARD AREA / STATEMENT</b>	<b>9.1.M.PK.</b>	<b>Production and Performance: Music and Movement</b>
<b>STANDARD</b>		<b>Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>9.1.M.PK.J.</b>	<b>Technologies: Use a variety of technologies for producing or performing works of art.</b>
<b>DESCRIPTOR</b>	<b>9.1.M.PK.J.4.</b>	Use age appropriate digital media applications to create music.  <u>Clothes Study</u> p. 027 Investigation 1 Outdoor Experiences
<b>DESCRIPTOR</b>	<b>9.1.M.PK.J.5.</b>	Use a variety of props to enhance movement activities (e.g. scarves, bean bags, ribbons).  <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
<b>DESCRIPTOR</b>	<b>9.1.M.PK.J.6.</b>	Use recording devices (e.g. voice recorder, video recorder) to capture music and/or movement performances.  <u>Clothes Study</u> p. 027 Investigation 1 Outdoor Experiences
<b>STANDARD AREA / STATEMENT</b>	<b>9.1.D.PK.</b>	<b>Production and Performance: Dramatic and Performance Play</b>
<b>STANDARD</b>		<b>Big Idea: Dramatic and performance play is a way to act out reality and fantasy. Essential Question: How can I express my thoughts, feelings, and ideas through dramatic play?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>9.1.D.PK.B.</b>	<b>Demonstrations: Recreate a dramatic play experience for an audience.</b>
<b>DESCRIPTOR</b>	<b>9.1.D.PK.B.1.</b>	Create various voice inflections and facial expressions in play.  <u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Mighty Minutes p. 017 Exploring the Topic Day 2 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Small Group 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. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Large Group p. 056 Investigation 3 Day 4 Large Group p. 065 Investigation 4 Day 2 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 071 Investigation 5 Day 1 Mighty Minutes p. 071 Investigation 5 Day 1 Small Group p. 074 Investigation 5 Day 3 Large Group p. 079 Investigation 6 Day 1 Mighty Minutes

		<p>p. 080 Investigation 6 Day 2 Large Group  p. 083 Investigation 6 Day 3 Small Group  p. 085 Investigation 6 Day 4 Read-Aloud  p. 092 Investigation 7 Day 2 Large Group  p. 093 Investigation 7 Day 2 Mighty Minutes</p>
<b>STANDARD AREA / STATEMENT</b>	<b>9.1.D.PK.</b>	<b>Production and Performance: Dramatic and Performance Play</b>
<b>STANDARD</b>		<b>Big Idea: Dramatic and performance play is a way to act out reality and fantasy. Essential Question: How can I express my thoughts, feelings, and ideas through dramatic play?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>9.1.D.PK.E.</b>	<b>Representation: Use imagination and creativity to express self through dramatic play.</b>
<b>DESCRIPTOR</b>	<b>9.1.D.PK.E.3.</b>	<p>Imitate roles of people, animals, or objects observed in life experiences.</p> <p><u>Clothes Study</u>  p. 014 Exploring the Topic Day 1 Large Group  p. 022 Exploring the Topic Day 5 Large Group  p. 023 Exploring the Topic Day 5 Choice Time  p. 023 Exploring the Topic Day 5 Small Group  p. 029 Investigation 1 Day 1 Small Group  p. 035 Investigation 1 Day 4 Mighty Minutes  p. 037 Investigation 1 Day 5 Mighty Minutes  p. 040 Investigation 2 Day 1 Large Group  p. 041 Investigation 2 Day 1 Mighty Minutes  p. 042 Investigation 2 Day 2 Large Group  p. 044 Investigation 2 Day 3 Large Group  p. 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>
<b>DESCRIPTOR</b>	<b>9.1.D.PK.E.4.</b>	<p>Use props and costumes during dramatic play.</p> <p><u>Clothes Study</u>  p. 014 Exploring the Topic Day 1 Large Group  p. 022 Exploring the Topic Day 5 Large Group  p. 023 Exploring the Topic Day 5 Choice Time  p. 023 Exploring the Topic Day 5 Small Group  p. 029 Investigation 1 Day 1 Read-Aloud  p. 029 Investigation 1 Day 1 Small Group  p. 031 Investigation 1 Day 2 Read-Aloud  p. 032 Investigation 1 Day 3 Large Group  p. 035 Investigation 1 Day 4 Mighty Minutes  p. 037 Investigation 1 Day 5 Mighty Minutes  p. 040 Investigation 2 Day 1 Large Group  p. 041 Investigation 2 Day 1 Mighty Minutes  p. 042 Investigation 2 Day 2 Large Group  p. 044 Investigation 2 Day 3 Large Group</p>

		<p>p. 047 Investigation 2 Day 4 Small 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. 071 Investigation 5 Day 1 Small Group  p. 072 Investigation 5 Day 2 Choice Time  p. 072 Investigation 5 Day 2 Large Group  p. 074 Investigation 5 Day 3 Large Group  p. 075 Investigation 5 Day 3 Large-Group Roundup  p. 075 Investigation 5 Day 3 Small Group  p. 077 Investigation 6 Outdoor Experience  p. 078 Investigation 6 Day 1 Large Group  p. 079 Investigation 6 Day 1 Read-Aloud  p. 079 Investigation 6 Day 1 Small Group  p. 081 Investigation 6 Day 2 Mighty Minutes  p. 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. 093 Investigation 7 Day 2 Small Group  p. 094 Investigation 7 Day 3 Choice Time  p. 094 Investigation 7 Day 3 Large Group</p>
<p>DESCRIPTOR</p>	<p>9.1.D.PK.E.5.</p>	<p>Create props from available materials.</p> <p><u>Clothes Study</u></p> <p>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 Read-Aloud  p. 029 Investigation 1 Day 1 Small Group  p. 031 Investigation 1 Day 2 Read-Aloud  p. 032 Investigation 1 Day 3 Large 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. 047 Investigation 2 Day 4 Small 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. 071 Investigation 5 Day 1 Small Group  p. 072 Investigation 5 Day 2 Choice Time  p. 072 Investigation 5 Day 2 Large Group  p. 074 Investigation 5 Day 3 Large Group  p. 075 Investigation 5 Day 3 Large-Group Roundup  p. 075 Investigation 5 Day 3 Small Group  p. 077 Investigation 6 Outdoor Experience  p. 078 Investigation 6 Day 1 Large Group  p. 079 Investigation 6 Day 1 Read-Aloud  p. 079 Investigation 6 Day 1 Small Group  p. 081 Investigation 6 Day 2 Mighty Minutes  p. 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>

		p. 086 Investigation 6 Day 5 Large Group p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group
<b>STANDARD AREA / STATEMENT</b>	9.1.V.PK.	<b>Production and Performance: Visual Arts</b>
<b>STANDARD</b>		<b>Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts, feelings, and ideas through visual arts?</b>
<b>DESCRIPTOR / STANDARD</b>	9.1.V.PK.A.	<b>Elements and Principles: Know and use basic elements of visual arts.</b>
<b>DESCRIPTOR</b>	9.1.V.PK.A.1.	Participate in teacher-guided visual arts activities.  <u>Clothes Study</u> p. 020 Exploring the Topic Day 4 Large Group p. 028 Investigation 1 Day 1 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Small Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 045 Investigation 2 Day 3 Small Group p. 050 Investigation 3 Day 1 Choice Time p. 051 Investigation 3 Day 1 Small Group p. 051 Investigation 3 Day 1 Large-Group Roundup p. 055 Investigation 3 Day 3 Large-Group Roundup p. 055 Investigation 3 Day 3 Small Group p. 058 Investigation 3 Day 5 Choice Time p. 059 Investigation 3 Day Large-Group Roundup p. 063 Investigation 4 Day 1 Choice Time p. 067 Investigation 4 Day 3 Small Group p. 072 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 3 Choice Time p. 079 Investigation 6 Day 1 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5 Large-Group Roundup p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Large-Group Roundup p. 091 Investigation 7 Day 1 Small Group p. 092 Investigation 7 Day 2 Choice Time p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Large-Group Roundup p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Large-Group Roundup
<b>DESCRIPTOR</b>	9.1.V.PK.A.2.	Choose art center during free choice.  <u>Clothes Study</u> p. 020 Exploring the Topic Day 4 Large Group p. 028 Investigation 1 Day 1 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Small Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 045 Investigation 2 Day 3 Small Group p. 050 Investigation 3 Day 1 Choice Time

		<p>p. 051 Investigation 3 Day 1 Small Group  p. 051 Investigation 3 Day 1 Large-Group Roundup  p. 055 Investigation 3 Day 3 Large-Group Roundup  p. 055 Investigation 3 Day 3 Small Group  p. 058 Investigation 3 Day 5 Choice Time  p. 059 Investigation 3 Day Large-Group Roundup  p. 063 Investigation 4 Day 1 Choice Time  p. 067 Investigation 4 Day 3 Small Group  p. 072 Investigation 5 Day 2 Large Group  p. 074 Investigation 5 Day 3 Choice Time  p. 079 Investigation 6 Day 1 Choice Time  p. 081 Investigation 6 Day 2 Small Group  p. 085 Investigation 6 Day 4 Large-Group Roundup  p. 087 Investigation 6 Day 5 Large-Group Roundup  p. 090 Investigation 7 Day 1 Large Group  p. 091 Investigation 7 Day 1 Choice Time  p. 091 Investigation 7 Day 1 Large-Group Roundup  p. 091 Investigation 7 Day 1 Small Group  p. 092 Investigation 7 Day 2 Choice Time  p. 092 Investigation 7 Day 2 Large Group  p. 093 Investigation 7 Day 2 Large-Group Roundup  p. 094 Investigation 7 Day 3 Choice Time  p. 094 Investigation 7 Day 3 Large Group  p. 095 Investigation 7 Day 3 Large-Group Roundup</p>
DESCRIPTOR	9.1.V.PK.A.3.	<p>Demonstrate an understanding of “color,” “shape,” and “line”.</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. 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. 055 Investigation 3 Day 3 Small Group  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</p>
DESCRIPTOR	9.1.V.PK.A.4.	<p>Create a picture using different colors, varying the intensity of strokes and combining colors.</p> <p><u>Clothes Study</u>  p. 016 Exploring the Topic Day 2 Large Group  p. 020 Exploring the Topic Day 4 Large Group  p. 021 Exploring the Topic Day 4 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. 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 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>

		<p>p. 074 Investigation 5 Day 3 Choice Time  p. 081 Investigation 6 Day 2 Small Group  p. 085 Investigation 6 Day 4 Large-Group Roundup  p. 087 Investigation 6 Day 5 Large-Group Roundup  p. 090 Investigation 7 Day 1 Large Group  p. 091 Investigation 7 Day 1 Choice Time  p. 091 Investigation 7 Day 1 Large-Group Roundup  p. 091 Investigation 7 Day 1 Small Group  p. 092 Investigation 7 Day 2 Choice Time  p. 092 Investigation 7 Day 2 Large Group  p. 093 Investigation 7 Day 2 Large-Group Roundup  p. 094 Investigation 7 Day 3 Choice Time  p. 094 Investigation 7 Day 3 Large Group  p. 095 Investigation 7 Day 3 Large-Group Roundup</p>
<b>STANDARD AREA / STATEMENT</b>	9.1.V.PK.	<b>Production and Performance: Visual Arts</b>
<b>STANDARD</b>		<b>Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts, feelings, and ideas through visual arts?</b>
<b>DESCRIPTOR / STANDARD</b>	9.1.V.PK.B.	<b>Demonstration: Combine a variety of materials to create a work of art.</b>
<b>DESCRIPTOR</b>	9.1.V.PK.B.1.	<p>Participate in teacher-guided visual arts activities.</p> <p><u>Clothes Study</u>  p. 020 Exploring the Topic Day 4 Large Group  p. 028 Investigation 1 Day 1 Choice Time  p. 028 Investigation 1 Day 1 Large Group  p. 029 Investigation 1 Day 1 Large-Group Roundup  p. 029 Investigation 1 Day 1 Small Group  p. 035 Investigation 1 Day 4 Small Group  p. 040 Investigation 2 Day 1 Large Group  p. 041 Investigation 2 Day 1 Small Group  p. 043 Investigation 2 Day 2 Large-Group Roundup  p. 045 Investigation 2 Day 3 Small Group  p. 050 Investigation 3 Day 1 Choice Time  p. 051 Investigation 3 Day 1 Small Group  p. 051 Investigation 3 Day 1 Large-Group Roundup  p. 055 Investigation 3 Day 3 Large-Group Roundup  p. 055 Investigation 3 Day 3 Small Group  p. 058 Investigation 3 Day 5 Choice Time  p. 059 Investigation 3 Day Large-Group Roundup  p. 063 Investigation 4 Day 1 Choice Time  p. 067 Investigation 4 Day 3 Small Group  p. 072 Investigation 5 Day 2 Large Group  p. 074 Investigation 5 Day 3 Choice Time  p. 079 Investigation 6 Day 1 Choice Time  p. 081 Investigation 6 Day 2 Small Group  p. 085 Investigation 6 Day 4 Large-Group Roundup  p. 087 Investigation 6 Day 5 Large-Group Roundup  p. 090 Investigation 7 Day 1 Large Group  p. 091 Investigation 7 Day 1 Choice Time  p. 091 Investigation 7 Day 1 Large-Group Roundup  p. 091 Investigation 7 Day 1 Small Group  p. 092 Investigation 7 Day 2 Choice Time  p. 092 Investigation 7 Day 2 Large Group  p. 093 Investigation 7 Day 2 Large-Group Roundup  p. 094 Investigation 7 Day 3 Choice Time  p. 094 Investigation 7 Day 3 Large Group  p. 095 Investigation 7 Day 3 Large-Group Roundup</p>
<b>DESCRIPTOR</b>	9.1.V.PK.B.2.	<p>Choose art center during free choice.</p> <p><u>Clothes Study</u>  p. 020 Exploring the Topic Day 4 Large Group</p>

		<p>p. 028 Investigation 1 Day 1 Choice Time  p. 028 Investigation 1 Day 1 Large Group  p. 029 Investigation 1 Day 1 Large-Group Roundup  p. 029 Investigation 1 Day 1 Small Group  p. 035 Investigation 1 Day 4 Small Group  p. 040 Investigation 2 Day 1 Large Group  p. 041 Investigation 2 Day 1 Small Group  p. 043 Investigation 2 Day 2 Large-Group Roundup  p. 045 Investigation 2 Day 3 Small Group  p. 050 Investigation 3 Day 1 Choice Time  p. 051 Investigation 3 Day 1 Small Group  p. 051 Investigation 3 Day 1 Large-Group Roundup  p. 055 Investigation 3 Day 3 Large-Group Roundup  p. 055 Investigation 3 Day 3 Small Group  p. 058 Investigation 3 Day 5 Choice Time  p. 059 Investigation 3 Day Large-Group Roundup  p. 063 Investigation 4 Day 1 Choice Time  p. 067 Investigation 4 Day 3 Small Group  p. 072 Investigation 5 Day 2 Large Group  p. 074 Investigation 5 Day 3 Choice Time  p. 079 Investigation 6 Day 1 Choice Time  p. 081 Investigation 6 Day 2 Small Group  p. 085 Investigation 6 Day 4 Large-Group Roundup  p. 087 Investigation 6 Day 5 Large-Group Roundup  p. 090 Investigation 7 Day 1 Large Group  p. 091 Investigation 7 Day 1 Choice Time  p. 091 Investigation 7 Day 1 Large-Group Roundup  p. 091 Investigation 7 Day 1 Small Group  p. 092 Investigation 7 Day 2 Choice Time  p. 092 Investigation 7 Day 2 Large Group  p. 093 Investigation 7 Day 2 Large-Group Roundup  p. 094 Investigation 7 Day 3 Choice Time  p. 094 Investigation 7 Day 3 Large Group  p. 095 Investigation 7 Day 3 Large-Group Roundup</p>
DESCRIPTOR	9.1.V.PK.B.3.	<p>Use a variety of materials (e.g. chalk, paint, crayons, pencils, markers, wood, play dough).</p> <p><u>Clothes Study</u>  p. 029 Investigation 1 Day 1 Small Group  p. 041 Investigation 2 Day 1 Small Group  p. 053 Investigation 3 Day 2 Small Group  p. 055 Investigation 3 Day 3 Small Group  p. 067 Investigation 4 Day 3 Small Group  p. 091 Investigation 7 Day 1 Choice Time  p. 095 Investigation 7 Day 3 Small Group</p>
DESCRIPTOR	9.1.V.PK.B.4.	<p>Draw to explore and extend themes in the classroom.</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>

		<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>
<b>STANDARD AREA / STATEMENT</b>	9.1.V.PK.	<b>Production and Performance: Visual Arts</b>
<b>STANDARD</b>		<b>Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts, feelings, and ideas through visual arts?</b>
<b>DESCRIPTOR / STANDARD</b>	9.1.V.PK.E.	<b>Representation: Use imagination and creativity to express self through visual arts.</b>
<b>DESCRIPTOR</b>	9.1.V.PK.E.1.	<p>Participate in teacher-guided visual arts activities.</p> <p><u>Clothes Study</u></p> <p>p. 020 Exploring the Topic Day 4 Large Group</p> <p>p. 028 Investigation 1 Day 1 Choice Time</p> <p>p. 028 Investigation 1 Day 1 Large Group</p> <p>p. 029 Investigation 1 Day 1 Large-Group Roundup</p> <p>p. 029 Investigation 1 Day 1 Small 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 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. 079 Investigation 6 Day 1 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. 090 Investigation 7 Day 1 Large Group</p> <p>p. 091 Investigation 7 Day 1 Choice Time</p> <p>p. 091 Investigation 7 Day 1 Large-Group Roundup</p> <p>p. 091 Investigation 7 Day 1 Small Group</p> <p>p. 092 Investigation 7 Day 2 Choice Time</p> <p>p. 092 Investigation 7 Day 2 Large Group</p> <p>p. 093 Investigation 7 Day 2 Large-Group Roundup</p> <p>p. 094 Investigation 7 Day 3 Choice Time</p> <p>p. 094 Investigation 7 Day 3 Large Group</p> <p>p. 095 Investigation 7 Day 3 Large-Group Roundup</p>
<b>DESCRIPTOR</b>	9.1.V.PK.E.2.	<p>Choose art center during free choice.</p> <p><u>Clothes Study</u></p> <p>p. 020 Exploring the Topic Day 4 Large Group</p> <p>p. 028 Investigation 1 Day 1 Choice Time</p> <p>p. 028 Investigation 1 Day 1 Large Group</p> <p>p. 029 Investigation 1 Day 1 Large-Group Roundup</p> <p>p. 029 Investigation 1 Day 1 Small 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. 051 Investigation 3 Day 1 Large-Group Roundup  p. 055 Investigation 3 Day 3 Large-Group Roundup  p. 055 Investigation 3 Day 3 Small Group  p. 058 Investigation 3 Day 5 Choice Time  p. 059 Investigation 3 Day Large-Group Roundup  p. 063 Investigation 4 Day 1 Choice Time  p. 067 Investigation 4 Day 3 Small Group  p. 072 Investigation 5 Day 2 Large Group  p. 074 Investigation 5 Day 3 Choice Time  p. 079 Investigation 6 Day 1 Choice Time  p. 081 Investigation 6 Day 2 Small Group  p. 085 Investigation 6 Day 4 Large-Group Roundup  p. 087 Investigation 6 Day 5 Large-Group Roundup  p. 090 Investigation 7 Day 1 Large Group  p. 091 Investigation 7 Day 1 Choice Time  p. 091 Investigation 7 Day 1 Large-Group Roundup  p. 091 Investigation 7 Day 1 Small Group  p. 092 Investigation 7 Day 2 Choice Time  p. 092 Investigation 7 Day 2 Large Group  p. 093 Investigation 7 Day 2 Large-Group Roundup  p. 094 Investigation 7 Day 3 Choice Time  p. 094 Investigation 7 Day 3 Large Group  p. 095 Investigation 7 Day 3 Large-Group Roundup</p>
DESCRIPTOR	9.1.V.PK.E.3.	<p>Draw self-portrait.</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>
DESCRIPTOR	9.1.V.PK.E.4.	<p>Create a work of art to represent a real or imagined object, animal, or person.</p> <p><u>Clothes Study</u>  p. 020 Exploring the Topic Day 4 Large Group  p. 028 Investigation 1 Day 1 Choice Time  p. 028 Investigation 1 Day 1 Large Group  p. 029 Investigation 1 Day 1 Large-Group Roundup  p. 029 Investigation 1 Day 1 Small Group  p. 035 Investigation 1 Day 4 Small Group  p. 040 Investigation 2 Day 1 Large Group  p. 041 Investigation 2 Day 1 Small Group  p. 043 Investigation 2 Day 2 Large-Group Roundup  p. 045 Investigation 2 Day 3 Small Group  p. 050 Investigation 3 Day 1 Choice Time  p. 051 Investigation 3 Day 1 Small Group  p. 051 Investigation 3 Day 1 Large-Group Roundup</p>

		<p>p. 055 Investigation 3 Day 3 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. 079 Investigation 6 Day 1 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. 090 Investigation 7 Day 1 Large Group</p> <p>p. 091 Investigation 7 Day 1 Choice Time</p> <p>p. 091 Investigation 7 Day 1 Large-Group Roundup</p> <p>p. 091 Investigation 7 Day 1 Small Group</p> <p>p. 092 Investigation 7 Day 2 Choice Time</p> <p>p. 092 Investigation 7 Day 2 Large Group</p> <p>p. 093 Investigation 7 Day 2 Large-Group Roundup</p> <p>p. 094 Investigation 7 Day 3 Choice Time</p> <p>p. 094 Investigation 7 Day 3 Large Group</p> <p>p. 095 Investigation 7 Day 3 Large-Group Roundup</p>
DESCRIPTOR	9.1.V.PK.E.5.	<p>Use a growing number of details and make more realistic representations.</p> <p><u>Clothes Study</u></p> <p>p. 020 Exploring the Topic Day 4 Large Group</p> <p>p. 028 Investigation 1 Day 1 Choice Time</p> <p>p. 028 Investigation 1 Day 1 Large Group</p> <p>p. 029 Investigation 1 Day 1 Large-Group Roundup</p> <p>p. 029 Investigation 1 Day 1 Small 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 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. 079 Investigation 6 Day 1 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. 090 Investigation 7 Day 1 Large Group</p> <p>p. 091 Investigation 7 Day 1 Choice Time</p> <p>p. 091 Investigation 7 Day 1 Large-Group Roundup</p> <p>p. 091 Investigation 7 Day 1 Small Group</p> <p>p. 092 Investigation 7 Day 2 Choice Time</p> <p>p. 092 Investigation 7 Day 2 Large Group</p> <p>p. 093 Investigation 7 Day 2 Large-Group Roundup</p> <p>p. 094 Investigation 7 Day 3 Choice Time</p> <p>p. 094 Investigation 7 Day 3 Large Group</p> <p>p. 095 Investigation 7 Day 3 Large-Group Roundup</p>
DESCRIPTOR	9.1.V.PK.E.6.	<p>Choose different art materials to represent different types of thoughts or feelings.</p>

		<p><u>Clothes Study</u>  p. 029 Investigation 1 Day 1 Small Group  p. 041 Investigation 2 Day 1 Small Group  p. 053 Investigation 3 Day 2 Small Group  p. 055 Investigation 3 Day 3 Small Group  p. 067 Investigation 4 Day 3 Small Group  p. 091 Investigation 7 Day 1 Choice Time  p. 095 Investigation 7 Day 3 Small Group</p>
<b>STANDARD AREA / STATEMENT</b>	<b>9.1.V.PK.</b>	<b>Production and Performance: Visual Arts</b>
<b>STANDARD</b>		<b>Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts, feelings, and ideas through visual arts?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>9.1.V.PK.J.</b>	<b>Technologies: Use a variety of technologies for producing works of art.</b>
<b>DESCRIPTOR</b>	<b>9.1.V.PK.J.1.</b>	<p>Explore a variety of art materials and tools.</p> <p><u>Clothes Study</u>  p. 029 Investigation 1 Day 1 Small Group  p. 041 Investigation 2 Day 1 Small Group  p. 053 Investigation 3 Day 2 Small Group  p. 055 Investigation 3 Day 3 Small Group  p. 067 Investigation 4 Day 3 Small Group  p. 091 Investigation 7 Day 1 Choice Time  p. 095 Investigation 7 Day 3 Small Group</p>
<b>DESCRIPTOR</b>	<b>9.1.V.PK.J.2.</b>	<p>Participate in teacher-guided visual arts activities.</p> <p><u>Clothes Study</u>  p. 020 Exploring the Topic Day 4 Large Group  p. 028 Investigation 1 Day 1 Choice Time  p. 028 Investigation 1 Day 1 Large Group  p. 029 Investigation 1 Day 1 Large-Group Roundup  p. 029 Investigation 1 Day 1 Small Group  p. 035 Investigation 1 Day 4 Small Group  p. 040 Investigation 2 Day 1 Large Group  p. 041 Investigation 2 Day 1 Small Group  p. 043 Investigation 2 Day 2 Large-Group Roundup  p. 045 Investigation 2 Day 3 Small Group  p. 050 Investigation 3 Day 1 Choice Time  p. 051 Investigation 3 Day 1 Small Group  p. 051 Investigation 3 Day 1 Large-Group Roundup  p. 055 Investigation 3 Day 3 Large-Group Roundup  p. 055 Investigation 3 Day 3 Small Group  p. 058 Investigation 3 Day 5 Choice Time  p. 059 Investigation 3 Day Large-Group Roundup  p. 063 Investigation 4 Day 1 Choice Time  p. 067 Investigation 4 Day 3 Small Group  p. 072 Investigation 5 Day 2 Large Group  p. 074 Investigation 5 Day 3 Choice Time  p. 079 Investigation 6 Day 1 Choice Time  p. 081 Investigation 6 Day 2 Small Group  p. 085 Investigation 6 Day 4 Large-Group Roundup  p. 087 Investigation 6 Day 5 Large-Group Roundup  p. 090 Investigation 7 Day 1 Large Group  p. 091 Investigation 7 Day 1 Choice Time  p. 091 Investigation 7 Day 1 Large-Group Roundup  p. 091 Investigation 7 Day 1 Small Group  p. 092 Investigation 7 Day 2 Choice Time  p. 092 Investigation 7 Day 2 Large Group  p. 093 Investigation 7 Day 2 Large-Group Roundup  p. 094 Investigation 7 Day 3 Choice Time  p. 094 Investigation 7 Day 3 Large Group  p. 095 Investigation 7 Day 3 Large-Group Roundup</p>

DESCRIPTOR	9.1.V.PK.J.3.	<p>Choose art center during free choice.</p> <p><u>Clothes Study</u>  p. 020 Exploring the Topic Day 4 Large Group  p. 028 Investigation 1 Day 1 Choice Time  p. 028 Investigation 1 Day 1 Large Group  p. 029 Investigation 1 Day 1 Large-Group Roundup  p. 029 Investigation 1 Day 1 Small Group  p. 035 Investigation 1 Day 4 Small Group  p. 040 Investigation 2 Day 1 Large Group  p. 041 Investigation 2 Day 1 Small Group  p. 043 Investigation 2 Day 2 Large-Group Roundup  p. 045 Investigation 2 Day 3 Small Group  p. 050 Investigation 3 Day 1 Choice Time  p. 051 Investigation 3 Day 1 Small Group  p. 051 Investigation 3 Day 1 Large-Group Roundup  p. 055 Investigation 3 Day 3 Large-Group Roundup  p. 055 Investigation 3 Day 3 Small Group  p. 058 Investigation 3 Day 5 Choice Time  p. 059 Investigation 3 Day Large-Group Roundup  p. 063 Investigation 4 Day 1 Choice Time  p. 067 Investigation 4 Day 3 Small Group  p. 072 Investigation 5 Day 2 Large Group  p. 074 Investigation 5 Day 3 Choice Time  p. 079 Investigation 6 Day 1 Choice Time  p. 081 Investigation 6 Day 2 Small Group  p. 085 Investigation 6 Day 4 Large-Group Roundup  p. 087 Investigation 6 Day 5 Large-Group Roundup  p. 090 Investigation 7 Day 1 Large Group  p. 091 Investigation 7 Day 1 Choice Time  p. 091 Investigation 7 Day 1 Large-Group Roundup  p. 091 Investigation 7 Day 1 Small Group  p. 092 Investigation 7 Day 2 Choice Time  p. 092 Investigation 7 Day 2 Large Group  p. 093 Investigation 7 Day 2 Large-Group Roundup  p. 094 Investigation 7 Day 3 Choice Time  p. 094 Investigation 7 Day 3 Large Group  p. 095 Investigation 7 Day 3 Large-Group Roundup</p>
DESCRIPTOR	9.1.V.PK.J.4.	<p>Use art materials and tools as intended.</p> <p><u>Clothes Study</u>  p. 029 Investigation 1 Day 1 Small Group  p. 041 Investigation 2 Day 1 Small Group  p. 053 Investigation 3 Day 2 Small Group  p. 055 Investigation 3 Day 3 Small Group  p. 067 Investigation 4 Day 3 Small Group  p. 091 Investigation 7 Day 1 Choice Time  p. 095 Investigation 7 Day 3 Small Group</p>
DESCRIPTOR	9.1.V.PK.J.5.	<p>Manipulate materials in a variety of ways (e.g. pounding, squeeze, cutting, rolling).</p> <p><u>Clothes Study</u>  p. 029 Investigation 1 Day 1 Small Group  p. 041 Investigation 2 Day 1 Small Group  p. 053 Investigation 3 Day 2 Small Group  p. 055 Investigation 3 Day 3 Small Group  p. 067 Investigation 4 Day 3 Small Group  p. 091 Investigation 7 Day 1 Choice Time  p. 095 Investigation 7 Day 3 Small Group</p>
DESCRIPTOR	9.1.V.PK.J.6.	<p>Use age appropriate digital media applications to create works of art.</p> <p><u>Clothes Study</u>  p. 029 Investigation 1 Day 1 Small Group</p>

		<p>p. 041 Investigation 2 Day 1 Small Group  p. 053 Investigation 3 Day 2 Small Group  p. 055 Investigation 3 Day 3 Small Group  p. 067 Investigation 4 Day 3 Small Group  p. 091 Investigation 7 Day 1 Choice Time  p. 095 Investigation 7 Day 3 Small Group</p>
<b>STANDARD AREA / STATEMENT</b>	<b>9.2.PK.</b>	<b>Historical and Cultural Context of Works in the Arts</b>
<b>STANDARD</b>		<b>Big Idea: Every culture has its own art forms. Essential Question: Can I identify instruments and/or art forms from another culture?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>9.2.PK.D.</b>	<b>Perspective: Explain that instruments or art forms represent cultural perspectives.</b>
<b>DESCRIPTOR</b>	<b>9.2.PK.D.2.</b>	<p>Participate in discussions about where various instruments and art forms originate.</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>

		<p>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>DESCRIPTOR</p>	<p>9.2.PK.D.3.</p>	<p>Identify cultures represented by various art forms.</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>

		<p>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>
<b>STANDARD AREA / STATEMENT</b>	<b>9.3.PK.</b>	<b>Critical Response to Works of Art</b>
<b>STANDARD</b>		<p><b>Big Idea:</b> People evaluate art based upon a variety of characteristics.  <b>Essential Questions:</b> Can I explain how I feel about a particular art form? Can I provide reasons that explain my feelings about a particular art form?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>9.3.PK.F.</b>	<b>Identification: Recognize and name a variety of art forms.</b>
<b>DESCRIPTOR</b>	<b>9.3.PK.F.1.</b>	<p>Identify a photo, painting, drawing, dance, and songs.</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. 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>

		<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>
<b>STANDARD AREA / STATEMENT</b>	<b>9.3.PK.</b>	<b>Critical Response to Works of Art</b>
<b>STANDARD</b>		<p>Big Idea: People evaluate art based upon a variety of characteristics.</p> <p>Essential Questions: Can I explain how I feel about a particular art form? Can I provide reasons that explain my feelings about a particular art form?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>9.3.PK.G.</b>	<b>Critical: Formulate and share an opinion about others' art products.</b>
<b>DESCRIPTOR</b>	<b>9.3.PK.G.1.</b>	<p>Observe, applaud or comment on the works of others.</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> <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. 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>DESCRIPTOR</p>	<p>9.3.PK.G.2.</p>	<p>Share an opinion about art work when asked, “What do you think this is about?”</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>

		<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>
<b>STANDARD AREA / STATEMENT</b>	<b>9.4.PK.</b>	<b>Aesthetic Response to Works in the Arts</b>
<b>STANDARD</b>		<p><b>Big Idea:</b> Art work can mean different things to different people.</p> <p><b>Essential Question:</b> How do I express my response to a work of art?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>9.4.PK.B.</b>	<b>Emotional Response: Demonstrate an emotional response to viewing or creating various art works.</b>
<b>DESCRIPTOR</b>	<b>9.4.PK.B.1.</b>	<p>Respond through body language, facial expression or oral language.</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> <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. 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>
DESCRIPTOR	9.4.PK.B.2.	Respond through humming, swaying, tapping foot to others' work.  <u>Clothes Study</u> p. 081 Investigation 6 Day 2 Mighty Minutes
SUBJECT / STANDARD AREA	PA.HPD.	Health, Wellness and Physical Development (Pre-kindergarten)
STANDARD AREA / STATEMENT	10.4.PK.	Physical Activity: Gross Motor Coordination
STANDARD		Big Idea: Children gain control over their bodies and body movements through active experiences and exploration. Essential Question: How do I control and coordinate my body during large motor activities and games?
DESCRIPTOR / STANDARD	10.4.PK.A.	Control and Coordination: Demonstrate coordination of body movements in active play.
DESCRIPTOR	10.4.PK.A.1.	Combine large motor movements with the use of equipment (e.g. ride a tricycle, using feet to pedal, catch a ball, throw a bean bag or ball overhand with aim, kick a ball).  <u>Clothes Study</u> p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences
DESCRIPTOR	10.4.PK.A.2.	Move and stop with control.  <u>Clothes Study</u> p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences
DESCRIPTOR	10.4.PK.A.3.	Use outdoor gross motor equipment.  <u>Clothes Study</u> p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences
DESCRIPTOR	10.4.PK.A.4.	Run with control and direction.  <u>Clothes Study</u> p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences

DESCRIPTOR	10.4.PK.A.5.	Engage in gross motor games (e.g. Hokey Pokey, London Bridge, Simon Says).  <u>Clothes Study</u> p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences
DESCRIPTOR	10.4.PK.A.6.	Perform a variety of movement alongside and with a partner.  <u>Clothes Study</u> p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences
STANDARD AREA / STATEMENT	10.4.PK.	Physical Activity: Gross Motor Coordination
STANDARD		Big Idea: Children gain control over their bodies and body movements through active experiences and exploration. Essential Question: How do I control and coordinate my body during large motor activities and games?
DESCRIPTOR / STANDARD	10.4.PK.B.	Balance and Strength: Exhibit balance while moving on the ground or using equipment.
DESCRIPTOR	10.4.PK.B.1.	Engage in large motor activities that require strength and balance (e.g. marching, hopping, running, jumping, dancing, walking tip toe).  <u>Clothes Study</u> p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences
DESCRIPTOR	10.4.PK.B.2.	Walk on a balance beam.  <u>Clothes Study</u> p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences
DESCRIPTOR	10.4.PK.B.3.	Climb stairs using alternating feet.  <u>Clothes Study</u> p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences
DESCRIPTOR	10.4.PK.B.4.	Participate in an obstacle course going through tunnels, over or under equipment.  <u>Clothes Study</u> p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences
STANDARD AREA / STATEMENT	10.5.PK.	Concepts, Principles and Strategies of Movement: Fine Motor Development
STANDARD		Big Idea: Fine motor practice helps children develop eye-hand coordination, strength, and controlled use of tools. Essential Questions: How do I use my hands and fingers to manipulate objects? How do I develop eye-hand coordination?
DESCRIPTOR / STANDARD	10.5.PK.A.	Strength, Coordination and Muscle Control: Use hands, fingers and wrists to manipulate objects.
DESCRIPTOR	10.5.PK.A.1.	Practice manual self-help skills (e.g. zipping, snapping, buttoning).  <u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 053 Investigation 3 Day 2 Small Group p. 085 Investigation 6 Day 4 Choice Time
DESCRIPTOR	10.5.PK.A.2.	Practice using scissors.  <u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 053 Investigation 3 Day 2 Small Group

		p. 085 Investigation 6 Day 4 Choice Time
DESCRIPTOR	10.5.PK.A.3.	Use tongs or tweezers to pick up objects.  <u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 053 Investigation 3 Day 2 Small Group p. 085 Investigation 6 Day 4 Choice Time
DESCRIPTOR	10.5.PK.A.4.	Manipulate smaller objects (e.g. pegs into a pegboard, puzzle pieces, stringing beads).  <u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 053 Investigation 3 Day 2 Small Group p. 085 Investigation 6 Day 4 Choice Time
STANDARD AREA / STATEMENT	10.5.PK.	Concepts, Principles and Strategies of Movement: Fine Motor Development
STANDARD		Big Idea: Fine motor practice helps children develop eye-hand coordination, strength, and controlled use of tools. Essential Questions: How do I use my hands and fingers to manipulate objects? How do I develop eye-hand coordination?
DESCRIPTOR / STANDARD	10.5.PK.B.	Eye/Hand Coordination: Coordinate eye and hand movements to perform a task.
DESCRIPTOR	10.5.PK.B.1.	Act out finger plays with hands and fingers.  <u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 053 Investigation 3 Day 2 Small Group p. 085 Investigation 6 Day 4 Choice Time
DESCRIPTOR	10.5.PK.B.2.	Use scissors to cut on a straight line.  <u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 053 Investigation 3 Day 2 Small Group p. 085 Investigation 6 Day 4 Choice Time
DESCRIPTOR	10.5.PK.B.3.	Complete self-help skills such as zip, snap or button.  <u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 053 Investigation 3 Day 2 Small Group p. 085 Investigation 6 Day 4 Choice Time
DESCRIPTOR	10.5.PK.B.4.	Manipulate smaller objects (e.g. pegs into a pegboard, puzzle pieces, stringing beads).  <u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 053 Investigation 3 Day 2 Small Group p. 085 Investigation 6 Day 4 Choice Time
DESCRIPTOR	10.5.PK.B.5.	Use tools to pour (e.g. funnels, basters, and pitchers).  <u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 053 Investigation 3 Day 2 Small Group p. 085 Investigation 6 Day 4 Choice Time
STANDARD AREA / STATEMENT	10.5.PK.	Concepts, Principles and Strategies of Movement: Fine Motor Development
STANDARD		Big Idea: Fine motor practice helps children develop eye-hand coordination, strength, and controlled use of tools. Essential Questions: How do I use my hands and fingers to manipulate objects? How do I develop eye-hand coordination?
DESCRIPTOR / STANDARD	10.5.PK.C.	Use of Tools: Use tools that require use of fingers, hands, and/or

		wrists to accomplish a task.
DESCRIPTOR	10.5.PK.C.1.	Use writing and drawing implements with functional grasp (pincer grasp).  <u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 067 Investigation 4 Day 3 Small Group p. 085 Investigation 6 Day 4 Choice Time p. 091 Investigation 7 Day 1 Choice Time p. 095 Investigation 7 Day 3 Small Group
DESCRIPTOR	10.5.PK.C.2.	Use a variety of art tools (e.g. glue sticks, paint brushes, scissors) for a specific purpose.  <u>Clothes Study</u> p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 067 Investigation 4 Day 3 Small Group p. 091 Investigation 7 Day 1 Choice Time p. 095 Investigation 7 Day 3 Small Group
DESCRIPTOR	10.5.PK.C.3.	Use tools (e.g. broom, dust pan brush, gardening tools) to complete classroom jobs.  <u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 053 Investigation 3 Day 2 Small Group p. 085 Investigation 6 Day 4 Choice Time
DESCRIPTOR	10.5.PK.C.4.	Use utensils for eating appropriately.  <u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 053 Investigation 3 Day 2 Small Group p. 085 Investigation 6 Day 4 Choice Time
DESCRIPTOR	10.5.PK.C.5.	Use cup or glass for drinking.  <u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 053 Investigation 3 Day 2 Small Group p. 085 Investigation 6 Day 4 Choice Time
SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Pre-kindergarten)
STANDARD AREA / STATEMENT	16.1.PK.	Self-Awareness and Self-Management
STANDARD		Big Idea: Understanding of self and ability to regulate behaviors and emotions are inextricably linked to learning and success. Essential Questions: How do I develop positive feelings about myself? How do I express and manage my emotions?
DESCRIPTOR / STANDARD	16.1.PK.A.	Manages Emotions and Behaviors: Distinguish between emotions and identify socially accepted ways to express them.
DESCRIPTOR	16.1.PK.A.1.	Recognize and label basic feelings.  <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud

		<p>p. 037 Investigation 1 Day 5 Read-Aloud  p. 040 Investigation 2 Day 1 Large Group  p. 041 Investigation 2 Day 1 Read-Aloud  p. 045 Investigation 2 day 3 Read-Aloud  p. 051 Investigation 3 Day 1 Read-Aloud  p. 055 Investigation 3 Day 3 Read-Aloud  p. 059 Investigation 3 Day 5 Read-Aloud  p. 072 Investigation 5 Day 2 Large Group  p. 083 Investigation 6 Day 3 Read-Aloud  p. 085 Investigation 6 Day 4 Read-Aloud  p. 087 Investigation 6 Day 5 Read-Aloud  p. 091 Investigation 7 Day 1 Choice Time  p. 091 Investigation 7 Day 1 Read-Aloud</p>
DESCRIPTOR	16.1.PK.A.2.	<p>Express feelings that are appropriate to the situation.</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>
DESCRIPTOR	16.1.PK.A.3.	<p>Express feelings verbally or through play and artistic representation.</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. 020 Exploring the Topic Day 4 Large Group  p. 021 Exploring the Topic Day 4 Read-Aloud  p. 023 Exploring the Topic Day 5 Read-Aloud  p. 035 Investigation 1 Day 4 Small Group  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. 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. 045 Investigation 2 day 3 Read-Aloud  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. 051 Investigation 3 Day 1 Read-Aloud  p. 055 Investigation 3 Day 3 Read-Aloud  p. 055 Investigation 3 Day 3 Small Group  p. 058 Investigation 3 Day 5 Choice Time  p. 059 Investigation 3 Day 5 Read-Aloud  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>

		<p>p. 081 Investigation 6 Day 2 Small Group  p. 083 Investigation 6 Day 3 Read-Aloud  p. 085 Investigation 6 Day 4 Large-Group Roundup  p. 085 Investigation 6 Day 4 Read-Aloud  p. 087 Investigation 6 Day 5 Read-Aloud  p. 087 Investigation 6 Day 5 Large-Group Roundup  p. 091 Investigation 7 Day 1 Choice Time  p. 091 Investigation 7 Day 1 Read-Aloud  p. 091 Investigation 7 Day 1 Small Group</p>
DESCRIPTOR	16.1.PK.A.4.	<p>Name a range of feelings (e.g. excited, scared, angry, and surprised).</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>
STANDARD AREA / STATEMENT	16.2.PK.	Establishing and Maintaining Relationships
STANDARD		<p>Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children’s ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?</p>
DESCRIPTOR / STANDARD	16.2.PK.A.	Relationships: Interact with peers and adults in a socially acceptable manner.
DESCRIPTOR	16.2.PK.A.1.	<p>Engage in reciprocal conversation with familiar peer and adult.</p> <p><u>Clothes Study</u>  p. 0109 Celebrating Learning Day 1 Small Group  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 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>



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. 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 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 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 Small Group  
 p. 044 Investigation 2 Day 3 Large Group  
 p. 045 Investigation 2 Day 3 Choice Time  
 p. 045 Investigation 2 Day 3 Large-Group Roundup  
 p. 045 Investigation 2 Day 3 Small Group  
 p. 045 Investigation 2 Day 3 Read-Aloud  
 p. 046 Investigation 2 Day 4 Choice Time  
 p. 046 Investigation 2 Day 4 Large Group  
 p. 047 Investigation 2 Day 4 Large-Group Roundup  
 p. 047 Investigation 2 Day 4 Small Group  
 p. 049 Investigation 3 Outdoor Experiences  
 p. 050 Investigation 3 Day 1 Choice Time  
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 p. 051 Investigation 3 Day 1 Small Group  
 p. 051 Investigation 3 Day 1 Large-Group Roundup  
 p. 051 Investigation 3 Day 1 Read-Aloud  
 p. 052 Investigation 3 Day 2 Choice Time  
 p. 052 Investigation 3 Day 2 Large Group  
 p. 053 Investigation 3 Day 2 Large-Group Roundup  
 p. 053 Investigation 3 Day 2 Small Group  
 p. 054 Investigation 3 Day 3 Choice Time  
 p. 054 Investigation 3 Day 3 Large Group  
 p. 055 Investigation 3 Day 3 Large-Group Roundup  
 p. 055 Investigation 3 Day 3 Read-Aloud  
 p. 055 Investigation 3 Day 3 Small Group  
 p. 056 Investigation 3 Day 4 Choice Time  
 p. 056 Investigation 3 Day 4 Large Group  
 p. 057 Investigation 3 Day 4 Large-Group Roundup  
 p. 057 Investigation 3 Day 4 Small Group

p. 058 Investigation 3 Day 5 Choice Time  
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 p. 059 Investigation 3 Day 5 Read-Aloud  
 p. 059 Investigation 3 Day 5 Small Group  
 p. 059 Investigation 3 Day Large-Group Roundup  
 p. 061 Investigation 4 Outdoor Experiences  
 p. 062 Investigation 4 Day 1 Large Group  
 p. 063 Investigation 4 Day 1 Choice Time  
 p. 063 Investigation 4 Day 1 Large-Group Roundup  
 p. 063 Investigation 4 Day 1 Small Group  
 p. 064 Investigation 4 Day 2 Large Group  
 p. 065 Investigation 4 Day 2 Choice Time  
 p. 065 Investigation 4 Day 2 Large-Group Roundup  
 p. 065 Investigation 4 Day 2 Small Group  
 p. 066 Investigation 4 Day 3 Choice Time  
 p. 066 Investigation 4 Day 3 Large Group  
 p. 067 Investigation 4 Day 3 Large-Group Roundup  
 p. 067 Investigation 4 Day 3 Small Group  
 p. 070 Investigation 5 Day 1 Choice Time  
 p. 070 Investigation 5 Day 1 Large Group  
 p. 071 Investigation 5 Day 1 Large-Group Roundup  
 p. 071 Investigation 5 Day 1 Small Group  
 p. 072 Investigation 5 Day 2 Choice Time  
 p. 072 Investigation 5 Day 2 Large Group  
 p. 073 Investigation 5 Day 2 Large-Group Roundup  
 p. 073 Investigation 5 Day 2 Read-Aloud  
 p. 073 Investigation 5 Day 2 Small Group  
 p. 074 Investigation 5 Day 3 Choice Time  
 p. 074 Investigation 5 Day 3 Large Group  
 p. 075 Investigation 5 Day 3 Large-Group Roundup  
 p. 075 Investigation 5 Day 3 Small Group  
 p. 077 Investigation 6 Outdoor Experience  
 p. 078 Investigation 6 Day 1 Large Group  
 p. 079 Investigation 6 Day 1 Choice Time  
 p. 079 Investigation 6 Day 1 Large-Group Roundup  
 p. 079 Investigation 6 Day 1 Small Group  
 p. 080 Investigation 6 Day 2 Choice Time  
 p. 080 Investigation 6 Day 2 Large Group  
 p. 081 Investigation 6 Day 2 Large-Group Roundup  
 p. 081 Investigation 6 Day 2 Small Group  
 p. 082 Investigation 6 Day 3 Choice Time  
 p. 082 Investigation 6 Day 3 Large Group  
 p. 083 Investigation 6 Day 3 Large-Group Roundup  
 p. 083 Investigation 6 Day 3 Read-Aloud  
 p. 083 Investigation 6 Day 3 Small Group  
 p. 084 Investigation 6 Day 4 Large Group  
 p. 085 Investigation 6 Day 4 Choice Time  
 p. 085 Investigation 6 Day 4 Large-Group Roundup  
 p. 085 Investigation 6 Day 4 Read-Aloud  
 p. 085 Investigation 6 Day 4 Small Group  
 p. 086 Investigation 6 Day 5 Choice Time  
 p. 086 Investigation 6 Day 5 Large Group  
 p. 087 Investigation 6 Day 5 Read-Aloud  
 p. 087 Investigation 6 Day 5 Small Group  
 p. 087 Investigation 6 Day 5 Large-Group Roundup  
 p. 090 Investigation 7 Day 1 Large Group  
 p. 091 Investigation 7 Day 1 Choice Time  
 p. 091 Investigation 7 Day 1 Large-Group Roundup  
 p. 091 Investigation 7 Day 1 Read-Aloud  
 p. 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>p. 094 Investigation 7 Day 3 Large Group</p> <p>p. 095 Investigation 7 Day 3 Large-Group Roundup</p> <p>p. 095 Investigation 7 Day 3 Small Group</p> <p>p. 107 Celebrating Learning Outdoor Experiences</p> <p>p. 108 Celebrating Learning Day 1 Choice Time</p> <p>p. 108 Celebrating Learning Day 1 Large Group</p> <p>p. 109 Celebrating Learning Day 1 Large-Group Roundup</p> <p>p. 110 Celebrating Learning Day 2 Choice Time</p> <p>p. 110 Celebrating Learning Day 2 Large Group</p> <p>p. 111 Celebrating Learning Day 2 Small Group</p> <p>p. 111 Celebrating Learning Day Large-Group Roundup</p>
DESCRIPTOR	16.2.PK.A.2.	<p>Respond to familiar adult's questions and directions.</p> <p><u>Clothes Study</u></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 Choice Time</p> <p>p. 015 Exploring the Topic Day 1 Small Group</p> <p>p. 016 Exploring the Topic Day 2 Large Group</p> <p>p. 017 Exploring the Topic Day 2 Small Group</p> <p>p. 018 Exploring the Topic Day 3 Large Group</p> <p>p. 019 Exploring the Topic Day 3 Small Group</p> <p>p. 021 Exploring the Topic Day 4 Mighty Minutes</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. 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 Small Group</p> <p>p. 030 Investigation 1 Day 2 Large Group</p> <p>p. 031 Investigation 1 Day 2 Small Group</p> <p>p. 032 Investigation 1 Day 3 Large Group</p> <p>p. 033 Investigation 1 Day 3 Read-Aloud</p> <p>p. 033 Investigation 1 Day 3 Small Group</p> <p>p. 035 Investigation 1 Day 4 Choice Time</p> <p>p. 035 Investigation 1 Day 4 Mighty Minutes</p> <p>p. 035 Investigation 1 Day 4 Small Group</p> <p>p. 036 Investigation 1 Day 5 Large Group</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 043 Investigation 2 Day 2 Large-Group Roundup</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 Large-Group Roundup</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 047 Investigation 2 Day 4 Mighty Minutes</p> <p>p. 049 Investigation 3 Outdoor Experiences</p> <p>p. 050 Investigation 3 Day 1 Large Group</p> <p>p. 052 Investigation 3 Day 2 Choice Time</p> <p>p. 052 Investigation 3 Day 2 Large Group</p> <p>p. 053 Investigation 3 Day 2 Small Group</p> <p>p. 055 Investigation 3 Day 3 Small Group</p> <p>p. 056 Investigation 3 Day 4 Large Group</p> <p>p. 057 Investigation 3 Day 4 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. 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. 064 Investigation 4 Day 2 Large Group</p> <p>p. 066 Investigation 4 Day 3 Choice Time</p> <p>p. 066 Investigation 4 Day 3 Large Group</p> <p>p. 067 Investigation 4 Day 3 Small Group</p>

		<p>p. 070 Investigation 5 Day 1 Large Group  p. 072 Investigation 5 Day 2 Large Group  p. 074 Investigation 5 Day 3 Choice Time  p. 074 Investigation 5 Day 3 Large Group  p. 077 Investigation 6 Outdoor Experience  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. 081 Investigation 6 Day 2 Small Group  p. 082 Investigation 6 Day 3 Large Group  p. 083 Investigation 6 Day 3 Small Group  p. 084 Investigation 6 Day 4 Large Group  p. 086 Investigation 6 Day 5 Choice Time  p. 086 Investigation 6 Day 5 Large Group  p. 091 Investigation 7 Day 1 Small Group  p. 092 Investigation 7 Day 2 Large Group  p. 094 Investigation 7 Day 3 Large Group  p. 107 Celebrating Learning Outdoor Experiences  p. 108 Celebrating Learning Day 1 Large Group  p. 109 Celebrating Learning Day 1 Read-Aloud  p. 110 Celebrating Learning Day 2 Large Group</p>
DESCRIPTOR	16.2.PK.A.9.	<p>Share and take turns.</p> <p><u>Clothes Study</u>  p. 0109 Celebrating Learning Day 1 Small Group  p. 019 Exploring the Topic Day 3 Small Group  p. 031 Investigation 1 Day 2 Small Group  p. 037 Investigation 1 Day 5 Small Group  p. 040 Investigation 2 Day 1 Large Group  p. 063 Investigation 4 Day 1 Small Group  p. 072 Investigation 5 Day 2 Large Group  p. 079 Investigation 6 Day 1 Small Group  p. 111 Celebrating Learning Day 2 Small Group</p>
STANDARD AREA / STATEMENT	16.2.PK.	Establishing and Maintaining Relationships
STANDARD		<p>Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children’s ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?</p>
DESCRIPTOR / STANDARD	16.2.PK.B.	Diversity: Identify similarities and differences between self and others.
DESCRIPTOR	16.2.PK.B.2.	<p>Make drawings of people, including self-portraits, depicting body parts, clothing, and other physical characteristics.</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>

		<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>
<b>STANDARD AREA / STATEMENT</b>	<b>16.2.PK.</b>	<b>Establishing and Maintaining Relationships</b>
<b>STANDARD</b>		<p>Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children's ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>16.2.PK.C.</b>	<b>Communication: Engage in reciprocal communication with adults and peers.</b>
<b>DESCRIPTOR</b>	<b>16.2.PK.C.1.</b>	<p>Communicate using detail related to topic being discussed including topics of personal interest, and special events.</p> <p><u>Clothes Study</u></p> <p>p. 0109 Celebrating Learning Day 1 Small Group</p> <p>p. 013 Exploring the Topic Outdoor Experiences</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 Small Group</p> <p>p. 021 Exploring the Topic Day 4 Small Group</p> <p>p. 023 Exploring the Topic Day 5 Choice Time</p> <p>p. 029 Investigation 1 Day 1 Large-Group Roundup</p> <p>p. 031 Investigation 1 Day 2 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 Mighty Minutes</p> <p>p. 035 Investigation 1 Day 4 Small 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 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 Large-Group Roundup</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 Large-Group Roundup</p> <p>p. 045 Investigation 2 Day 3 Mighty Minutes</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 047 Investigation 2 Day 4 Large-Group Roundup</p> <p>p. 050 Investigation 3 Day 1 Choice Time</p> <p>p. 050 Investigation 3 Day 1 Large Group</p> <p>p. 051 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 052 Investigation 3 Day 2 Choice Time</p> <p>p. 052 Investigation 3 Day 2 Large Group</p> <p>p. 053 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 054 Investigation 3 Day 3 Choice Time</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 Choice Time</p> <p>p. 059 Investigation 3 Day 5 Small Group</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 Mighty Minutes</p>

		<p>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>
DESCRIPTOR	16.2.PK.C.2.	<p>Pose questions related to topic being discussed.</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>
DESCRIPTOR	16.2.PK.C.3.	<p>Respond to questions posed by adults and peers.</p> <p><u>Clothes Study</u>  p. 0109 Celebrating Learning Day 1 Small Group  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. 019 Exploring the Topic Day 3 Small Group  p. 021 Exploring the Topic Day 4 Small Group  p. 021 Exploring the topic Day 4 Choice Time  p. 022 Exploring the Topic Day 5 Large Group  p. 028 Investigation 1 Day 1 Choice Time  p. 028 Investigation 1 Day 1 Large Group  p. 029 Investigation 1 Day 1 Small Group</p>

		<p>p. 030 Investigation 1 Day 2 Large Group  p. 031 Investigation 1 Day 2 Small Group  p. 032 Investigation 1 Day 3 Large Group  p. 033 Investigation 1 Day 3 Read-Aloud  p. 033 Investigation 1 Day 3 Small Group  p. 035 Investigation 1 Day 4 Choice Time  p. 035 Investigation 1 Day 4 Mighty Minutes  p. 035 Investigation 1 Day 4 Small Group  p. 036 Investigation 1 Day 5 Large Group  p. 040 Investigation 2 Day 1 Large Group  p. 043 Investigation 2 Day 2 Large-Group Roundup  p. 043 Investigation 2 Day 2 Read-Aloud  p. 043 Investigation 2 Day 2 Small Group  p. 044 Investigation 2 Day 3 Large Group  p. 045 Investigation 2 Day 3 Large-Group Roundup  p. 046 Investigation 2 Day 4 Large Group  p. 050 Investigation 3 Day 1 Large Group  p. 052 Investigation 3 Day 2 Choice Time  p. 052 Investigation 3 Day 2 Large Group  p. 056 Investigation 3 Day 4 Large Group  p. 057 Investigation 3 Day 4 Small Group  p. 059 Investigation 3 Day 5 Small Group  p. 062 Investigation 4 Day 1 Large Group  p. 063 Investigation 4 Day 1 Choice Time  p. 064 Investigation 4 Day 2 Large Group  p. 066 Investigation 4 Day 3 Choice Time  p. 066 Investigation 4 Day 3 Large Group  p. 070 Investigation 5 Day 1 Large Group  p. 072 Investigation 5 Day 2 Large Group  p. 074 Investigation 5 Day 3 Choice Time  p. 074 Investigation 5 Day 3 Large Group  p. 078 Investigation 6 Day 1 Large Group  p. 080 Investigation 6 Day 2 Large Group  p. 081 Investigation 6 Day 2 Small Group  p. 082 Investigation 6 Day 3 Large Group  p. 083 Investigation 6 Day 3 Small Group  p. 084 Investigation 6 Day 4 Large Group  p. 086 Investigation 6 Day 5 Choice Time  p. 086 Investigation 6 Day 5 Large Group  p. 091 Investigation 7 Day 1 Small Group  p. 092 Investigation 7 Day 2 Large Group  p. 094 Investigation 7 Day 3 Large Group  p. 108 Celebrating Learning Day 1 Large Group  p. 109 Celebrating Learning Day 1 Read-Aloud  p. 110 Celebrating Learning Day 2 Large Group</p>
DESCRIPTOR	16.2.PK.C.5.	<p>Engage in turn taking.</p> <p><u>Clothes Study</u>  p. 0109 Celebrating Learning Day 1 Small Group  p. 019 Exploring the Topic Day 3 Small Group  p. 031 Investigation 1 Day 2 Small Group  p. 037 Investigation 1 Day 5 Small Group  p. 040 Investigation 2 Day 1 Large Group  p. 063 Investigation 4 Day 1 Small Group  p. 072 Investigation 5 Day 2 Large Group  p. 079 Investigation 6 Day 1 Small Group  p. 111 Celebrating Learning Day 2 Small Group</p>
STANDARD AREA / STATEMENT	16.2.PK.	Establishing and Maintaining Relationships
STANDARD		<p>Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children’s ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of</p>

		support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?
DESCRIPTOR / STANDARD	16.2.PK.D.	Managing Interpersonal Conflicts: Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict (See also 5.2.PK.B).
DESCRIPTOR	16.2.PK.D.3.	Solve simple conflicts with peers with independence (share, take turns, apologize, try something else, ask for help).  <u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 031 Investigation 1 Day 2 Small Group p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 063 Investigation 4 Day 1 Small Group p. 072 Investigation 5 Day 2 Large Group p. 079 Investigation 6 Day 1 Small Group p. 111 Celebrating Learning Day 2 Small Group
STANDARD AREA / STATEMENT	16.2.PK.	Establishing and Maintaining Relationships
STANDARD		Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children's ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?
DESCRIPTOR / STANDARD	16.2.PK.E.	Support: Asking for Help: Ask for and accept offers of help when needed or appropriate.
DESCRIPTOR	16.2.PK.E.5.	Respond appropriately to offers of help (e.g. "That's okay, I can do it" or "yes, thank you").  <u>Clothes Study</u> p. 029 Investigation 1 Day 1 Mighty Minutes p. 035 Investigation 1 Day 4 Mighty Minutes p. 040 Investigation 2 Day 1 Large Group p. 067 Investigation 4 Day 3 Mighty Minutes 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 Mighty Minutes p. 107 Celebrating Learning Outdoor Experiences p. 109 Celebrating Learning Day 1 Mighty Minutes
STANDARD AREA / STATEMENT	16.3.PK.	Decision Making and Responsible Behavior
STANDARD		Big Idea: Actions and behaviors either positively or negatively affect how I learn, and how I get along with others. Essential Question: How do I use healthy strategies to manage my behavior?
DESCRIPTOR / STANDARD	16.3.PK.A.	Decision Making Skills: Interpret the consequences of choices.
DESCRIPTOR	16.3.PK.A.2.	Tell a peer when a rule is broken.  <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
DESCRIPTOR	16.3.PK.A.5.	Discuss the reasons for having rules.  <u>Clothes Study</u>



		<p>p. 015 Exploring the Topic Day 1 Choice Time</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 049 Investigation 3 Outdoor Experiences</p> <p>p. 072 Investigation 5 Day 2 Large Group</p> <p>p. 083 Investigation 6 Day 3 Read-Aloud</p> <p>p. 087 Investigation 6 Day 5 Read-Aloud</p> <p>p. 091 Investigation 7 Day 1 Read-Aloud</p>
<b>STANDARD AREA / STATEMENT</b>	<b>16.3.PK.</b>	<b>Decision Making and Responsible Behavior</b>
<b>STANDARD</b>		<b>Big Idea: Actions and behaviors either positively or negatively affect how I learn, and how I get along with others. Essential Question: How do I use healthy strategies to manage my behavior?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>16.3.PK.B.</b>	<b>Understanding Social Norms: Recognize there are socially acceptable ways to behave in different places.</b>
<b>DESCRIPTOR</b>	<b>16.3.PK.B.3.</b>	<p>Cooperate in both large and small group activities that are facilitated by adult.</p> <p><u>Clothes Study</u></p> <p>p. 0109 Celebrating Learning Day 1 Small Group</p> <p>p. 014 Exploring the Topic Day 1 Large Group</p> <p>p. 015 Exploring the Topic Day 1 Large-Group Roundup</p> <p>p. 015 Exploring the Topic Day 1 Choice Time</p> <p>p. 015 Exploring the Topic Day 1 Read-Aloud</p> <p>p. 015 Exploring the Topic Day 1 Small Group</p> <p>p. 016 Exploring the Topic Day 2 Choice Time</p> <p>p. 016 Exploring the Topic Day 2 Large Group</p> <p>p. 017 Exploring the Topic Day 2 Small Group</p> <p>p. 017 Exploring the Topic Day 2 Large-Group Roundup</p> <p>p. 018 Exploring the Topic Day 3 Large Group</p> <p>p. 019 Exploring the Topic Day 3 Large-Group Roundup</p> <p>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. 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 Mighty Minutes</p> <p>p. 031 Investigation 1 Day 2 Small Group</p> <p>p. 032 Investigation 1 Day 3 Large Group</p> <p>p. 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. 040 Investigation 2 Day 1 Large Group  
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 p. 045 Investigation 2 Day 3 Choice Time  
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 p. 059 Investigation 3 Day 5 Small Group  
 p. 059 Investigation 3 Day Large-Group Roundup  
 p. 062 Investigation 4 Day 1 Large Group  
 p. 063 Investigation 4 Day 1 Choice Time  
 p. 063 Investigation 4 Day 1 Large-Group Roundup  
 p. 063 Investigation 4 Day 1 Small Group  
 p. 064 Investigation 4 Day 2 Large Group  
 p. 065 Investigation 4 Day 2 Choice Time  
 p. 065 Investigation 4 Day 2 Large-Group Roundup  
 p. 065 Investigation 4 Day 2 Small Group  
 p. 066 Investigation 4 Day 3 Choice Time  
 p. 066 Investigation 4 Day 3 Large Group  
 p. 067 Investigation 4 Day 3 Large-Group Roundup  
 p. 067 Investigation 4 Day 3 Small Group  
 p. 070 Investigation 5 Day 1 Choice Time  
 p. 070 Investigation 5 Day 1 Large Group  
 p. 071 Investigation 5 Day 1 Large-Group Roundup  
 p. 071 Investigation 5 Day 1 Small Group  
 p. 072 Investigation 5 Day 2 Choice Time  
 p. 072 Investigation 5 Day 2 Large Group  
 p. 073 Investigation 5 Day 2 Large-Group Roundup  
 p. 073 Investigation 5 Day 2 Read-Aloud  
 p. 073 Investigation 5 Day 2 Small Group  
 p. 074 Investigation 5 Day 3 Choice Time

		<p>p. 074 Investigation 5 Day 3 Large Group  p. 075 Investigation 5 Day 3 Large-Group Roundup  p. 075 Investigation 5 Day 3 Small Group  p. 077 Investigation 6 Outdoor Experience  p. 078 Investigation 6 Day 1 Large Group  p. 079 Investigation 6 Day 1 Choice Time  p. 079 Investigation 6 Day 1 Large-Group Roundup  p. 079 Investigation 6 Day 1 Small Group  p. 080 Investigation 6 Day 2 Choice Time  p. 080 Investigation 6 Day 2 Large Group  p. 081 Investigation 6 Day 2 Large-Group Roundup  p. 081 Investigation 6 Day 2 Small Group  p. 082 Investigation 6 Day 3 Choice Time  p. 082 Investigation 6 Day 3 Large Group  p. 083 Investigation 6 Day 3 Large-Group Roundup  p. 083 Investigation 6 Day 3 Read-Aloud  p. 083 Investigation 6 Day 3 Small Group  p. 084 Investigation 6 Day 4 Large Group  p. 085 Investigation 6 Day 4 Choice Time  p. 085 Investigation 6 Day 4 Large-Group Roundup  p. 085 Investigation 6 Day 4 Read-Aloud  p. 085 Investigation 6 Day 4 Small Group  p. 086 Investigation 6 Day 5 Choice Time  p. 086 Investigation 6 Day 5 Large Group  p. 087 Investigation 6 Day 5 Read-Aloud  p. 087 Investigation 6 Day 5 Small Group  p. 087 Investigation 6 Day 5 Large-Group Roundup  p. 090 Investigation 7 Day 1 Large Group  p. 091 Investigation 7 Day 1 Choice Time  p. 091 Investigation 7 Day 1 Large-Group Roundup  p. 091 Investigation 7 Day 1 Read-Aloud  p. 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</p>
<b>DESCRIPTOR</b>	<b>16.3.PK.B.4.</b>	<p>Apply classroom rules to new situations.</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>
<b>DESCRIPTOR</b>	<b>16.3.PK.B.6.</b>	<p>Follow rules and routines in classroom and other settings with reminders.</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>

		<p>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>
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**Reduce, Reuse, Recycle Study**

**Secondary Criteria:** *Pennsylvania Learning Standards for Early Childhood: Pre-Kindergarten*

**Subject:** Early Childhood Education

**Grade:** Pre-Kindergarten

<b>SUBJECT / STANDARD AREA</b>	PA.AL.	Approaches to Learning Through Play (Pre-kindergarten)
<b>STANDARD AREA / STATEMENT</b>	AL.1.PK.	Constructing and Gathering Knowledge
<b>STANDARD</b>		Big Idea: Children actively construct knowledge through routines, play, practices, and language. Children use a variety of strategies to gather information based upon their own individualized approach to learning. Essential Questions: What strategies can be used to gather information? What can I learn from my every day experiences, including play?
<b>DESCRIPTOR / STANDARD</b>	AL.1.PK.A.	Curiosity and Initiative: Explore and ask questions to seek meaningful information about a growing range of topics, ideas and tasks.
<b>DESCRIPTOR</b>	AL.1.PK.A.2.	Show interest and interact with others about their work or actions.  <u>Reduce, Reuse, Recycle Study</u> p. 38 Investigation 2 Day 2 Large Group p. 40 Investigation 2 Day 3 Large Group p. 43 Investigation 2 Day 4 Mighty Minutes
<b>DESCRIPTOR</b>	AL.1.PK.A.4.	Ask questions to understand something (e.g. "How does that work?").  <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
<b>STANDARD AREA / STATEMENT</b>	AL.2.PK.	Organizing and Understanding Information
<b>STANDARD</b>		Big Idea: Strategies for filtering and organizing information are important to the learning process. Essential Questions: How do I decide what information/task to attend to? What strategies do I use to organize information?
<b>DESCRIPTOR / STANDARD</b>	AL.2.PK.A.	Engagement and Attention: Work toward completing a task, even if challenging, and despite interruptions.
<b>DESCRIPTOR</b>	AL.2.PK.A.1.	State when they are being distracted.  <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
<b>DESCRIPTOR</b>	AL.2.PK.A.2.	State when they are frustrated by a challenge.  <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group

		<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>
<b>STANDARD AREA / STATEMENT</b>	<b>AL.2.PK.</b>	<b>Organizing and Understanding Information</b>
<b>STANDARD</b>		<b>Big Idea: Strategies for filtering and organizing information are important to the learning process. Essential Questions: How do I decide what information/task to attend to? What strategies do I use to organize information?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>AL.2.PK.B.</b>	<b>Task Analysis: Independently break simple tasks into steps and complete them one at a time.</b>
<b>DESCRIPTOR</b>	<b>AL.2.PK.B.1.</b>	<p>Attend and follow through on two step directions.</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>
<b>DESCRIPTOR</b>	<b>AL.2.PK.B.2.</b>	<p>Explain a routine sequence.</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>
<b>DESCRIPTOR</b>	<b>AL.2.PK.B.3.</b>	<p>Relate the steps necessary to complete a task or activity.</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>
<b>DESCRIPTOR</b>	<b>AL.2.PK.B.4.</b>	<p>Relate the desired outcome or end goal of a task or activity.</p>

		<p><b>Reduce, Reuse, Recycle Study</b>  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>
<b>STANDARD AREA / STATEMENT</b>	<b>AL.3.PK.</b>	<b>Applying Knowledge</b>
<b>STANDARD</b>		Big Idea: Prior knowledge and experiences can be used to express and create new understandings. Essential Questions: How do I use what I already know to understand new things? How do I represent new understandings?
<b>DESCRIPTOR / STANDARD</b>	<b>AL.3.PK.A.</b>	<b>Creativity: Use music, art and/or stories to express ideas, thoughts, and feelings.</b>
<b>DESCRIPTOR</b>	<b>AL.3.PK.A.1.</b>	Reference 9.1.M.PK.E; 9.1.D.PK.E; 9.1.V.PK.E; 1.4.PK.M; 1.5.PK.E.  <p><b>Reduce, Reuse, Recycle Study</b>  p. 19 Exploring the Topic Day 3 Large-Group Roundup  p. 19 Exploring the Topic Day 3 Small Group  p. 20 Exploring the Topic Day 4 Large Group  p. 23 Exploring the Topic Day 5 Large-Group Roundup  p. 23 Exploring the Topic Day 5 Choice Time  p. 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. 46 Investigation 3 Day 1 Choice Time  p. 47 Investigation 3 Day 1 Large-Group Roundup  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. 56 Investigation 4 Day 2 Large Group  p. 57 Investigation 4 Day 2 Small Group  p. 58 Investigation 4 Day 3 Large Group  p. 60 Investigation 4 Day 4 Choice Time  p. 61 Investigation 4 Day 4 Large-Group Roundup  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>
<b>STANDARD AREA / STATEMENT</b>	<b>AL.3.PK.</b>	<b>Applying Knowledge</b>
<b>STANDARD</b>		Big Idea: Prior knowledge and experiences can be used to express and create new understandings. Essential Questions: How do I use what I already know to understand new things? How do I represent new understandings?
<b>DESCRIPTOR / STANDARD</b>	<b>AL.3.PK.B.</b>	<b>Invention: Produce and explain the purpose for a new creation.</b>
<b>DESCRIPTOR</b>	<b>AL.3.PK.B.1.</b>	Engage in a variety of creative activities.  <p><b>Reduce, Reuse, Recycle Study</b>  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. 23 Exploring the Topic Day 5 Large-Group Roundup</p> <p>p. 23 Exploring the Topic Day 5 Choice Time</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Large-Group Roundup</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 41 Investigation 2 Day 3 Large- Group Roundup</p> <p>p. 41 Investigation 2 Day 3 Small Group</p> <p>p. 43 Investigation 2 Day 4 Small Group</p> <p>p. 46 Investigation 3 Day 1 Choice Time</p> <p>p. 47 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 48 Investigation 3 Day 2 Choice Time</p> <p>p. 54 Investigation 4 Day 1 Large Group</p> <p>p. 55 Investigation 4 Day 1 Small Group</p> <p>p. 57 Investigation 4 Day 2 Small Group</p> <p>p. 60 Investigation 4 Day 4 Choice Time</p> <p>p. 61 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 63 Investigation 4 Day 5 Large-Group Roundup</p> <p>p. 66 Investigation 5 Day 1 Large Group</p> <p>p. 67 Investigation 5 Day 1 Choice Time</p> <p>p. 67 Investigation 5 Day 1 Large-Group Roundup</p>
DESCRIPTOR	AL.3.PK.B.2.	<p>Describe or draw a desired product (e.g. create a blueprint for a block structure).</p> <p><u>Reduce, Reuse, Recycle Study</u></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. 23 Exploring the Topic Day 5 Large-Group Roundup</p> <p>p. 23 Exploring the Topic Day 5 Choice Time</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Large-Group Roundup</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 41 Investigation 2 Day 3 Large- Group Roundup</p> <p>p. 41 Investigation 2 Day 3 Small Group</p> <p>p. 43 Investigation 2 Day 4 Small Group</p> <p>p. 46 Investigation 3 Day 1 Choice Time</p> <p>p. 47 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 48 Investigation 3 Day 2 Choice Time</p> <p>p. 54 Investigation 4 Day 1 Large Group</p> <p>p. 55 Investigation 4 Day 1 Small Group</p> <p>p. 57 Investigation 4 Day 2 Small Group</p> <p>p. 60 Investigation 4 Day 4 Choice Time</p> <p>p. 61 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 63 Investigation 4 Day 5 Large-Group Roundup</p> <p>p. 66 Investigation 5 Day 1 Large Group</p> <p>p. 67 Investigation 5 Day 1 Choice Time</p> <p>p. 67 Investigation 5 Day 1 Large-Group Roundup</p>
DESCRIPTOR	AL.3.PK.B.3.	<p>Answer questions to explain the purpose of a creation.</p> <p><u>Reduce, Reuse, Recycle Study</u></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. 23 Exploring the Topic Day 5 Large-Group Roundup</p> <p>p. 23 Exploring the Topic Day 5 Choice Time</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Large-Group Roundup</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 41 Investigation 2 Day 3 Large- Group Roundup</p> <p>p. 41 Investigation 2 Day 3 Small Group</p> <p>p. 43 Investigation 2 Day 4 Small Group</p>



		<p>p. 46 Investigation 3 Day 1 Choice Time  p. 47 Investigation 3 Day 1 Large-Group Roundup  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. 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>
DESCRIPTOR	AL.3.PK.B.4.	<p>Show pride in a creation.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 19 Exploring the Topic Day 3 Large-Group Roundup  p. 19 Exploring the Topic Day 3 Small Group  p. 20 Exploring the Topic Day 4 Large Group  p. 23 Exploring the Topic Day 5 Large-Group Roundup  p. 23 Exploring the Topic Day 5 Choice Time  p. 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. 46 Investigation 3 Day 1 Choice Time  p. 47 Investigation 3 Day 1 Large-Group Roundup  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. 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>
STANDARD AREA / STATEMENT	AL.4.PK.	Learning Through Experience
STANDARD		Big Idea: Experiences provide the context in which learning is constructed. Essential Questions: In what ways does an experience in one setting influence my learning and experiences in another setting? How do I learn from my mistakes and/or from challenging situations?
DESCRIPTOR / STANDARD	AL.4.PK.A.	Making Connections: Relate knowledge learned from one experience to a similar experience in a new setting.
DESCRIPTOR	AL.4.PK.A.1.	<p>Relate personal (e.g. home, cultural, community) experiences during play, and other school 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>

		<p>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>
DESCRIPTOR	AL.4.PK.A.2.	<p>Understand that appropriate activities and events may differ from home to school.</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. 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. 31 Investigation 1 Day 2 Small Group  p. 32 Investigation 1 Day 3 Large Group  p. 33 Investigation 1 Day 3 Small Group  p. 36 Investigation 2 Day 1 Choice Time  p. 37 Investigation 2 Day 1 Small Group  p. 39 Investigation 2 Day 2 Small Group  p. 41 Investigation 2 Day 3 Small Group  p. 43 Investigation 2 Day 4 Small Group  p. 47 Investigation 3 Day 1 Small Group  p. 49 Investigation 3 Day 2 Small Group  p. 51 Investigation 3 Day 3 Read-Aloud  p. 51 Investigation 3 Day 3 Small Group  p. 55 Investigation 4 Day 1 Small Group  p. 57 Investigation 4 Day 2 Read-Aloud  p. 57 Investigation 4 Day 2 Small Group  p. 59 Investigation 4 Day 3 Small Group  p. 61 Investigation 4 Day 4 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. 71 Investigation 5 Day 3 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.15 Exploring the Topic Day 1 Small Group</p>
DESCRIPTOR	AL.4.PK.A.4.	<p>Practice skills learned in whole group demonstration or role play during center exploration.</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>

		<p>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>
<b>STANDARD AREA / STATEMENT</b>	<b>AL.4.PK.</b>	<b>Learning Through Experience</b>
<b>STANDARD</b>		<b>Big Idea: Experiences provide the context in which learning is constructed. Essential Questions: In what ways does an experience in one setting influence my learning and experiences in another setting? How do I learn from my mistakes and/or from challenging situations?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>AL.4.PK.C.</b>	<b>Problem Solving: Attempt problem solving activities to achieve a positive outcome.</b>
<b>DESCRIPTOR</b>	<b>AL.4.PK.C.1.</b>	<p>Try new ways to complete a familiar task.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 29 Investigation 1 Day 1 Small Group  p. 49 Investigation 3 Day 2 Small Group</p>
<b>DESCRIPTOR</b>	<b>AL.4.PK.C.2.</b>	<p>Attempt to complete a task in more than one way (e.g. using materials in new ways, trial and error, breaking tasks into steps) before asking for help or stopping due to frustration.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 29 Investigation 1 Day 1 Small Group  p. 49 Investigation 3 Day 2 Small Group</p>
<b>DESCRIPTOR</b>	<b>AL.4.PK.C.3.</b>	<p>Ask questions to clarify problems.</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>
<b>DESCRIPTOR</b>	<b>AL.4.PK.C.4.</b>	<p>Discuss the different ways used to accomplish a task or to solve a problem.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 29 Investigation 1 Day 1 Small Group</p>

		p. 49 Investigation 3 Day 2 Small Group
DESCRIPTOR	AL.4.PK.C.5.	Recall and use a previously successful strategy.  <u>Reduce, Reuse, Recycle Study</u> p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group
DESCRIPTOR	AL.4.PK.C.6.	Change plan if a better strategy presents itself.  <u>Reduce, Reuse, Recycle Study</u> p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group
DESCRIPTOR	AL.4.PK.C.7.	Observe mistakes and note the effectiveness of a difference solution (e.g. “That didn’t work because ...”).  <u>Reduce, Reuse, Recycle Study</u> p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group
SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Pre-kindergarten)
STANDARD AREA / STATEMENT	1.1.PK.	Foundational Skills
STANDARD		Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?
DESCRIPTOR / STANDARD	1.1.PK.A.	Book Handling: Practice appropriate book handling skills.
DESCRIPTOR	1.1.PK.A.3.	Use pointers or finger to track print on charts, posters, environmental print or in books.  <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
DESCRIPTOR	1.1.PK.A.4.	Practice tracking from top to bottom and left to right with scaffolding.  <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
STANDARD AREA / STATEMENT	1.1.PK.	Foundational Skills
STANDARD		Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?
DESCRIPTOR / STANDARD	1.1.PK.B.	Print Concepts: Identify basic features of print.
DESCRIPTOR	1.1.PK.B.2.	Recognize and name some upper and lower case letters of the alphabet.  <u>Reduce, Reuse, Recycle Study</u> 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>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. 71 Investigation 5 Day 3 Small Group  p.15 Exploring the Topic Day 1 Small Group</p>
<b>STANDARD AREA / STATEMENT</b>	1.1.PK.	<b>Foundational Skills</b>
<b>STANDARD</b>		<b>Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?</b>
<b>DESCRIPTOR / STANDARD</b>	1.1.PK.C.	<b>Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
<b>DESCRIPTOR</b>	1.1.PK.C.1.	<p>Recognize rhyming words.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 16 Exploring the Topic Day 2 Large Group  p. 21 Exploring the Topic Day 4 Mighty Minutes  p. 37 Investigation 2 Day 1 Mighty Minutes  p. 37 Investigation 2 Day 1 Small Group  p. 49 Investigation 3 Day 2 Mighty Minutes  p. 51 Investigation 3 Day 3 Mighty Minutes  p. 59 Investigation 4 Day 3 Mighty Minutes  p. 67 Investigation 5 Day 1 Small Group  p. 71 Investigation 5 Day 3 Mighty Minutes  p. 71 Investigation 5 Day 3 Small Group</p>
<b>DESCRIPTOR</b>	1.1.PK.C.2.	<p>Recognize when two or more words begin with the same sound (alliteration).</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 17 Exploring the Topic Day 2 Small Group  p. 23 Exploring the Topic Day 5 Mighty Minutes  p. 30 Investigation 1 Day 2 Large Group  p. 39 Investigation 2 Day 2 Mighty Minutes  p. 47 Investigation 3 Day 1 Mighty Minutes  p. 49 Investigation 3 Day 2 Mighty Minutes  p. 61 Investigation 4 Day 4 Mighty Minutes  p. 69 Investigation 5 Day 2 Mighty Minutes</p>
<b>DESCRIPTOR</b>	1.1.PK.C.3.	<p>Count syllables in spoken words.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 18 Exploring the Topic Day 3 Large Group  p. 51 Investigation 3 Day 3 Mighty Minutes</p>
<b>DESCRIPTOR</b>	1.1.PK.C.4.	<p>Isolate and pronounce initial sounds.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 17 Exploring the Topic Day 2 Small Group  p. 23 Exploring the Topic Day 5 Mighty Minutes  p. 30 Investigation 1 Day 2 Large Group  p. 39 Investigation 2 Day 2 Mighty Minutes  p. 47 Investigation 3 Day 1 Mighty Minutes  p. 49 Investigation 3 Day 2 Mighty Minutes  p. 61 Investigation 4 Day 4 Mighty Minutes  p. 69 Investigation 5 Day 2 Mighty Minutes</p>
<b>DESCRIPTOR</b>	1.1.PK.C.5.	<p>Segment single-syllable spoken words into phonemes.</p> <p><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>
<b>STANDARD AREA /</b>	1.1.PK.	<b>Foundational Skills</b>

STATEMENT		
STANDARD		Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?
DESCRIPTOR / STANDARD	1.1.PK.D.	Phonics and Word Recognition: Develop beginning phonics and word skills.
DESCRIPTOR	1.1.PK.D.1.	Associate some letters with their names and sounds.  <u>Reduce, Reuse, Recycle Study</u> 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. 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. 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
DESCRIPTOR	1.1.PK.D.2.	Identify familiar words and environmental print.  <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
STANDARD AREA / STATEMENT	1.1.PK.	Foundational Skills
STANDARD		Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?
DESCRIPTOR / STANDARD	1.1.PK.E.	Fluency: Read emergent reader text with purpose and understanding.
DESCRIPTOR	1.1.PK.E.1.	Recite rhymes, songs, and familiar text while tracking with a finger or pointer.  <u>Reduce, Reuse, Recycle Study</u> p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Small Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group

		<p>p. 49 Investigation 3 Day 2 Mighty Minutes  p. 51 Investigation 3 Day 3 Mighty Minutes  p. 59 Investigation 4 Day 3 Mighty Minutes  p. 67 Investigation 5 Day 1 Small Group  p. 71 Investigation 5 Day 3 Mighty Minutes  p. 71 Investigation 5 Day 3 Small Group  p. 87 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	1.1.PK.E.2.	<p>Apply knowledge of letters, word and sounds to read simple sentences.</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. 20 Exploring the Topic Day 4 Large Group  p. 36 Investigation 2 Day 1 Choice Time  p. 37 Investigation 2 Day 1 Small Group  p. 41 Investigation 2 Day 3 Small Group  p. 43 Investigation 2 Day 4 Small Group  p. 69 Investigation 5 Day 2 Small Group  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>
DESCRIPTOR	1.1.PK.E.3.	<p>Assemble letters to form words and words to form sentences and (pretend) to read the words or sentences back.</p> <p><u>Reduce, Reuse, Recycle Study</u>  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>
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
DESCRIPTOR / STANDARD	1.2.PK.A.	Key Ideas and Details Main Idea: With prompting and support, retell key details of text that support a provided main idea.
DESCRIPTOR	1.2.PK.A.1.	<p>Know that the details of a text can be used to support a main topic or idea.</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. 87 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	1.2.PK.A.2.	<p>Provide relevant details from a text which support a provided main idea.</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. 87 Celebrating Learning Day 2 Small Group</p>
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential</p>

		Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.2.PK.B.	Key Ideas and Details Text Analysis: Answer questions about a text.
DESCRIPTOR	1.2.PK.B.1.	Use specific details from the text to answer questions.  <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
DESCRIPTOR	1.2.PK.B.2.	Answer “who” or “what” the text is about.  <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
DESCRIPTOR	1.2.PK.B.3.	Answer “how” and/or “why” questions using specifics from the 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
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.2.PK.C.	Key Ideas and Details: With prompting and support, make connections between information in a text and personal experience.
DESCRIPTOR	1.2.PK.C.1.	Share personal experience and prior knowledge that is relevant to the text.  <u>Reduce, Reuse, Recycle Study</u> p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group
DESCRIPTOR	1.2.PK.C.2.	Contribute relevant information to a K (know), W (what child wants to learn), L (what group learned) chart.  <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
DESCRIPTOR	1.2.PK.C.3.	Choose text based on personal interests and experiences.  <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. 53 Investigation 4 Outdoor Experiences p. 55 Investigation 4 Day 1 Read-Aloud p. 62 Investigation 4 Day 5 Large Group
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		Big Idea: Effective readers use appropriate strategies to construct



		meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.2.PK.F.	Craft and Structure Vocabulary: With prompting and support, answer questions about unfamiliar words read aloud from a text.
DESCRIPTOR	1.2.PK.F.1.	Participate in discussions about unfamiliar words.  <u>Reduce, Reuse, Recycle Study</u> p. 55 Investigation 4 Day 1 Read-Aloud p. 62 Investigation 4 Day 5 Large Group
DESCRIPTOR	1.2.PK.F.2.	Connect prior understandings to unfamiliar words.  <u>Reduce, Reuse, Recycle Study</u> p. 55 Investigation 4 Day 1 Read-Aloud p. 62 Investigation 4 Day 5 Large Group
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.2.PK.G.	Integration of Knowledge and Ideas – Diverse Media: With prompting and support, answer questions to connect illustrations to the written word.
DESCRIPTOR	1.2.PK.G.3.	Describe pictures in a text in detail to answer specific questions about the text.  <u>Reduce, Reuse, Recycle Study</u> p. 31 Investigation 1 Day 2 Small Group p. 51 Investigation 3 Day 3 Choice Time
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.2.PK.I.	Integration of Knowledge and Ideas –Analysis Across Texts: With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.
DESCRIPTOR	1.2.PK.I.1.	Recognize that texts have similar components that can be compared and contrasted (e.g. main ideas, details).  <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
DESCRIPTOR	1.2.PK.I.2.	Participate in strategies that provide opportunities to compare and contrast texts and/or components of texts (e.g. Venn diagrams, T-charts).

		<p><b><u>Reduce, Reuse, Recycle Study</u></b>  p. 23 Exploring the Topic Day 5 Small Group  p. 39 Investigation 2 Day 2 Small Group  p. 47 Investigation 3 Day 1 Small Group  p. 57 Investigation 4 Day 2 Small Group</p>
<b>STANDARD AREA / STATEMENT</b>	<b>1.2.PK.</b>	<b>Reading Informational Text</b>
<b>STANDARD</b>		<p><b>Big Idea:</b> Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. <b>Essential Questions:</b> What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>1.2.PK.J.</b>	<b>Vocabulary Acquisition and Use: Use new vocabulary and phrases acquired in conversations and being read to.</b>
<b>DESCRIPTOR</b>	<b>1.2.PK.J.1.</b>	<p>Talk about pictures using new vocabulary words or phrases.</p> <p><b><u>Reduce, Reuse, Recycle Study</u></b>  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>
<b>DESCRIPTOR</b>	<b>1.2.PK.J.2.</b>	<p>Use new vocabulary in the context of dramatic play, daily routines and classroom conversations.</p> <p><b><u>Reduce, Reuse, Recycle Study</u></b>  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>

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 Mighty Minutes  
 p. 21 Exploring the Topic Day 4 Small Group  
 p. 22 Exploring the Topic Day 5 Large Group  
 p. 23 Exploring the Topic Day 5 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 Mighty Minutes  
 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 Mighty Minutes  
 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 Mighty Minutes  
 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 Mighty Minutes  
 p. 41 Investigation 2 Day 3 Small Group  
 p. 42 Investigation 2 Day 4 Large Group  
 p. 42 investigation 2 Day 4 Choice Time  
 p. 43 Investigation 2 Day 4 Large-Group Roundup  
 p. 43 Investigation 2 Day 4 Read-Aloud  
 p. 43 Investigation 2 Day 4 Small Group  
 p. 45 Investigation 3 Outdoor Experiences  
 p. 46 Investigation 3 Day 1 Choice Time  
 p. 46 Investigation 3 Day 1 Large Group  
 p. 47 Investigation 3 Day 1 Large-Group Roundup  
 p. 47 Investigation 3 Day 1 Small Group  
 p. 48 Investigation 3 Day 2 Choice Time  
 p. 48 Investigation 3 Day 2 Large Group  
 p. 49 Investigation 3 Day 2 Large-Group Roundup  
 p. 49 Investigation 3 Day 2 Small Group  
 p. 50 Investigation 3 Day 3 Large Group  
 p. 51 Investigation 3 Day 3 Choice Time

		<p>p. 51 Investigation 3 Day 3 Large-Group Roundup  p. 51 Investigation 3 Day 3 Read-Aloud  p. 51 Investigation 3 Day 3 Small Group  p. 53 Investigation 4 Outdoor Experiences  p. 54 Investigation 4 Day 1 Choice Time  p. 54 Investigation 4 Day 1 Large Group  p. 55 Investigation 4 Day 1 Large-Group Roundup  p. 55 Investigation 4 Day 1 Mighty Minutes  p. 55 Investigation 4 Day 1 Small Group  p. 56 Investigation 4 Day 2 Choice Time  p. 56 Investigation 4 Day 2 Large Group  p. 57 Investigation 4 Day 2 Large-Group Roundup  p. 57 Investigation 4 Day 2 Read-Aloud  p. 57 Investigation 4 Day 2 Small Group  p. 58 Investigation 4 Day 3 Large Group  p. 58 Investigation 4 Day 3 Choice Time  p. 59 Investigation 4 Day 3 Large-Group Roundup  p. 59 Investigation 4 Day 3 Read-Aloud  p. 59 Investigation 4 Day 3 Small Group  p. 60 Investigation 4 Day 4 Choice Time  p. 60 Investigation 4 Day 4 Large Group  p. 61 Investigation 4 Day 4 Large-Group Roundup  p. 61 Investigation 4 Day 4 Mighty Minutes  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 Mighty Minutes  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 Mighty Minutes  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 Mighty Minutes  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>
DESCRIPTOR	1.2.PK.J.3.	<p>Begin to use new vocabulary when asking questions or describing situations or objects.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 23 Exploring the Topic Day 5 Small Group  p. 55 Investigation 4 Day 1 Read-Aloud  p. 62 Investigation 4 Day 5 Large Group</p>

STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.2.PK.K.	Vocabulary Acquisition and Use: With prompting and support, clarify unknown words or phrases read aloud.
DESCRIPTOR	1.2.PK.K.1.	Recognize words or phrases that are unfamiliar to them.  <u>Reduce, Reuse, Recycle Study</u> p. 55 Investigation 4 Day 1 Read-Aloud p. 62 Investigation 4 Day 5 Large Group
DESCRIPTOR	1.2.PK.K.3.	Talk about connections between familiar and unfamiliar words or phrases that mean similar things (e.g. grass, lawn).  <u>Reduce, Reuse, Recycle Study</u> p. 55 Investigation 4 Day 1 Read-Aloud p. 62 Investigation 4 Day 5 Large Group
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.2.PK.L.	Range of Reading: With prompting and support, actively engage in group reading activities with purpose and understanding.
DESCRIPTOR	1.2.PK.L.1.	Ask and answer questions about text being read aloud.  <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
DESCRIPTOR	1.2.PK.L.2.	Share relevant prior knowledge about text being read aloud.  <u>Reduce, Reuse, Recycle Study</u> p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group
DESCRIPTOR	1.2.PK.L.3.	Respond to and build on comments from other children.  <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
DESCRIPTOR	1.2.PK.L.4.	Use ideas gained in group reading activities in other daily routines, learning centers, and activities.  <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
<b>STANDARD AREA / STATEMENT</b>	1.3.PK.	Reading Literature
<b>STANDARD</b>		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
<b>DESCRIPTOR / STANDARD</b>	1.3.PK.A.	Key Ideas and Details Theme: With prompting and support, retell a familiar story in a sequence with picture support.
<b>DESCRIPTOR</b>	1.3.PK.A.1.	Retell a story in sequential order using various materials.  <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
<b>STANDARD AREA / STATEMENT</b>	1.3.PK.	Reading Literature
<b>STANDARD</b>		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
<b>DESCRIPTOR / STANDARD</b>	1.3.PK.B.	Key Ideas and Details Text Analysis: Answer questions about a particular story (who, what, how, when, and where).
<b>DESCRIPTOR</b>	1.3.PK.B.1.	Use specific details from the story to answer questions.  <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>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. 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>
<b>STANDARD AREA / STATEMENT</b>	<b>1.3.PK.</b>	<b>Reading Literature</b>
<b>STANDARD</b>		<p><b>Big Idea:</b> Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. <b>Essential Questions:</b> What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>1.3.PK.C.</b>	<b>Key Ideas and Details Literary Elements: With prompting and support, answer questions to identify characters, settings, and major events in a story.</b>
<b>DESCRIPTOR</b>	<b>1.3.PK.C.2.</b>	<p>Demonstrate understanding that “characters” are people or animals who have a role in the 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>
<b>DESCRIPTOR</b>	<b>1.3.PK.C.3.</b>	<p>Respond to questions and prompts about characters, settings and events during a read aloud.</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>

		<p>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. 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>
<b>STANDARD AREA / STATEMENT</b>	1.3.PK.	Reading Literature
<b>STANDARD</b>		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	1.3.PK.D.	Craft and Structure Point of View: With prompting and support, name the author and illustrator of a story.
<b>DESCRIPTOR</b>	1.3.PK.D.1.	<p>Understand that an author writes the 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. 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>
<b>DESCRIPTOR</b>	1.3.PK.D.2.	<p>Understand that the illustrator draws the pictures.</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>



		<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>
<b>STANDARD AREA / STATEMENT</b>	1.3.PK.	Reading Literature
<b>STANDARD</b>		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	1.3.PK.E.	Craft and Structure Text Structure: With prompting and support, recognize common types of text.
<b>DESCRIPTOR</b>	1.3.PK.E.2.	<p>Understand that a storybook has characters, setting, and actions associated with words and, most often, illustrations.</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. 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. 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. 59 Investigation 4 Day 3 Small Group</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. 71 Investigation 5 Day 3 Read-Aloud</p> <p>p. 85 Celebrating Learning Day 1 Small Group</p> <p>p. 87 Celebrating Learning Day 2 Read-Aloud</p>
<b>DESCRIPTOR</b>	1.3.PK.E.3.	<p>Understand that a poem consists of words arranged in patterns of sound (e.g. rhyming words, alliteration).</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 16 Exploring the Topic Day 2 Large Group</p> <p>p. 21 Exploring the Topic Day 4 Mighty Minutes</p> <p>p. 37 Investigation 2 Day 1 Mighty Minutes</p> <p>p. 37 Investigation 2 Day 1 Small Group</p> <p>p. 46 Investigation 3 Day 1 Large Group</p> <p>p. 48 Investigation 3 Day 2 Large Group</p> <p>p. 49 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 50 Investigation 3 Day 3 Large Group</p> <p>p. 51 Investigation 3 Day 3 Mighty Minutes</p>

		<p>p. 59 Investigation 4 Day 3 Mighty Minutes  p. 67 Investigation 5 Day 1 Small Group  p. 71 Investigation 5 Day 3 Mighty Minutes  p. 71 Investigation 5 Day 3 Small Group  p. 87 Celebrating Learning Day 2 Mighty Minutes</p>
DESCRIPTOR	1.3.PK.E.4.	<p>Tell if a text is storybook or poem.</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. 35 Investigation 2 Outdoor Experience  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. 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>
DESCRIPTOR	1.3.PK.E.5.	<p>Differentiate between real and make-believe.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 48 Investigation 3 Day 2 Large Group</p>
STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature
STANDARD		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
DESCRIPTOR / STANDARD	1.3.PK.F.	Craft and Structure Vocabulary: Answer questions about unfamiliar

		words read aloud from a story.
DESCRIPTOR	1.3.PK.F.1.	Participate in discussions about unfamiliar words.  <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
DESCRIPTOR	1.3.PK.F.2.	Connect prior understandings to unfamiliar words.  <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
STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.3.PK.G.	Integration of Knowledge and Ideas Sources: Describe pictures in books using detail.
DESCRIPTOR	1.3.PK.G.1.	Attach action and descriptive words to illustrations (e.g. “That man in the yellow hat is running fast”).  <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. 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
STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature
STANDARD		Big Idea: Effective readers use appropriate strategies to construct

		meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.3.PK.H.	Integration of Knowledge and Ideas Text Analysis: Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.
DESCRIPTOR	1.3.PK.H.1.	Understand that characters within the same story or characters from different stories can be compared and contrasted.  <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. 41 Investigation 2 Day 3 Read-Aloud p. 42 Investigation 2 Day 4 Large Group 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. 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. 71 Investigation 5 Day 3 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud
DESCRIPTOR	1.3.PK.H.2.	Participate in strategies that provide opportunities to compare and contrast the experiences of characters (e.g. Venn diagrams, T-charts, dramatic play).  <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 16 Exploring the Topic Day 2 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. 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. 39 Investigation 2 Day 2 Small Group p. 41 Investigation 2 Day 3 Mighty Minutes p. 41 Investigation 2 Day 3 Read-Aloud p. 42 Investigation 2 Day 4 Large Group p. 45 Investigation 3 Outdoor Experiences p. 46 Investigation 3 Day 1 Large Group

		<p>p. 48 Investigation 3 Day 2 Large Group  p. 49 Investigation 3 Day 2 Small Group  p. 50 Investigation 3 Day 3 Large Group  p. 54 Investigation 4 Day 1 Large Group  p. 55 Investigation 4 Day 1 Mighty Minutes  p. 56 Investigation 4 Day 2 Large Group  p. 57 Investigation 4 Day 2 Small Group  p. 58 Investigation 4 Day 3 Large Group  p. 60 Investigation 4 Day 4 Large Group  p. 61 Investigation 4 Day 4 Mighty Minutes  p. 61 Investigation 4 Day 4 Read-Aloud  p. 61 Investigation 4 Day 4 Small Group  p. 62 Investigation 4 Day 5 Large Group  p. 66 Investigation 5 Day 1 Large Group  p. 67 Investigation 5 Day 1 Mighty Minutes  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 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. 84 Celebrating Learning Day 1 Large Group  p. 86 Celebrating Learning Day 2 Large Group  p. 87 Celebrating Learning Day 2 Read-Aloud  p. 87 Celebrating Learning Day 2 Small Group</p>
<b>STANDARD AREA / STATEMENT</b>	1.3.PK.	Reading Literature
<b>STANDARD</b>		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	1.3.PK.I.	Vocabulary Acquisition & Use Strategies: With prompting and support, clarify unknown words or phrases read aloud.
<b>DESCRIPTOR</b>	1.3.PK.I.1.	<p>Recognize words or phrases that are unfamiliar to them.</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. 36 Investigation 2 Day 1 Choice Time  p. 41 Investigation 2 Day 3 Small Group  p. 43 Investigation 2 Day 4 Small Group  p. 69 Investigation 5 Day 2 Small Group  p. 71 Investigation 5 Day 3 Small Group  p. 87 Celebrating Learning Day 2 Small Group</p>
<b>DESCRIPTOR</b>	1.3.PK.I.3.	<p>Talk about connections between familiar and unfamiliar words or phrases that mean similar things (e.g. grass, lawn).</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>

		p. 59 Investigation 4 Day 3 Read-Aloud p. 63 Investigation 4 Day 5 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud
STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.3.PK.J.	Vocabulary Acquisition and Use: Use new vocabulary and phrases acquired in conversations and being read to.
DESCRIPTOR	1.3.PK.J.1.	Talk about pictures using new vocabulary words or phrases.  <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. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Small Group p. 23 Exploring the Topic Day 5 Read-Aloud 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. 33 Investigation 1 Day 3 Read-Aloud 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 Read-Aloud 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 Read-Aloud 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 Read-Aloud 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 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 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 Small Group p. 69 Investigation 5 Day 2 Small Group p. 71 Investigation 5 Day 3 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Small Group
DESCRIPTOR	1.3.PK.J.2.	Use new vocabulary in the context of dramatic play, daily routines and classroom conversations.  <u>Reduce, Reuse, Recycle Study</u>

		<p>p. 15 Exploring the Topic Day 1 Read-Aloud</p> <p>p. 16 Exploring the Topic Day 2 Large Group</p> <p>p. 18 Exploring the Topic Day 3 Large Group</p> <p>p. 19 Exploring the Topic Day 3 Read-Aloud</p> <p>p. 21 Exploring the Topic Day 4 Mighty Minutes</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. 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. 33 Investigation 1 Day 3 Read-Aloud</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. 39 Investigation 2 Day 2 Read-Aloud</p> <p>p. 41 Investigation 2 Day 3 Mighty Minutes</p> <p>p. 43 Investigation 2 Day 4 Read-Aloud</p> <p>p. 45 Investigation 3 Outdoor Experiences</p> <p>p. 49 Investigation 3 Day 2 Small Group</p> <p>p. 51 Investigation 3 Day 3 Read-Aloud</p> <p>p. 55 Investigation 4 Day 1 Mighty Minutes</p> <p>p. 57 Investigation 4 Day 2 Read-Aloud</p> <p>p. 59 Investigation 4 Day 3 Read-Aloud</p> <p>p. 61 Investigation 4 Day 4 Mighty Minutes</p> <p>p. 61 Investigation 4 Day 4 Small Group</p> <p>p. 63 Investigation 4 Day 5 Read-Aloud</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 Read-Aloud</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>
DESCRIPTOR	1.3.PK.J.3.	<p>Begin to use new vocabulary when asking questions or describing situations or objects.</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. 23 Exploring the Topic Day 5 Small Group</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>
STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze,

		evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
<b>DESCRIPTOR / STANDARD</b>	<b>1.3.PK.K.</b>	<b>Range of Reading: With prompting and support, actively engage in group reading activities with purpose and understanding.</b>
<b>DESCRIPTOR</b>	<b>1.3.PK.K.1.</b>	<p>Ask and answer questions about story or poem being read aloud.</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. 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>
<b>DESCRIPTOR</b>	<b>1.3.PK.K.3.</b>	<p>Respond to and build on comments from other children.</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>



		<p>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>DESCRIPTOR</p>	<p>1.3.PK.K.4.</p>	<p>Use ideas gained in group reading activities in other daily routines, learning centers, and activities.</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. 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>

		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
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.A.	Informative/ Explanatory: Draw/dictate to compose informative/explanatory texts examining a topic.
DESCRIPTOR	1.4.PK.A.1.	Use illustration/dictation to convey meaning about a particular topic.  <u>Reduce, Reuse, Recycle Study</u> p. 22 Exploring the Topic Day 5 Large Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 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
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.C.	Informative / Explanatory Organization: With prompting and support, generate ideas to convey information.
DESCRIPTOR	1.4.PK.C.2.	Tell teacher what she/he will draw.  <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
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer's choice of

		organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.D.	Informative/ Explanatory Organization: With prompting and support, make logical connections between drawing and dictation.
DESCRIPTOR	1.4.PK.D.1.	Understand that words are connected to print.  <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
DESCRIPTOR	1.4.PK.D.2.	Work with teacher to create words or sentences that relate to drawings.  <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
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.E.	Informative / Explanatory Conventions of: Emerging to...Spell simple words phonetically.
DESCRIPTOR	1.4.PK.E.1.	Write symbols, letters, or letter-like shapes.  <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. 33 Investigation 1 Day 3 Small Group p. 41 Investigation 2 Day 3 Large- Group Roundup p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 48 Investigation 3 Day 2 Choice Time p. 67 Investigation 5 Day 1 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup
DESCRIPTOR	1.4.PK.E.2.	Attempt to reproduce own name and/or simple words, with most letters correct.  <u>Reduce, Reuse, Recycle Study</u> p. 33 Investigation 1 Day 3 Small Group

STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.M.	Narrative: Dictate narratives to describe real or imagined experiences or events.
DESCRIPTOR	1.4.PK.M.1.	Use illustration/dictation to convey meaning about an experience or event.  <u>Reduce, Reuse, Recycle Study</u> p. 22 Exploring the Topic Day 5 Large Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 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
DESCRIPTOR	1.4.PK.M.2.	Create a picture about an experience or event and talk about it with the teacher.  <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
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.N.	Narrative Focus: Establish “who” and “what” the narrative will be about.
DESCRIPTOR	1.4.PK.N.2.	Understand that “who” a story will be about refers to the person, animal, or animated object that the story will be about.  <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>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>
DESCRIPTOR	1.4.PK.N.3.	<p>Understand that “what” a story will be about refers to the sequenced events that happen to the referenced “who”.</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>
DESCRIPTOR	1.4.PK.N.4.	<p>Respond when asked “who” or “what” a story is about, and follow through when drawing about or dictating the story.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 15 Exploring the Topic Day 1 Large-Group Roundup  p. 16 Exploring the Topic Day 2 Large Group  p. 17 Exploring the Topic Day 2 Small Group  p. 17 Exploring the Topic Day 2 Large-Group Roundup  p. 18 Exploring the Topic Day 3 Choice Time  p. 18 Exploring the Topic Day 3 Large Group  p. 19 Exploring the Topic Day 3 Large-Group Roundup  p. 19 Exploring the Topic Day 3 Small Group  p. 20 Exploring the Topic Day 4 Large Group  p. 21 Exploring the Topic Day 4 Large-Group Roundup  p. 22 Exploring the Topic Day 5 Large Group  p. 23 Exploring the Topic Day 5 Large-Group Roundup  p. 23 Exploring the Topic Day 5 Choice Time  p. 23 Exploring the Topic Day 5 Small Group  p. 29 Investigation 1 Day 1 Large-Group Roundup  p. 30 Investigation 1 Day 2 Large Group  p. 32 Investigation 1 Day 3 Large Group  p. 33 Investigation 1 Day 3 Large-Group Roundup  p. 33 Investigation 1 Day 3 Small Group  p. 36 Investigation 2 Day 1 Large Group  p. 39 Investigation 2 Day 2 Small Group  p. 41 Investigation 2 Day 3 Large- Group Roundup  p. 41 Investigation 2 Day 3 Small Group  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>

		<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 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 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>
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.O.	Narrative Content: With prompting and support, describe experiences and events.
DESCRIPTOR	1.4.PK.O.1.	<p>When prompted, provide details (e.g. descriptive words, feelings and thoughts of the character) to further develop a story.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 15 Exploring the Topic Day 1 Large-Group Roundup</p> <p>p. 15 Exploring the Topic Day 1 Read-Aloud</p> <p>p. 16 Exploring the Topic Day 2 Large Group</p> <p>p. 17 Exploring the Topic Day 2 Small Group</p> <p>p. 17 Exploring the Topic Day 2 Large-Group Roundup</p> <p>p. 18 Exploring the Topic Day 3 Choice Time</p> <p>p. 18 Exploring the Topic Day 3 Large Group</p> <p>p. 19 Exploring the Topic Day 3 Large-Group Roundup</p> <p>p. 19 Exploring the Topic Day 3 Read-Aloud</p> <p>p. 19 Exploring the Topic Day 3 Small Group</p> <p>p. 20 Exploring the Topic Day 4 Large Group</p> <p>p. 21 Exploring the Topic Day 4 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 Read-Aloud</p> <p>p. 23 Exploring the Topic Day 5 Small Group</p>

		<p>p. 29 Investigation 1 Day 1 Large-Group Roundup  p. 29 Investigation 1 Day 1 Read-Aloud  p. 30 Investigation 1 Day 2 Large Group  p. 32 Investigation 1 Day 3 Large Group  p. 33 Investigation 1 Day 3 Large-Group Roundup  p. 33 Investigation 1 Day 3 Read-Aloud  p. 33 Investigation 1 Day 3 Small Group  p. 36 Investigation 2 Day 1 Large Group  p. 39 Investigation 2 Day 2 Read-Aloud  p. 39 Investigation 2 Day 2 Small Group  p. 41 Investigation 2 Day 3 Small Group  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. 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. 49 Investigation 3 Day 2 Mighty Minutes  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. 51 Investigation 3 Day 3 Read-Aloud  p. 51 Investigation 3 Day 3 Small Group  p. 54 Investigation 4 Day 1 Large Group  p. 55 Investigation 4 Day 1 Large-Group Roundup  p. 55 Investigation 4 Day 1 Small Group  p. 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. 59 Investigation 4 Day 3 Read-Aloud  p. 59 Investigation 4 Day 3 Small Group  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 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. 66 Investigation 5 Day 1 Large Group  p. 67 Investigation 5 Day 1 Large-Group Roundup  p. 67 Investigation 5 Day 1 Read-Aloud  p. 68 Investigation 5 Day 2 Large Group  p. 69 Investigation 5 Day 2 Large-Group Roundup  p. 69 Investigation 5 Day 2 Mighty Minutes  p. 69 Investigation 5 Day 2 Small Group  p. 71 Investigation 5 Day 3 Large-Group Roundup  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 Choice Time  p. 87 Celebrating Learning Day 2 Small Group  p.15 Exploring the Topic Day 1 Small Group</p>
DESCRIPTOR	1.4.PK.O.2.	<p>Tell teacher what she/he has drawn/written about.</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>

		<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. 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>
<b>STANDARD AREA / STATEMENT</b>	<b>1.4.PK.</b>	<b>Writing</b>
<b>STANDARD</b>		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
<b>DESCRIPTOR / STANDARD</b>	<b>1.4.PK.P.</b>	<b>Narrative Organization: Recount a single event and tell about the events in the order in which they occurred.</b>
<b>DESCRIPTOR</b>	<b>1.4.PK.P.1.</b>	Understand that stories can be told about a single event.
		<b>Reduce, Reuse, Recycle Study</b>



		p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 67 Investigation 5 Day 1 Small Group
DESCRIPTOR	1.4.PK.P.2.	Understand that a single event is made up of a series of smaller events that are in a sequence (before, next, end).  <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
DESCRIPTOR	1.4.PK.P.3.	Respond with a logical sequence of events when asked “what” their story is about.  <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
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.R.	Narrative Conventions of Language: Emerging to...Spell simple words phonetically.
DESCRIPTOR	1.4.PK.R.1.	Write symbols, letters, or letter like shapes.  <u>Reduce, Reuse, Recycle Study</u> p. 33 Investigation 1 Day 3 Small Group
DESCRIPTOR	1.4.PK.R.2.	Attempt to reproduce own name and/or simple words, with most letters correct.  <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. 33 Investigation 1 Day 3 Small Group p. 41 Investigation 2 Day 3 Large- Group Roundup

		<p>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>
<b>STANDARD AREA / STATEMENT</b>	1.4.PK.	<b>Writing</b>
<b>STANDARD</b>		<p><b>Big Idea:</b> Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. <b>Essential Questions:</b> What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?</p>
<b>DESCRIPTOR / STANDARD</b>	1.4.PK.T.	<b>Production and Distribution of Writing Process:</b> With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.
<b>DESCRIPTOR</b>	1.4.PK.T.1.	<p>Understand that drawings and dictations can convey meaning to an audience.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 22 Exploring the Topic Day 5 Large Group  p. 30 Investigation 1 Day 2 Large Group  p. 32 Investigation 1 Day 3 Large Group  p. 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>
<b>DESCRIPTOR</b>	1.4.PK.T.3.	<p>Share work with others.</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>
<b>DESCRIPTOR</b>	1.4.PK.T.4.	<p>Participate in discussions about their work.</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>
<b>STANDARD AREA / STATEMENT</b>	1.4.PK.	<b>Writing</b>
<b>STANDARD</b>		<p><b>Big Idea:</b> Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. <b>Essential Questions:</b> What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?</p>

DESCRIPTOR / STANDARD	1.4.PK.V.	Conducting Research: Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.
DESCRIPTOR	1.4.PK.V.1.	Ask adults for explanations or information using why, how, where and when questions (e.g. “Why do leaves turn colors?”, “Why doesn’t Jamal like pizza?”).  <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
DESCRIPTOR	1.4.PK.V.2.	Use a variety of resources (e.g. adults and peers, books, digital media, maps, recipes, experts) to find new information.  <u>Reduce, Reuse, Recycle Study</u> 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. 38 Investigation 2 Day 2 Large Group
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.X.	Range of Writing: Emerging to...Write routinely over short time frames.
DESCRIPTOR	1.4.PK.X.2.	Ask teacher to “write down the words” of his/her story or to his/her drawing.  <u>Reduce, Reuse, Recycle Study</u> p. 22 Exploring the Topic Day 5 Large Group
STANDARD AREA / STATEMENT	1.5.PK.	Speaking and Listening
STANDARD		Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?
DESCRIPTOR / STANDARD	1.5.PK.A.	Comprehension and Collaboration Collaborative Discussion: Participate in collaborative conversations with peers and adults in small and larger groups.
DESCRIPTOR	1.5.PK.A.1.	Communicate using detail related to topic being discussed.  <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. 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  
p. 49 Investigation 3 Day 2 Small Group  
p. 50 Investigation 3 Day 3 Large Group  
p. 51 Investigation 3 Day 3 Choice Time  
p. 51 Investigation 3 Day 3 Large-Group Roundup  
p. 51 Investigation 3 Day 3 Read-Aloud  
p. 51 Investigation 3 Day 3 Small Group  
p. 53 Investigation 4 Outdoor Experiences  
p. 54 Investigation 4 Day 1 Choice Time  
p. 54 Investigation 4 Day 1 Large Group  
p. 55 Investigation 4 Day 1 Large-Group Roundup

		<p>p. 55 Investigation 4 Day 1 Small Group  p. 56 Investigation 4 Day 2 Choice Time  p. 56 Investigation 4 Day 2 Large Group  p. 57 Investigation 4 Day 2 Large-Group Roundup  p. 57 Investigation 4 Day 2 Read-Aloud  p. 57 Investigation 4 Day 2 Small Group  p. 58 Investigation 4 Day 3 Large Group  p. 58 Investigation 4 Day 3 Choice Time  p. 59 Investigation 4 Day 3 Large-Group Roundup  p. 59 Investigation 4 Day 3 Read-Aloud  p. 59 Investigation 4 Day 3 Small Group  p. 60 Investigation 4 Day 4 Choice Time  p. 60 Investigation 4 Day 4 Large Group  p. 61 Investigation 4 Day 4 Large-Group Roundup  p. 61 Investigation 4 Day 4 Small Group  p. 62 Investigation 4 Day 5 Choice Time  p. 62 Investigation 4 Day 5 Large Group  p. 63 Investigation 4 Day 5 Large-Group Roundup  p. 63 Investigation 4 Day 5 Read-Aloud  p. 63 Investigation 4 Day 5 Small Group  p. 65 Investigation 5 Outdoor Experience  p. 66 Investigation 5 Day 1 Large Group  p. 67 Investigation 5 Day 1 Choice Time  p. 67 Investigation 5 Day 1 Large-Group Roundup  p. 67 Investigation 5 Day 1 Small Group  p. 68 Investigation 5 Day 2 Large Group  p. 69 Investigation 5 Day 2 Choice Time  p. 69 Investigation 5 Day 2 Large-Group Roundup  p. 69 Investigation 5 Day 2 Small Group  p. 70 Investigation 5 Day 3 Large Group  p. 71 Investigation 5 Day 3 Choice Time  p. 71 Investigation 5 Day 3 Large-Group Roundup  p. 71 Investigation 5 Day 3 Read-Aloud  p. 71 Investigation 5 Day 3 Small Group  p. 83 Celebrating Learning Outdoor Experiences  p. 84 Celebrating Learning Day 1 Choice Time  p. 84 Celebrating Learning Day 1 Large Group  p. 85 Celebrating Learning Day 1 Large-Group Roundup  p. 85 Celebrating Learning Day 1 Small Group  p. 86 Celebrating Learning Day 2 Large Group  p. 87 Celebrating Learning Day 2 Read-Aloud  p. 87 Celebrating Learning Day 2 Choice Time  p. 87 Celebrating Learning Day 2 Large Group Roundup  p. 87 Celebrating Learning Day 2 Small Group  p.15 Exploring the Topic Day 1 Small Group</p>
DESCRIPTOR	1.5.PK.A.2.	<p>Pose questions related to topic being discussed.</p> <p><b><u>Reduce, Reuse, Recycle Study</u></b>  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>

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  
p. 49 Investigation 3 Day 2 Small Group  
p. 50 Investigation 3 Day 3 Large Group  
p. 51 Investigation 3 Day 3 Choice Time  
p. 51 Investigation 3 Day 3 Large-Group Roundup  
p. 51 Investigation 3 Day 3 Read-Aloud  
p. 51 Investigation 3 Day 3 Small Group  
p. 53 Investigation 4 Outdoor Experiences  
p. 54 Investigation 4 Day 1 Choice Time  
p. 54 Investigation 4 Day 1 Large Group  
p. 55 Investigation 4 Day 1 Large-Group Roundup  
p. 55 Investigation 4 Day 1 Small Group  
p. 56 Investigation 4 Day 2 Choice Time  
p. 56 Investigation 4 Day 2 Large Group  
p. 57 Investigation 4 Day 2 Large-Group Roundup  
p. 57 Investigation 4 Day 2 Read-Aloud  
p. 57 Investigation 4 Day 2 Small Group  
p. 58 Investigation 4 Day 3 Large Group

		<p>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>
DESCRIPTOR	1.5.PK.A.3.	<p>Allow wait time before responding.</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. 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>

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  
 p. 49 Investigation 3 Day 2 Small Group  
 p. 50 Investigation 3 Day 3 Large Group  
 p. 51 Investigation 3 Day 3 Choice Time  
 p. 51 Investigation 3 Day 3 Large-Group Roundup  
 p. 51 Investigation 3 Day 3 Read-Aloud  
 p. 51 Investigation 3 Day 3 Small Group  
 p. 53 Investigation 4 Outdoor Experiences  
 p. 54 Investigation 4 Day 1 Choice Time  
 p. 54 Investigation 4 Day 1 Large Group  
 p. 55 Investigation 4 Day 1 Large-Group Roundup  
 p. 55 Investigation 4 Day 1 Small Group  
 p. 56 Investigation 4 Day 2 Choice Time  
 p. 56 Investigation 4 Day 2 Large Group  
 p. 57 Investigation 4 Day 2 Large-Group Roundup  
 p. 57 Investigation 4 Day 2 Read-Aloud  
 p. 57 Investigation 4 Day 2 Small Group  
 p. 58 Investigation 4 Day 3 Large Group  
 p. 58 Investigation 4 Day 3 Choice Time  
 p. 59 Investigation 4 Day 3 Large-Group Roundup  
 p. 59 Investigation 4 Day 3 Read-Aloud  
 p. 59 Investigation 4 Day 3 Small Group  
 p. 60 Investigation 4 Day 4 Choice Time  
 p. 60 Investigation 4 Day 4 Large Group  
 p. 61 Investigation 4 Day 4 Large-Group Roundup



		<p>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>
DESCRIPTOR	1.5.PK.A.4.	<p>Engage in turn taking.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 51 Investigation 3 Day 3 Small Group</p> <p>p. 71 Investigation 5 Day 3 Small Group</p>
STANDARD AREA / STATEMENT	1.5.PK.	Speaking and Listening
STANDARD		Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?
DESCRIPTOR / STANDARD	1.5.PK.B.	Comprehension and Collaboration Critical Listening: Answer questions about key details in a text read aloud or information presented orally or through other media.
DESCRIPTOR	1.5.PK.B.1.	<p>Respond to a question with an answer or details related to the topic being discussed.</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. 15 Exploring the Topic Day 1 Read-Aloud</p> <p>p. 16 Exploring the Topic Day 2 Choice Time</p> <p>p. 16 Exploring the Topic Day 2 Large Group</p> <p>p. 17 Exploring the Topic Day 2 Small Group</p> <p>p. 17 Exploring the Topic Day 2 Large-Group Roundup</p> <p>p. 18 Exploring the Topic Day 3 Choice Time</p> <p>p. 18 Exploring the Topic Day 3 Large Group</p>

p. 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 Read-Aloud  
 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 Mighty Minutes  
 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 Mighty Minutes  
 p. 49 Investigation 3 Day 2 Large-Group Roundup  
 p. 49 Investigation 3 Day 2 Small Group  
 p. 50 Investigation 3 Day 3 Large Group  
 p. 51 Investigation 3 Day 3 Choice Time  
 p. 51 Investigation 3 Day 3 Large-Group Roundup  
 p. 51 Investigation 3 Day 3 Read-Aloud  
 p. 51 Investigation 3 Day 3 Small Group  
 p. 53 Investigation 4 Outdoor Experiences  
 p. 54 Investigation 4 Day 1 Choice Time

		<p>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 Mighty Minutes</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p> <p>p.15 Exploring the Topic Day 1 Small Group</p>
<b>STANDARD AREA / STATEMENT</b>	1.5.PK.	<b>Speaking and Listening</b>
<b>STANDARD</b>		<b>Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?</b>
<b>DESCRIPTOR / STANDARD</b>	1.5.PK.C.	<b>Comprehension and Collaboration Evaluating: Respond to what a speaker says in order to follow directions, seek help, or gather information.</b>
<b>DESCRIPTOR</b>	1.5.PK.C.1.	<p>Follow two-step directions.</p> <p><b><u>Reduce, Reuse, Recycle Study</u></b></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. 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>
DESCRIPTOR	1.5.PK.C.2.	<p>Act upon or respond to simple statements and questions showing understanding of intent.</p> <p><b>Reduce, Reuse, Recycle Study</b>  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>
STANDARD AREA / STATEMENT	1.5.PK.	Speaking and Listening
STANDARD		<p>Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?</p>
DESCRIPTOR / STANDARD	1.5.PK.D.	<p>Presentation of Knowledge and Ideas Purpose, Audience, and: Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.</p>
DESCRIPTOR	1.5.PK.D.1.	<p>Talk about stories, experiences, and interests using some detail.</p> <p><b>Reduce, Reuse, Recycle Study</b>  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>

		<p>p. 58 Investigation 4 Day 3 Large Group  p. 59 Investigation 4 Day 3 Read-Aloud  p. 59 Investigation 4 Day 3 Small Group  p. 61 Investigation 4 Day 4 Read-Aloud  p. 62 Investigation 4 Day 5 Large Group  p. 63 Investigation 4 Day 5 Read-Aloud  p. 63 Investigation 4 Day 5 Small Group  p. 66 Investigation 5 Day 1 Large Group  p. 67 Investigation 5 Day 1 Read-Aloud  p. 69 Investigation 5 Day 2 Read-Aloud  p. 70 Investigation 5 Day 3 Large Group  p. 71 Investigation 5 Day 3 Read-Aloud  p. 85 Celebrating Learning Day 1 Read-Aloud  p. 85 Celebrating Learning Day 1 Small Group  p. 87 Celebrating Learning Day 2 Read-Aloud  p. 87 Celebrating Learning Day 2 Mighty Minutes  p. 87 Celebrating Learning Day 2 Small Group</p>
<b>STANDARD AREA / STATEMENT</b>	<b>1.5.PK.</b>	<b>Speaking and Listening</b>
<b>STANDARD</b>		<p><b>Big Idea:</b> Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. <b>Essential Questions:</b> What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>1.5.PK.E.</b>	<b>Presentation of Knowledge and Ideas Context: Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.</b>
<b>DESCRIPTOR</b>	<b>1.5.PK.E.1.</b>	<p><b>Talk about personal thoughts, feelings, and ideas.</b></p> <p><b><u>Reduce, Reuse, Recycle Study</u></b>  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. 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>

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  
 p. 49 Investigation 3 Day 2 Small Group  
 p. 50 Investigation 3 Day 3 Large Group  
 p. 51 Investigation 3 Day 3 Choice Time  
 p. 51 Investigation 3 Day 3 Large-Group Roundup  
 p. 51 Investigation 3 Day 3 Read-Aloud  
 p. 51 Investigation 3 Day 3 Small Group  
 p. 53 Investigation 4 Outdoor Experiences  
 p. 54 Investigation 4 Day 1 Choice Time  
 p. 54 Investigation 4 Day 1 Large Group  
 p. 55 Investigation 4 Day 1 Large-Group Roundup  
 p. 55 Investigation 4 Day 1 Small Group  
 p. 56 Investigation 4 Day 2 Choice Time  
 p. 56 Investigation 4 Day 2 Large Group  
 p. 57 Investigation 4 Day 2 Large-Group Roundup  
 p. 57 Investigation 4 Day 2 Read-Aloud  
 p. 57 Investigation 4 Day 2 Small Group  
 p. 58 Investigation 4 Day 3 Large Group  
 p. 58 Investigation 4 Day 3 Choice Time  
 p. 59 Investigation 4 Day 3 Large-Group Roundup  
 p. 59 Investigation 4 Day 3 Read-Aloud  
 p. 59 Investigation 4 Day 3 Small Group  
 p. 60 Investigation 4 Day 4 Choice Time  
 p. 60 Investigation 4 Day 4 Large Group  
 p. 61 Investigation 4 Day 4 Large-Group Roundup  
 p. 61 Investigation 4 Day 4 Small Group  
 p. 62 Investigation 4 Day 5 Choice Time  
 p. 62 Investigation 4 Day 5 Large Group  
 p. 63 Investigation 4 Day 5 Large-Group Roundup  
 p. 63 Investigation 4 Day 5 Read-Aloud  
 p. 63 Investigation 4 Day 5 Small Group  
 p. 65 Investigation 5 Outdoor Experience  
 p. 66 Investigation 5 Day 1 Large Group  
 p. 67 Investigation 5 Day 1 Choice Time

		<p>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>
STANDARD AREA / STATEMENT	1.5.PK.	Speaking and Listening
STANDARD		Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?
DESCRIPTOR / STANDARD	1.5.PK.G.	Conventions of Standard English: Demonstrate command of the conventions of standard English when speaking based on pre-kindergarten level and content.
DESCRIPTOR	1.5.PK.G.1.	<p>Speak in complete sentences that contain more than three words.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 19 Exploring the Topic Day 3 Small Group</p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 45 Investigation 3 Outdoor Experiences</p> <p>p. 49 Investigation 3 Day 2 Small Group</p>
SUBJECT / STANDARD AREA	PA.M.	Mathematical Thinking and Expression (Pre-kindergarten)
STANDARD AREA / STATEMENT	2.1.PK.	Numbers and Operations
STANDARD		Big Idea: Mathematical relationships among numbers can be represented, compared, and communicated. Essential Question: How is mathematics used to quantify, compare, represent, and model numbers?
DESCRIPTOR / STANDARD	2.1.PK.A.1.	Counting and Cardinality: Know number names and the count sequence.
DESCRIPTOR	2.1.PK.A.1.1.	<p>Name numerals up to 10.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 21 Exploring the Topic Day 4 Small Group</p>
DESCRIPTOR	2.1.PK.A.1.2.	<p>Rote count up to 20.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group</p> <p>p. 21 Exploring the Topic Day 4 Small Group</p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 29 Investigation 1 Day 1 Small Group</p>

		<p>p. 42 investigation 2 Day 4 Choice Time  p. 49 Investigation 3 Day 2 Small Group  p. 67 Investigation 5 Day 1 Small Group  p. 87 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	2.1.PK.A.1.3.	<p>Match a numeral to a set of 0-10 objects.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 21 Exploring the Topic Day 4 Small Group  p. 23 Exploring the Topic Day 5 Small Group  p. 47 Investigation 3 Day 1 Small Group  p. 67 Investigation 5 Day 1 Small Group  p. 69 Investigation 5 Day 2 Choice Time  p. 71 Investigation 5 Day 3 Choice Time</p>
DESCRIPTOR	2.1.PK.A.1.4.	<p>Represent a number of objects with a written numeral 0-10.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 19 Exploring the Topic Day 3 Mighty Minutes  p. 57 Investigation 4 Day 2 Mighty Minutes  p. 63 Investigation 4 Day 5 Mighty Minutes</p>
DESCRIPTOR	2.1.PK.A.1.6.	<p>Counts on when a specific number is provided.</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. 19 Exploring the Topic Day 3 Mighty Minutes  p. 21 Exploring the Topic Day 4 Small Group  p. 23 Exploring the Topic Day 5 Small Group  p. 29 Investigation 1 Day 1 Small Group  p. 32 Investigation 1 Day 3 Choice Time  p. 42 investigation 2 Day 4 Choice Time  p. 47 Investigation 3 Day 1 Small Group  p. 49 Investigation 3 Day 2 Small Group  p. 57 Investigation 4 Day 2 Mighty Minutes  p. 57 Investigation 4 Day 2 Small Group  p. 63 Investigation 4 Day 5 Mighty Minutes  p. 67 Investigation 5 Day 1 Small Group  p. 68 Investigation 5 Day 2 Large Group  p. 87 Celebrating Learning Day 2 Small Group</p>
STANDARD AREA / STATEMENT	2.1.PK.	Numbers and Operations
STANDARD		Big Idea: Mathematical relationships among numbers can be represented, compared, and communicated. Essential Question: How is mathematics used to quantify, compare, represent, and model numbers?
DESCRIPTOR / STANDARD	2.1.PK.A.2.	Counting and Cardinality: Count to tell the number of objects.
DESCRIPTOR	2.1.PK.A.2.2.	<p>Use one-to-one correspondence when counting to 10.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 21 Exploring the Topic Day 4 Small Group</p>
DESCRIPTOR	2.1.PK.A.2.3.	<p>State the total number of objects counted, demonstrating understanding that the last number named tells the number of objects counted.</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. 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>



		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
<b>STANDARD AREA / STATEMENT</b>	2.1.PK.	Numbers and Operations
<b>STANDARD</b>		Big Idea: Mathematical relationships among numbers can be represented, compared, and communicated. Essential Question: How is mathematics used to quantify, compare, represent, and model numbers?
<b>DESCRIPTOR / STANDARD</b>	2.1.PK.A.3.	Counting and Cardinality: Compare numbers.
<b>DESCRIPTOR</b>	2.1.PK.A.3.2.	Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.  <u>Reduce, Reuse, Recycle Study</u> p. 23 Exploring the Topic Day 5 Small Group p. 47 Investigation 3 Day 1 Small Group
<b>DESCRIPTOR</b>	2.1.PK.A.3.3.	Compare two numbers between 1 and 5 when presented as written numerals.  <u>Reduce, Reuse, Recycle Study</u> p. 23 Exploring the Topic Day 5 Small Group p. 47 Investigation 3 Day 1 Small Group p. 67 Investigation 5 Day 1 Small Group
<b>STANDARD AREA / STATEMENT</b>	2.1.PK.	Numbers and Operations
<b>STANDARD</b>		Big Idea: Mathematical relationships among numbers can be represented, compared, and communicated. Essential Question: How is mathematics used to quantify, compare, represent, and model numbers?
<b>DESCRIPTOR / STANDARD</b>	2.1.PK.MP.	Counting and Cardinality: Use mathematical processes when quantifying, comparing, representing, and modeling numbers.
<b>DESCRIPTOR</b>	2.1.PK.MP.1.	Engage in numerical play.  <u>Reduce, Reuse, Recycle Study</u> p. 23 Exploring the Topic Day 5 Small Group p. 47 Investigation 3 Day 1 Small Group p. 67 Investigation 5 Day 1 Small Group
<b>DESCRIPTOR</b>	2.1.PK.MP.2.	Persist in numerical play (Reference AL.2.PK.C).  <u>Reduce, Reuse, Recycle Study</u> p. 23 Exploring the Topic Day 5 Small Group p. 47 Investigation 3 Day 1 Small Group p. 67 Investigation 5 Day 1 Small Group
<b>STANDARD AREA / STATEMENT</b>	2.2.PK.	Algebraic Concepts
<b>STANDARD</b>		Big Idea: Mathematical relationships can be represented as expressions, equations, and inequalities in mathematical situations. Essential Question: How are relationships represented mathematically?
<b>DESCRIPTOR / STANDARD</b>	2.2.PK.A.1.	Operations and Algebraic Thinking: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
<b>DESCRIPTOR</b>	2.2.PK.A.1.1.	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal

		<p>explanations, expressions, or equations.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 16 Exploring the Topic Day 2 Large Group  p. 29 Investigation 1 Day 1 Small Group  p. 49 Investigation 3 Day 2 Small Group</p>
DESCRIPTOR	2.2.PK.A.1.2.	<p>Explain adding and subtracting sets of objects up to and including six, using basic math vocabulary (e.g. putting together, adding to, taking away, taking apart, taking from).</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 16 Exploring the Topic Day 2 Large Group  p. 29 Investigation 1 Day 1 Small Group  p. 49 Investigation 3 Day 2 Small Group</p>
DESCRIPTOR	2.2.PK.A.1.3.	<p>Join sets of objects.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 29 Investigation 1 Day 1 Small Group  p. 49 Investigation 3 Day 2 Small Group</p>
DESCRIPTOR	2.2.PK.A.1.4.	<p>Separate sets of objects.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 23 Exploring the Topic Day 5 Small Group  p. 47 Investigation 3 Day 1 Small Group  p. 67 Investigation 5 Day 1 Small Group</p>
DESCRIPTOR	2.2.PK.A.1.5.	<p>Add objects to a set and tell a number story about it.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 29 Investigation 1 Day 1 Small Group  p. 49 Investigation 3 Day 2 Small Group</p>
STANDARD AREA / STATEMENT	2.2.PK.	Algebraic Concepts
STANDARD		<p>Big Idea: Mathematical relationships can be represented as expressions, equations, and inequalities in mathematical situations.  Essential Question: How are relationships represented mathematically?</p>
DESCRIPTOR / STANDARD	2.2.PK.MP.	Operations and Algebraic Thinking: Use mathematical processes when representing relationships.
DESCRIPTOR	2.2.PK.MP.1.	<p>Engage in mathematical play.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 16 Exploring the Topic Day 2 Large Group  p. 29 Investigation 1 Day 1 Small Group  p. 49 Investigation 3 Day 2 Small Group</p>
DESCRIPTOR	2.2.PK.MP.2.	<p>Persist in mathematical play (Reference AL.2.PK.C).</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 16 Exploring the Topic Day 2 Large Group  p. 29 Investigation 1 Day 1 Small Group  p. 49 Investigation 3 Day 2 Small Group</p>
DESCRIPTOR	2.2.PK.MP.3.	<p>Problem solve during mathematical play (Reference AL.4.PK.C).</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 16 Exploring the Topic Day 2 Large Group  p. 29 Investigation 1 Day 1 Small Group  p. 49 Investigation 3 Day 2 Small Group</p>
DESCRIPTOR	2.2.PK.MP.4.	<p>When prompted, communicate thinking while engaged in mathematical play.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 16 Exploring the Topic Day 2 Large Group</p>

		p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group
DESCRIPTOR	2.2.PK.MP.5.	Talk and listen to peers during mathematical play.  <u>Reduce, Reuse, Recycle Study</u> p. 16 Exploring the Topic Day 2 Large Group p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group
STANDARD AREA / STATEMENT	2.3.PK.	Geometry
STANDARD		Big Idea: Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization. Essential Questions: How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems? How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?
DESCRIPTOR / STANDARD	2.3.PK.A.1.	Geometry: Identify and describe shapes.
DESCRIPTOR	2.3.PK.A.1.1.	Describe objects in the environment using names of shapes.  <u>Reduce, Reuse, Recycle Study</u> p. 51 Investigation 3 Day 3 Choice Time p. 69 Investigation 5 Day 2 Small Group
DESCRIPTOR	2.3.PK.A.1.2.	Recognize and describe the attributes of geometric figures.  <u>Reduce, Reuse, Recycle Study</u> p. 51 Investigation 3 Day 3 Choice Time p. 69 Investigation 5 Day 2 Small Group
DESCRIPTOR	2.3.PK.A.1.3.	Describe the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to.  <u>Reduce, Reuse, Recycle Study</u> p. 41 Investigation 2 Day 3 Mighty Minutes p. 49 Investigation 3 Day 2 Small Group
DESCRIPTOR	2.3.PK.A.1.4.	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (solid).  <u>Reduce, Reuse, Recycle Study</u> p. 51 Investigation 3 Day 3 Choice Time p. 69 Investigation 5 Day 2 Small Group
STANDARD AREA / STATEMENT	2.3.PK.	Geometry
STANDARD		Big Idea: Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization. Essential Questions: How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems? How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?
DESCRIPTOR / STANDARD	2.3.PK.A.2.	Geometry: Analyze, compare, create, and compose shapes.
DESCRIPTOR	2.3.PK.A.2.1.	Analyze and compare two-and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes.  <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. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Small Group p. 47 Investigation 3 Day 1 Small Group p. 51 Investigation 3 Day 3 Choice Time

		p. 55 Investigation 4 Day 1 Mighty Minutes p. 67 Investigation 5 Day 1 Small Group p. 69 Investigation 5 Day 2 Small Group
DESCRIPTOR	2.3.PK.A.2.2.	Model shapes in the world by building shapes from components and drawing shapes.  <u>Reduce, Reuse, Recycle Study</u> p. 51 Investigation 3 Day 3 Choice Time
DESCRIPTOR	2.3.PK.A.2.3.	Use geoboards to create shapes with rubber bands.  <u>Reduce, Reuse, Recycle Study</u> p. 51 Investigation 3 Day 3 Choice Time p. 69 Investigation 5 Day 2 Small Group
DESCRIPTOR	2.3.PK.A.2.4.	Use simple shapes to compose larger shapes.  <u>Reduce, Reuse, Recycle Study</u> p. 51 Investigation 3 Day 3 Choice Time p. 69 Investigation 5 Day 2 Small Group
STANDARD AREA / STATEMENT	2.4.PK.	Measurement, Data and Probability
STANDARD		Big Idea: Measurement attributes can be quantified and estimated using customary and non-customary units of measure. Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions. Essential Questions: Why does “what” we measure influence “how” we measure? How can data be organized and represented to provide insight into the relationship between quantities?
DESCRIPTOR / STANDARD	2.4.PK.A.1.	Measurement and Data: Describe and compare measurable attributes of length and weights of everyday objects.
DESCRIPTOR	2.4.PK.A.1.2.	Measure objects using non-standard items (e.g. hands, shoes, yarn, blocks).  <u>Reduce, Reuse, Recycle Study</u> p. 39 Investigation 2 Day 2 Small Group p. 57 Investigation 4 Day 2 Small Group
DESCRIPTOR	2.4.PK.A.1.4.	Practice using measurement vocabulary.  <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
DESCRIPTOR	2.4.PK.A.1.5.	Sort and order by one attribute.  <u>Reduce, Reuse, Recycle Study</u> p. 18 Exploring the Topic Day 3 Choice Time p. 21 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 47 Investigation 3 Day 1 Small Group
DESCRIPTOR	2.4.PK.A.1.7.	Compare two objects with a measureable attribute in common to see which object has “more of”/ “less of” the attribute and describe the difference.  <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

STANDARD AREA / STATEMENT	2.4.PK.	Measurement, Data and Probability
STANDARD		Big Idea: Measurement attributes can be quantified and estimated using customary and non-customary units of measure. Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions. Essential Questions: Why does “what” we measure influence “how” we measure? How can data be organized and represented to provide insight into the relationship between quantities?
DESCRIPTOR / STANDARD	2.4.PK.A.2.	Measurement and Data: Classify objects and count the number of objects in each category.
DESCRIPTOR	2.4.PK.A.2.1.	Classify up to 10 objects using one attribute into categories.  <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
DESCRIPTOR	2.4.PK.A.2.2.	Display the number of objects in each category.  <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
STANDARD AREA / STATEMENT	2.4.PK.	Measurement, Data and Probability
STANDARD		Big Idea: Measurement attributes can be quantified and estimated using customary and non-customary units of measure. Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions. Essential Questions: Why does “what” we measure influence “how” we measure? How can data be organized and represented to provide insight into the relationship between quantities?
DESCRIPTOR / STANDARD	2.4.PK.MP.	Measurement and Data: Use mathematical processes when measuring; representing, organizing, and understanding data.
DESCRIPTOR	2.4.PK.MP.1.	Engage in activities that include measuring, representing, organizing, and understanding data.  <u>Reduce, Reuse, Recycle Study</u> p. 23 Exploring the Topic Day 5 Small Group p. 39 Investigation 2 Day 2 Small Group p. 47 Investigation 3 Day 1 Small Group p. 57 Investigation 4 Day 2 Small Group p. 67 Investigation 5 Day 1 Small Group
DESCRIPTOR	2.4.PK.MP.2.	Persist in activities that include measuring, representing, organizing, and understanding data (Reference AL.2.PK.C).

		<p><b>Reduce, Reuse, Recycle Study</b>  p. 23 Exploring the Topic Day 5 Small Group  p. 39 Investigation 2 Day 2 Small Group  p. 47 Investigation 3 Day 1 Small Group  p. 57 Investigation 4 Day 2 Small Group  p. 67 Investigation 5 Day 1 Small Group</p>
DESCRIPTOR	2.4.PK.MP.3.	<p>Problem solve in activities that include measuring, representing, organizing, and understanding data (Reference AL.4.PK.C).</p> <p><b>Reduce, Reuse, Recycle Study</b>  p. 23 Exploring the Topic Day 5 Small Group  p. 47 Investigation 3 Day 1 Small Group  p. 67 Investigation 5 Day 1 Small Group</p>
DESCRIPTOR	2.4.PK.MP.4.	<p>When prompted, communicate thinking while engaged in activities that include measuring, representing, organizing, and understanding data.</p> <p><b>Reduce, Reuse, Recycle Study</b>  p. 23 Exploring the Topic Day 5 Small Group  p. 39 Investigation 2 Day 2 Small Group  p. 47 Investigation 3 Day 1 Small Group  p. 57 Investigation 4 Day 2 Small Group  p. 67 Investigation 5 Day 1 Small Group</p>
DESCRIPTOR	2.4.PK.MP.5.	<p>Talk and listen to peers during activities that include measuring, representing, organizing, and understanding data.</p> <p><b>Reduce, Reuse, Recycle Study</b>  p. 23 Exploring the Topic Day 5 Small Group  p. 39 Investigation 2 Day 2 Small Group  p. 47 Investigation 3 Day 1 Small Group  p. 57 Investigation 4 Day 2 Small Group  p. 67 Investigation 5 Day 1 Small Group</p>
SUBJECT / STANDARD AREA	P.A.S.	Scientific Thinking and Technology (Pre-kindergarten)
STANDARD AREA / STATEMENT	3.1.PK.A.	Biological Sciences: Living and Non-Living Organisms
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.PK.A.3.	Life Cycles: Recognize that plants and animals grow and change.
DESCRIPTOR	3.1.PK.A.3.1.	<p>Observe and document the growth of a living thing through drawings, writing, and/or photos.</p> <p><b>Reduce, Reuse, Recycle Study</b>  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. 33 Investigation 1 Day 3 Large-Group Roundup  p. 36 Investigation 2 Day 1 Choice Time  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 Small Group  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>

		<p>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. 48 Investigation 3 Day 2 Choice Time  p. 49 Investigation 3 Day 2 Small Group  p. 51 Investigation 3 Day 3 Small Group  p. 53 Investigation 4 Outdoor Experiences  p. 54 Investigation 4 Day 1 Large Group  p. 55 Investigation 4 Day 1 Read-Aloud  p. 55 Investigation 4 Day 1 Small Group  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. 60 Investigation 4 Day 4 Choice Time  p. 61 Investigation 4 Day 4 Large-Group Roundup  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>
<b>STANDARD AREA / STATEMENT</b>	3.1.PK.A.	Biological Sciences: Living and Non-Living Organisms
<b>STANDARD</b>		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
<b>DESCRIPTOR / STANDARD</b>	3.1.PK.A.5.	Form and Function: Name basic parts of living things.
<b>DESCRIPTOR</b>	3.1.PK.A.5.2.	<p>Draw a picture of a person, an animal or plant including most of the major observable features.</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>
<b>STANDARD AREA / STATEMENT</b>	3.1.PK.A.	Biological Sciences: Living and Non-Living Organisms
<b>STANDARD</b>		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
<b>DESCRIPTOR / STANDARD</b>	3.1.PK.A.9.	Science as Inquiry: Participate in simple investigations about living and/or non-living things to answer a question or to test a prediction.
<b>DESCRIPTOR</b>	3.1.PK.A.9.1.	<p>Ask questions about objects, organisms, and events.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 22 Exploring the Topic Day 5 Large Group  p. 40 Investigation 2 Day 3 Large Group</p>
<b>DESCRIPTOR</b>	3.1.PK.A.9.3.	Collect objects during a nature walk.

		<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>
DESCRIPTOR	3.1.PK.A.9.6.	<p>Make a prediction about the result of the experiment.</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>
STANDARD AREA / STATEMENT	3.1.PK.B.	Biological Sciences: Genetics
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.PK.B.6.	Science as Inquiry: Participate in simple investigations of physical characteristics of living things from same species to answer a question or to test a prediction.
DESCRIPTOR	3.1.PK.B.6.1.	<p>Ask questions about objects, organisms, and events.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 22 Exploring the Topic Day 5 Large Group  p. 40 Investigation 2 Day 3 Large Group</p>
DESCRIPTOR	3.1.PK.B.6.6.	<p>Make a prediction about the results of the experiment.</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>



		<p>p. 21 Exploring the Topic Day 4 Small Group</p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 29 Investigation 1 Day 1 Choice Time</p> <p>p. 38 Investigation 2 Day 2 Choice Time</p> <p>p. 42 Investigation 2 Day 4 Large Group</p> <p>p. 42 investigation 2 Day 4 Choice Time</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 Choice Time</p> <p>p. 53 Investigation 4 Outdoor Experiences</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 Small Group</p> <p>p. 83 Celebrating Learning Outdoor Experiences</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p> <p>p.15 Exploring the Topic Day 1 Small Group</p>
DESCRIPTOR	3.1.PK.B.6.7.	<p>Ask questions about objects, organisms, and events.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 22 Exploring the Topic Day 5 Large Group</p> <p>p. 40 Investigation 2 Day 3 Large Group</p>
STANDARD AREA / STATEMENT	3.1.PK.C.	Biological Sciences: Evolution
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.PK.C.4.	Science as Inquiry: Participate in simple investigations of changes in animals to answer a question or to test a prediction.
DESCRIPTOR	3.1.PK.C.4.1.	<p>Ask questions about objects, organisms, and events.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 22 Exploring the Topic Day 5 Large Group</p> <p>p. 40 Investigation 2 Day 3 Large Group</p>
DESCRIPTOR	3.1.PK.C.4.6.	<p>Make a prediction about the results of the experiment.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 16 Exploring the Topic Day 2 Large Group</p> <p>p. 18 Exploring the Topic Day 3 Choice Time</p> <p>p. 21 Exploring the Topic Day 4 Small Group</p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 29 Investigation 1 Day 1 Choice Time</p> <p>p. 38 Investigation 2 Day 2 Choice Time</p> <p>p. 42 Investigation 2 Day 4 Large Group</p> <p>p. 42 investigation 2 Day 4 Choice Time</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 Choice Time</p> <p>p. 53 Investigation 4 Outdoor Experiences</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 Small Group</p> <p>p. 83 Celebrating Learning Outdoor Experiences</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p> <p>p.15 Exploring the Topic Day 1 Small Group</p>
STANDARD AREA / STATEMENT	3.2.PK.A.	Physical Sciences: Chemistry
STANDARD		Big Idea: Physical properties help us to understand the world. Essential Questions: What are physical properties of objects? How

		are physical properties of objects discovered? What effect does energy have on the physical properties of objects?
DESCRIPTOR / STANDARD	3.2.PK.A.6.	Science as Inquiry: Participate in simple investigations of matter to answer a question or to test a prediction.
DESCRIPTOR	3.2.PK.A.6.1.	Ask questions about objects.  <u>Reduce, Reuse, Recycle Study</u> p. 22 Exploring the Topic Day 5 Large Group p. 40 Investigation 2 Day 3 Large Group
DESCRIPTOR	3.2.PK.A.6.5.	Make a prediction about the results of the experiment.  <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
STANDARD AREA / STATEMENT	3.2.PK.B.	Physical Sciences: Physics
STANDARD		Big Idea: Physical properties help us to understand the world. Essential Questions: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?
DESCRIPTOR / STANDARD	3.2.PK.B.5.	Nature of Waves (Sound and Light Energy: Create and describe variations of sound.
DESCRIPTOR	3.2.PK.B.5.4.	Make sounds with instruments.  <u>Reduce, Reuse, Recycle Study</u> p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group
STANDARD AREA / STATEMENT	3.2.PK.B.	Physical Sciences: Physics
STANDARD		Big Idea: Physical properties help us to understand the world. Essential Questions: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?
DESCRIPTOR / STANDARD	3.2.PK.B.7.	Science as Inquiry: Participate in simple investigations of energy and motion to answer a question or to test a prediction.
DESCRIPTOR	3.2.PK.B.7.1.	Ask questions about objects.  <u>Reduce, Reuse, Recycle Study</u> p. 22 Exploring the Topic Day 5 Large Group p. 40 Investigation 2 Day 3 Large Group
DESCRIPTOR	3.2.PK.B.7.3.	Experiment with objects or ideas to obtain a result.  <u>Reduce, Reuse, Recycle Study</u> p. 21 Exploring the Topic Day 4 Small Group

		<p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 45 Investigation 3 Outdoor Experiences</p> <p>p. 47 Investigation 3 Day 1 Small Group</p> <p>p. 53 Investigation 4 Outdoor Experiences</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 Small Group</p> <p>p. 58 Investigation 4 Day 3 Large Group</p> <p>p. 83 Celebrating Learning Outdoor Experiences</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p> <p>p.15 Exploring the Topic Day 1 Small Group</p>
DESCRIPTOR	3.2.PK.B.7.4.	<p>Make predictions about an outcome (e.g. “What might happen to a kite when the wind blows or slows down?”).</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 16 Exploring the Topic Day 2 Large Group</p> <p>p. 18 Exploring the Topic Day 3 Choice Time</p> <p>p. 21 Exploring the Topic Day 4 Small Group</p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 29 Investigation 1 Day 1 Choice Time</p> <p>p. 38 Investigation 2 Day 2 Choice Time</p> <p>p. 42 Investigation 2 Day 4 Large Group</p> <p>p. 42 investigation 2 Day 4 Choice Time</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 Choice Time</p> <p>p. 53 Investigation 4 Outdoor Experiences</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 Small Group</p> <p>p. 83 Celebrating Learning Outdoor Experiences</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p> <p>p.15 Exploring the Topic Day 1 Small Group</p>
STANDARD AREA / STATEMENT	3.3.PK.A.	Earth and Space Sciences: Earth Structure, Processes and Cycles
STANDARD		<p>Big Idea: The earth, which is part of a larger solar system, consists of structures, processes and cycles which affect its inhabitants.</p> <p>Essential Questions: What structures, processes, and cycles make up the earth? How do the various structures, processes and cycles affect the earth’s inhabitants? How do we know the earth is part of a larger solar system?</p>
DESCRIPTOR / STANDARD	3.3.PK.A.1.	Earth Features and the Processes that Change it: Sort different types of earth materials.
DESCRIPTOR	3.3.PK.A.1.1.	<p>Explore rocks, soil and sand using a hand magnifier.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 27 Investigation 1 Outdoor Experiences</p>
DESCRIPTOR	3.3.PK.A.1.3.	<p>Use senses and simple tools to explore earth materials.</p> <p><u>Reduce, Reuse, Recycle 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. 18 Exploring the Topic Day 3 Choice Time</p> <p>p. 20 Exploring the Topic Day 4 Large Group</p> <p>p. 21 Exploring the Topic Day 4 Choice Time</p> <p>p. 29 Investigation 1 Day 1 Choice Time</p> <p>p. 29 Investigation 1 Day 1 Mighty Minutes</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 42 Investigation 2 Day 4 Large Group</p> <p>p. 51 Investigation 3 Day 3 Choice Time</p> <p>p. 53 Investigation 4 Outdoor Experiences</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 Small Group</p> <p>p. 58 Investigation 4 Day 3 Large Group</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p> <p>p.15 Exploring the Topic Day 1 Small Group</p>
<b>STANDARD AREA / STATEMENT</b>	<b>3.3.PK.A.</b>	<b>Earth and Space Sciences: Earth Structure, Processes and Cycles</b>
<b>STANDARD</b>		<p><b>Big Idea:</b> The earth, which is part of a larger solar system, consists of structures, processes and cycles which affect its inhabitants.</p> <p><b>Essential Questions:</b> What structures, processes, and cycles make up the earth? How do the various structures, processes and cycles affect the earth's inhabitants? How do we know the earth is part of a larger solar system?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>3.3.PK.A.7.</b>	<b>Science as Inquiry: Participate in simple investigations of earth structures, processes, and cycles to answer a question or to test a prediction.</b>
<b>DESCRIPTOR</b>	<b>3.3.PK.A.7.1.</b>	<p>Ask questions about objects, organisms, and events.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 22 Exploring the Topic Day 5 Large Group</p> <p>p. 40 Investigation 2 Day 3 Large Group</p>
<b>DESCRIPTOR</b>	<b>3.3.PK.A.7.3.</b>	<p>Experiment with different types of earth materials.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 21 Exploring the Topic Day 4 Small Group</p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 45 Investigation 3 Outdoor Experiences</p> <p>p. 47 Investigation 3 Day 1 Small Group</p> <p>p. 53 Investigation 4 Outdoor Experiences</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 Small Group</p> <p>p. 58 Investigation 4 Day 3 Large Group</p> <p>p. 83 Celebrating Learning Outdoor Experiences</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p> <p>p.15 Exploring the Topic Day 1 Small Group</p>
<b>DESCRIPTOR</b>	<b>3.3.PK.A.7.4.</b>	<p>Make predictions about an outcome (e.g. "What might happen if we go out in the snow without our boots?").</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 16 Exploring the Topic Day 2 Large Group</p> <p>p. 18 Exploring the Topic Day 3 Choice Time</p> <p>p. 21 Exploring the Topic Day 4 Small Group</p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 29 Investigation 1 Day 1 Choice Time</p> <p>p. 38 Investigation 2 Day 2 Choice Time</p> <p>p. 42 Investigation 2 Day 4 Large Group</p> <p>p. 42 investigation 2 Day 4 Choice Time</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 Choice Time</p> <p>p. 53 Investigation 4 Outdoor Experiences</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 Small Group</p> <p>p. 83 Celebrating Learning Outdoor Experiences</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p> <p>p.15 Exploring the Topic Day 1 Small Group</p>
<b>STANDARD AREA / STATEMENT</b>	<b>3.3.PK.B.</b>	<b>Earth and Space Sciences: Origin and Evolution of the Universe</b>

STANDARD		Big Idea: The earth, which is part of a larger solar system, consists of structures, processes and cycles which affect its inhabitants. Essential Questions: What structures, processes, and cycles make up the earth? How do the various structures, processes and cycles affect the earth's inhabitants? How do we know the earth is part of a larger solar system?
DESCRIPTOR / STANDARD	3.3.PK.B.3.	Science as Inquiry: Participate in simple investigations of the objects found in the day or night sky to answer a question or to test a prediction.
DESCRIPTOR	3.3.PK.B.3.1.	Ask questions about objects, organisms, and events.  <u>Reduce, Reuse, Recycle Study</u> p. 22 Exploring the Topic Day 5 Large Group p. 40 Investigation 2 Day 3 Large Group
STANDARD AREA / STATEMENT	4.1.PK.	Environment and Ecology: Ecology
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.1.PK.C.	Energy Flow: Identify that plants need the sun to grow.
DESCRIPTOR	4.1.PK.C.1.	Participate in experiments that show the effects on plant growth when the sun is removed as a source of energy.  <u>Reduce, Reuse, Recycle Study</u> p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 45 Investigation 3 Outdoor Experiences p. 47 Investigation 3 Day 1 Small Group p. 53 Investigation 4 Outdoor Experiences p. 56 Investigation 4 Day 2 Choice Time p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Small Group p. 58 Investigation 4 Day 3 Large Group p. 83 Celebrating Learning Outdoor Experiences p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group
STANDARD AREA / STATEMENT	4.5.PK.	Environment and Ecology: Humans and the Environment
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.5.PK.C.	Pollution: Identify ways people pollute the environment.
DESCRIPTOR	4.5.PK.C.1.	Identify how litter can have a negative impact on the environment.  <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 31 Investigation 1 Day 2 Read-Aloud p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Read-Aloud p. 41 Investigation 2 Day 3 Small Group p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Large-Group Roundup p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Large Group

		<p>p. 48 Investigation 3 Day 2 Large Group  p. 49 Investigation 3 Day 2 Large-Group Roundup  p. 49 Investigation 3 Day 2 Read-Aloud  p. 50 Investigation 3 Day 3 Large Group  p. 51 Investigation 3 Day 3 Large-Group Roundup  p. 53 Investigation 4 Outdoor Experiences  p. 54 Investigation 4 Day 1 Choice Time  p. 54 Investigation 4 Day 1 Large Group  p. 55 Investigation 4 Day 1 Large-Group Roundup  p. 55 Investigation 4 Day 1 Read-Aloud  p. 56 Investigation 4 Day 2 Choice Time  p. 56 Investigation 4 Day 2 Large Group  p. 57 Investigation 4 Day 2 Large-Group Roundup  p. 57 Investigation 4 Day 2 Read-Aloud  p. 60 Investigation 4 Day 4 Choice Time  p. 60 Investigation 4 Day 4 Large Group  p. 61 Investigation 4 Day 4 Large-Group Roundup  p. 62 Investigation 4 Day 5 Choice Time  p. 62 Investigation 4 Day 5 Large Group  p. 63 Investigation 4 Day 5 Large-Group Roundup  p. 66 Investigation 5 Day 1 Large Group  p. 67 Investigation 5 Day 1 Choice Time  p. 67 Investigation 5 Day 1 Large-Group Roundup  p. 67 Investigation 5 Day 1 Read-Aloud  p. 69 Investigation 5 Day 2 Choice Time  p. 69 Investigation 5 Day 2 Large-Group Roundup  p. 69 Investigation 5 Day 2 Read-Aloud  p. 71 Investigation 5 Day 3 Choice Time  p. 71 Investigation 5 Day 3 Large-Group Roundup  p. 84 Celebrating Learning Day 1 Large Group  p. 85 Celebrating Learning Day 1 Read-Aloud  p. 86 Celebrating Learning Day 2 Large Group  p. 87 Celebrating Learning Day 2 Read-Aloud  p. 87 Celebrating Learning Day 2 Choice Time  p. 87 Celebrating Learning Day 2 Large Group Roundup  p. 87 Celebrating Learning Day 2 Mighty Minutes</p>
<p><b>DESCRIPTOR</b></p>	<p>4.5.PK.C.2.</p>	<p>Participate in experiments that show how litter can impact the environment.</p> <p><b>Reduce, Reuse, Recycle Study</b></p> <p>p. 14 Exploring the Topic Day 1 Large Group  p. 31 Investigation 1 Day 2 Read-Aloud  p. 40 Investigation 2 Day 3 Choice Time  p. 40 Investigation 2 Day 3 Large Group  p. 41 Investigation 2 Day 3 Read-Aloud  p. 41 Investigation 2 Day 3 Small Group  p. 42 Investigation 2 Day 4 Large Group  p. 43 Investigation 2 Day 4 Large-Group Roundup  p. 43 Investigation 2 Day 4 Small Group  p. 46 Investigation 3 Day 1 Large Group  p. 48 Investigation 3 Day 2 Large Group  p. 49 Investigation 3 Day 2 Large-Group Roundup  p. 49 Investigation 3 Day 2 Read-Aloud  p. 50 Investigation 3 Day 3 Large Group  p. 51 Investigation 3 Day 3 Large-Group Roundup  p. 53 Investigation 4 Outdoor Experiences  p. 54 Investigation 4 Day 1 Choice Time  p. 54 Investigation 4 Day 1 Large Group  p. 55 Investigation 4 Day 1 Large-Group Roundup  p. 55 Investigation 4 Day 1 Read-Aloud  p. 56 Investigation 4 Day 2 Choice Time  p. 56 Investigation 4 Day 2 Large Group  p. 57 Investigation 4 Day 2 Large-Group Roundup  p. 57 Investigation 4 Day 2 Read-Aloud  p. 60 Investigation 4 Day 4 Choice Time</p>

		<p>p. 60 Investigation 4 Day 4 Large Group  p. 61 Investigation 4 Day 4 Large-Group Roundup  p. 62 Investigation 4 Day 5 Choice Time  p. 62 Investigation 4 Day 5 Large Group  p. 63 Investigation 4 Day 5 Large-Group Roundup  p. 66 Investigation 5 Day 1 Large Group  p. 67 Investigation 5 Day 1 Choice Time  p. 67 Investigation 5 Day 1 Large-Group Roundup  p. 67 Investigation 5 Day 1 Read-Aloud  p. 69 Investigation 5 Day 2 Choice Time  p. 69 Investigation 5 Day 2 Large-Group Roundup  p. 69 Investigation 5 Day 2 Read-Aloud  p. 71 Investigation 5 Day 3 Choice Time  p. 71 Investigation 5 Day 3 Large-Group Roundup  p. 84 Celebrating Learning Day 1 Large Group  p. 85 Celebrating Learning Day 1 Read-Aloud  p. 86 Celebrating Learning Day 2 Large Group  p. 87 Celebrating Learning Day 2 Read-Aloud  p. 87 Celebrating Learning Day 2 Choice Time  p. 87 Celebrating Learning Day 2 Large Group Roundup  p. 87 Celebrating Learning Day 2 Mighty Minutes</p>
DESCRIPTOR	4.5.PK.C.3.	<p>Identify ways that litter should be handled.</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. 18 Exploring the Topic Day 3 Choice Time  p. 20 Exploring the Topic Day 4 Large Group  p. 21 Exploring the Topic Day 4 Choice Time  p. 21 Exploring the Topic Day 4 Small Group  p. 22 Exploring the Topic Day 5 Large Group  p. 23 Exploring the Topic Day 5 Choice Time  p. 23 Exploring the Topic Day 5 Small Group  p. 27 Investigation 1 Outdoor Experiences  p. 28 Investigation 1 Day 1 Large Group  p. 29 Investigation 1 Day 1 Choice Time  p. 29 Investigation 1 Day 1 Mighty Minutes  p. 31 Investigation 1 Day 2 Choice Time  p. 31 Investigation 1 Day 2 Read-Aloud  p. 32 Investigation 1 Day 3 Choice Time  p. 33 Investigation 1 Day 3 Small Group  p. 36 Investigation 2 Day 1 Choice Time  p. 36 Investigation 2 Day 1 Large Group  p. 38 Investigation 2 Day 2 Choice Time  p. 40 Investigation 2 Day 3 Choice Time  p. 40 Investigation 2 Day 3 Large Group  p. 41 Investigation 2 Day 3 Read-Aloud  p. 41 Investigation 2 Day 3 Small Group  p. 42 Investigation 2 Day 4 Large Group  p. 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. 49 Investigation 3 Day 2 Read-Aloud</p>

		<p>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. 55 Investigation 4 Day 1 Read-Aloud  p. 56 Investigation 4 Day 2 Choice Time  p. 56 Investigation 4 Day 2 Large Group  p. 57 Investigation 4 Day 2 Large-Group Roundup  p. 57 Investigation 4 Day 2 Read-Aloud  p. 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. 67 Investigation 5 Day 1 Read-Aloud  p. 69 Investigation 5 Day 2 Choice Time  p. 69 Investigation 5 Day 2 Large-Group Roundup  p. 69 Investigation 5 Day 2 Read-Aloud  p. 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 Read-Aloud  p. 85 Celebrating Learning Day 1 Large-Group Roundup  p. 86 Celebrating Learning Day 2 Large Group  p. 87 Celebrating Learning Day 2 Read-Aloud  p. 87 Celebrating Learning Day 2 Choice Time  p. 87 Celebrating Learning Day 2 Large Group Roundup  p. 87 Celebrating Learning Day 2 Mighty Minutes  p. 87 Celebrating Learning Day 2 Small Group  p.15 Exploring the Topic Day 1 Small Group</p>
<b>STANDARD AREA / STATEMENT</b>	<b>4.5.PK.</b>	<b>Environment and Ecology: Humans and the Environment</b>
<b>STANDARD</b>		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
<b>DESCRIPTOR / STANDARD</b>	<b>4.5.PK.D.</b>	<b>Waste: Describe how everyday human activities generate waste.</b>
<b>DESCRIPTOR</b>	<b>4.5.PK.D.1.</b>	Sort waste into those things that can be recycled and those things that cannot.  <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. 18 Exploring the Topic Day 3 Choice Time  
 p. 20 Exploring the Topic Day 4 Large Group  
 p. 21 Exploring the Topic Day 4 Choice Time  
 p. 21 Exploring the Topic Day 4 Small Group  
 p. 22 Exploring the Topic Day 5 Large Group  
 p. 23 Exploring the Topic Day 5 Choice Time  
 p. 23 Exploring the Topic Day 5 Small Group  
 p. 27 Investigation 1 Outdoor Experiences  
 p. 28 Investigation 1 Day 1 Large Group  
 p. 29 Investigation 1 Day 1 Choice Time  
 p. 29 Investigation 1 Day 1 Mighty Minutes  
 p. 31 Investigation 1 Day 2 Choice Time  
 p. 31 Investigation 1 Day 2 Read-Aloud  
 p. 32 Investigation 1 Day 3 Choice Time  
 p. 33 Investigation 1 Day 3 Small Group  
 p. 36 Investigation 2 Day 1 Choice Time  
 p. 36 Investigation 2 Day 1 Large Group  
 p. 38 Investigation 2 Day 2 Choice Time  
 p. 40 Investigation 2 Day 3 Choice Time  
 p. 40 Investigation 2 Day 3 Large Group  
 p. 41 Investigation 2 Day 3 Read-Aloud  
 p. 41 Investigation 2 Day 3 Small Group  
 p. 42 Investigation 2 Day 4 Large Group  
 p. 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. 49 Investigation 3 Day 2 Read-Aloud  
 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. 55 Investigation 4 Day 1 Read-Aloud  
 p. 56 Investigation 4 Day 2 Choice Time  
 p. 56 Investigation 4 Day 2 Large Group  
 p. 57 Investigation 4 Day 2 Large-Group Roundup  
 p. 57 Investigation 4 Day 2 Read-Aloud  
 p. 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. 67 Investigation 5 Day 1 Read-Aloud  
 p. 69 Investigation 5 Day 2 Choice Time

		<p>p. 69 Investigation 5 Day 2 Large-Group Roundup  p. 69 Investigation 5 Day 2 Read-Aloud  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 Read-Aloud  p. 85 Celebrating Learning Day 1 Large-Group Roundup  p. 86 Celebrating Learning Day 2 Large Group  p. 87 Celebrating Learning Day 2 Read-Aloud  p. 87 Celebrating Learning Day 2 Choice Time  p. 87 Celebrating Learning Day 2 Large Group Roundup  p. 87 Celebrating Learning Day 2 Mighty Minutes  p. 87 Celebrating Learning Day 2 Small Group  p.15 Exploring the Topic Day 1 Small Group</p>
<p>DESCRIPTOR</p>	<p>4.5.PK.D.2.</p>	<p>Practice recycling as part of classroom routine.</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. 18 Exploring the Topic Day 3 Choice Time  p. 20 Exploring the Topic Day 4 Large Group  p. 21 Exploring the Topic Day 4 Choice Time  p. 21 Exploring the Topic Day 4 Small Group  p. 22 Exploring the Topic Day 5 Large Group  p. 23 Exploring the Topic Day 5 Choice Time  p. 23 Exploring the Topic Day 5 Small Group  p. 27 Investigation 1 Outdoor Experiences  p. 28 Investigation 1 Day 1 Large Group  p. 29 Investigation 1 Day 1 Choice Time  p. 29 Investigation 1 Day 1 Mighty Minutes  p. 31 Investigation 1 Day 2 Choice Time  p. 31 Investigation 1 Day 2 Read-Aloud  p. 32 Investigation 1 Day 3 Choice Time  p. 33 Investigation 1 Day 3 Small Group  p. 36 Investigation 2 Day 1 Choice Time  p. 36 Investigation 2 Day 1 Large Group  p. 38 Investigation 2 Day 2 Choice Time  p. 40 Investigation 2 Day 3 Choice Time  p. 40 Investigation 2 Day 3 Large Group  p. 41 Investigation 2 Day 3 Read-Aloud  p. 41 Investigation 2 Day 3 Small Group  p. 42 Investigation 2 Day 4 Large Group  p. 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. 49 Investigation 3 Day 2 Read-Aloud  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>

		<p>p. 54 Investigation 4 Day 1 Choice Time</p> <p>p. 54 Investigation 4 Day 1 Large Group</p> <p>p. 55 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 55 Investigation 4 Day 1 Read-Aloud</p> <p>p. 56 Investigation 4 Day 2 Choice Time</p> <p>p. 56 Investigation 4 Day 2 Large Group</p> <p>p. 57 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 57 Investigation 4 Day 2 Read-Aloud</p> <p>p. 57 Investigation 4 Day 2 Small Group</p> <p>p. 58 Investigation 4 Day 3 Large Group</p> <p>p. 58 Investigation 4 Day 3 Choice Time</p> <p>p. 59 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 60 Investigation 4 Day 4 Choice Time</p> <p>p. 60 Investigation 4 Day 4 Large Group</p> <p>p. 61 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 61 Investigation 4 Day 4 Mighty Minutes</p> <p>p. 62 Investigation 4 Day 5 Choice Time</p> <p>p. 62 Investigation 4 Day 5 Large Group</p> <p>p. 63 Investigation 4 Day 5 Large-Group Roundup</p> <p>p. 65 Investigation 5 Outdoor Experience</p> <p>p. 66 Investigation 5 Day 1 Large Group</p> <p>p. 67 Investigation 5 Day 1 Choice Time</p> <p>p. 67 Investigation 5 Day 1 Large-Group Roundup</p> <p>p. 67 Investigation 5 Day 1 Read-Aloud</p> <p>p. 69 Investigation 5 Day 2 Choice Time</p> <p>p. 69 Investigation 5 Day 2 Large-Group Roundup</p> <p>p. 69 Investigation 5 Day 2 Read-Aloud</p> <p>p. 69 Investigation 5 Day 2 Small Group</p> <p>p. 71 Investigation 5 Day 3 Choice Time</p> <p>p. 71 Investigation 5 Day 3 Large-Group Roundup</p> <p>p. 83 Celebrating Learning Outdoor Experiences</p> <p>p. 84 Celebrating Learning Day 1 Choice Time</p> <p>p. 84 Celebrating Learning Day 1 Large Group</p> <p>p. 85 Celebrating Learning Day 1 Read-Aloud</p> <p>p. 85 Celebrating Learning Day 1 Large-Group Roundup</p> <p>p. 86 Celebrating Learning Day 2 Large Group</p> <p>p. 87 Celebrating Learning Day 2 Read-Aloud</p> <p>p. 87 Celebrating Learning Day 2 Choice Time</p> <p>p. 87 Celebrating Learning Day 2 Large Group Roundup</p> <p>p. 87 Celebrating Learning Day 2 Mighty Minutes</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p> <p>p.15 Exploring the Topic Day 1 Small Group</p>
<b>STANDARD AREA / STATEMENT</b>	<b>15.4.PK.</b>	<b>Computer and Information Technology:</b>
<b>STANDARD</b>		<p><b>Big Idea:</b> Technology impacts daily living and can be used as a tool for exploring and understanding the world, as well as communicating with one another. The media (e.g. music, books, maps, TV programming, newspapers, magazines, movies, Internet, applications, advertising) constructed with available technology conveys a message that can be read, interpreted, and evaluated.</p> <p><b>Essential Questions:</b> How do I choose the correct technology for a task? Can I use various technologies appropriately? How do I read, interpret, and evaluate media?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>15.4.PK.L.</b>	<b>Technology Research: With help and support, use web browser to locate content-specific websites.</b>
<b>DESCRIPTOR</b>	<b>15.4.PK.L.1.</b>	<p>Generate or choose a topic to learn about.</p> <p><b>Reduce, Reuse, Recycle Study</b></p> <p>p. 36 Investigation 2 Day 1 Choice Time</p> <p>p. 36 Investigation 2 Day 1 Large Group</p>
<b>SUBJECT / STANDARD AREA</b>	<b>PA.SS.</b>	<b>Social Studies Thinking (Pre-kindergarten)</b>
<b>STANDARD AREA /</b>	<b>5.1.PK.</b>	<b>Civics and Government: Principles and Documents of Government</b>

<b>STATEMENT</b>		
<b>STANDARD</b>		Big Idea: Learning to be a good citizen helps one contribute to society in a meaningful way. Essential Questions: What rules and consequences are important? Can I identify some American symbols?
<b>DESCRIPTOR / STANDARD</b>	5.1.PK.A.	Rule of Law: State rules and their consequences.
<b>DESCRIPTOR</b>	5.1.PK.A.1.	Describe classroom rules.  <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group
<b>DESCRIPTOR</b>	5.1.PK.A.2.	Explain a consequence for breaking a classroom rule.  <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group
<b>STANDARD AREA / STATEMENT</b>	5.2.PK.	Civics and Government: Rights and Responsibilities of Citizenship
<b>STANDARD</b>		Big Idea: Learning to be a good citizen helps one contribute to society in a meaningful way. Essential Questions: What rules and consequences are important? Can I identify some American symbols?
<b>DESCRIPTOR / STANDARD</b>	5.2.PK.A.	Civics Rights and Responsibilities: Identify self-membership of a group such as the class or family.
<b>DESCRIPTOR</b>	5.2.PK.A.1.	Display awareness of role as member of a group.  <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. 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  
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 p. 48 Investigation 3 Day 2 Choice Time  
 p. 48 Investigation 3 Day 2 Large Group  
 p. 49 Investigation 3 Day 2 Large-Group Roundup  
 p. 49 Investigation 3 Day 2 Small Group  
 p. 50 Investigation 3 Day 3 Large Group  
 p. 51 Investigation 3 Day 3 Choice Time  
 p. 51 Investigation 3 Day 3 Large-Group Roundup  
 p. 51 Investigation 3 Day 3 Read-Aloud  
 p. 51 Investigation 3 Day 3 Small Group  
 p. 53 Investigation 4 Outdoor Experiences  
 p. 54 Investigation 4 Day 1 Choice Time  
 p. 54 Investigation 4 Day 1 Large Group  
 p. 55 Investigation 4 Day 1 Large-Group Roundup  
 p. 55 Investigation 4 Day 1 Small Group  
 p. 56 Investigation 4 Day 2 Choice Time  
 p. 56 Investigation 4 Day 2 Large Group  
 p. 57 Investigation 4 Day 2 Large-Group Roundup  
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 p. 58 Investigation 4 Day 3 Large Group  
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 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>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>
DESCRIPTOR	5.2.PK.A.2.	<p>Participate in group decision-making.</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. 15 Exploring the Topic Day 1 Read-Aloud</p> <p>p. 16 Exploring the Topic Day 2 Choice Time</p> <p>p. 16 Exploring the Topic Day 2 Large Group</p> <p>p. 17 Exploring the Topic Day 2 Small Group</p> <p>p. 17 Exploring the Topic Day 2 Large-Group Roundup</p> <p>p. 18 Exploring the Topic Day 3 Choice Time</p> <p>p. 18 Exploring the Topic Day 3 Large Group</p> <p>p. 19 Exploring the Topic Day 3 Large-Group Roundup</p> <p>p. 19 Exploring the Topic Day 3 Read-Aloud</p> <p>p. 19 Exploring the Topic Day 3 Small Group</p> <p>p. 20 Exploring the Topic Day 4 Large Group</p> <p>p. 21 Exploring the Topic Day 4 Choice Time</p> <p>p. 21 Exploring the Topic Day 4 Large-Group Roundup</p> <p>p. 21 Exploring the Topic Day 4 Small Group</p> <p>p. 22 Exploring the Topic Day 5 Large Group</p> <p>p. 23 Exploring the Topic Day 5 Large-Group Roundup</p> <p>p. 23 Exploring the Topic Day 5 Choice Time</p> <p>p. 23 Exploring the Topic Day 5 Read-Aloud</p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 28 Investigation 1 Day 1 Large Group</p> <p>p. 29 Investigation 1 Day 1 Choice Time</p> <p>p. 29 Investigation 1 Day 1 Large-Group Roundup</p> <p>p. 29 Investigation 1 Day 1 Mighty Minutes</p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 31 Investigation 1 Day 2 Choice Time</p> <p>p. 31 Investigation 1 Day 2 Large-Group Roundup</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 32 Investigation 1 Day 3 Choice Time</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Large-Group Roundup</p> <p>p. 33 Investigation 1 Day 3 Read-Aloud</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 35 Investigation 2 Outdoor Experience</p> <p>p. 36 Investigation 2 Day 1 Choice Time</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 37 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 37 Investigation 2 Day 1 Small Group</p> <p>p. 38 Investigation 2 Day 2 Choice Time</p> <p>p. 38 Investigation 2 Day 2 Large Group</p>

p. 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  
 p. 49 Investigation 3 Day 2 Small Group  
 p. 50 Investigation 3 Day 3 Large Group  
 p. 51 Investigation 3 Day 3 Choice Time  
 p. 51 Investigation 3 Day 3 Large-Group Roundup  
 p. 51 Investigation 3 Day 3 Read-Aloud  
 p. 51 Investigation 3 Day 3 Small Group  
 p. 53 Investigation 4 Outdoor Experiences  
 p. 54 Investigation 4 Day 1 Choice Time  
 p. 54 Investigation 4 Day 1 Large Group  
 p. 55 Investigation 4 Day 1 Large-Group Roundup  
 p. 55 Investigation 4 Day 1 Small Group  
 p. 56 Investigation 4 Day 2 Choice Time  
 p. 56 Investigation 4 Day 2 Large Group  
 p. 57 Investigation 4 Day 2 Large-Group Roundup  
 p. 57 Investigation 4 Day 2 Read-Aloud  
 p. 57 Investigation 4 Day 2 Small Group  
 p. 58 Investigation 4 Day 3 Large Group  
 p. 58 Investigation 4 Day 3 Choice Time  
 p. 59 Investigation 4 Day 3 Large-Group Roundup  
 p. 59 Investigation 4 Day 3 Read-Aloud  
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 p. 60 Investigation 4 Day 4 Choice Time  
 p. 60 Investigation 4 Day 4 Large Group  
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 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  
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 p. 83 Celebrating Learning Outdoor Experiences

		<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>
DESCRIPTOR	5.2.PK.A.3.	<p>Participate in classroom and family responsibilities.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group</p>
DESCRIPTOR	5.2.PK.A.5.	<p>Work cooperatively with other children to achieve an outcome.</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. 15 Exploring the Topic Day 1 Read-Aloud</p> <p>p. 16 Exploring the Topic Day 2 Choice Time</p> <p>p. 16 Exploring the Topic Day 2 Large Group</p> <p>p. 17 Exploring the Topic Day 2 Small Group</p> <p>p. 17 Exploring the Topic Day 2 Large-Group Roundup</p> <p>p. 18 Exploring the Topic Day 3 Choice Time</p> <p>p. 18 Exploring the Topic Day 3 Large Group</p> <p>p. 19 Exploring the Topic Day 3 Large-Group Roundup</p> <p>p. 19 Exploring the Topic Day 3 Read-Aloud</p> <p>p. 19 Exploring the Topic Day 3 Small Group</p> <p>p. 20 Exploring the Topic Day 4 Large Group</p> <p>p. 21 Exploring the Topic Day 4 Choice Time</p> <p>p. 21 Exploring the Topic Day 4 Large-Group Roundup</p> <p>p. 21 Exploring the Topic Day 4 Small Group</p> <p>p. 22 Exploring the Topic Day 5 Large Group</p> <p>p. 23 Exploring the Topic Day 5 Large-Group Roundup</p> <p>p. 23 Exploring the Topic Day 5 Choice Time</p> <p>p. 23 Exploring the Topic Day 5 Read-Aloud</p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 28 Investigation 1 Day 1 Large Group</p> <p>p. 29 Investigation 1 Day 1 Choice Time</p> <p>p. 29 Investigation 1 Day 1 Large-Group Roundup</p> <p>p. 29 Investigation 1 Day 1 Mighty Minutes</p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 31 Investigation 1 Day 2 Choice Time</p> <p>p. 31 Investigation 1 Day 2 Large-Group Roundup</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 32 Investigation 1 Day 3 Choice Time</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Large-Group Roundup</p> <p>p. 33 Investigation 1 Day 3 Read-Aloud</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 35 Investigation 2 Outdoor Experience</p> <p>p. 36 Investigation 2 Day 1 Choice Time</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 37 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 37 Investigation 2 Day 1 Small Group</p> <p>p. 38 Investigation 2 Day 2 Choice Time</p> <p>p. 38 Investigation 2 Day 2 Large Group</p> <p>p. 39 Investigation 2 Day 2 Large-Group Roundup</p> <p>p. 39 Investigation 2 Day 2 Read-Aloud</p>



		<p>p. 39 Investigation 2 Day 2 Small Group</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> <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>
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<b>STANDARD AREA / STATEMENT</b>	<b>5.3.PK.</b>	<b>Civics and Government: How Government Works</b>
<b>STANDARD</b>		<b>Big Idea: Learning to be a good citizen helps one contribute to society in a meaningful way. Essential Questions: What rules and consequences are important? Can I identify some American symbols?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>5.3.PK.C.</b>	<b>Government Services: Identify community workers through their uniforms and equipment.</b>
<b>DESCRIPTOR</b>	<b>5.3.PK.C.1.</b>	<p>Match descriptions of people’s work in a community with picture illustrating the job.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 38 Investigation 2 Day 2 Large Group  p. 40 Investigation 2 Day 3 Large Group  p. 43 Investigation 2 Day 4 Mighty Minutes</p>
<b>DESCRIPTOR</b>	<b>5.3.PK.C.2.</b>	<p>Act out roles of community workers in dramatic play.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 38 Investigation 2 Day 2 Large Group  p. 40 Investigation 2 Day 3 Large Group  p. 43 Investigation 2 Day 4 Mighty Minutes</p>
<b>DESCRIPTOR</b>	<b>5.3.PK.C.3.</b>	<p>Relay personal experiences to describe the work that community workers do.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 38 Investigation 2 Day 2 Large Group  p. 40 Investigation 2 Day 3 Large Group  p. 43 Investigation 2 Day 4 Mighty Minutes</p>
<b>STANDARD AREA / STATEMENT</b>	<b>5.3.PK.</b>	<b>Civics and Government: How Government Works</b>
<b>STANDARD</b>		<b>Big Idea: Learning to be a good citizen helps one contribute to society in a meaningful way. Essential Questions: What rules and consequences are important? Can I identify some American symbols?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>5.3.PK.F.</b>	<b>Conflict and the Court System: Identify appropriate behaviors for responsible classroom citizens.</b>
<b>DESCRIPTOR</b>	<b>5.3.PK.F.2.</b>	<p>Cooperate in both large and small group activities that are facilitated by adult.</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. 19 Exploring the Topic Day 3 Read-Aloud  p. 19 Exploring the Topic Day 3 Small Group</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 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  
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 p. 47 Investigation 3 Day 1 Large-Group Roundup  
 p. 47 Investigation 3 Day 1 Small Group  
 p. 48 Investigation 3 Day 2 Choice Time  
 p. 48 Investigation 3 Day 2 Large Group  
 p. 49 Investigation 3 Day 2 Large-Group Roundup  
 p. 49 Investigation 3 Day 2 Small Group  
 p. 50 Investigation 3 Day 3 Large Group  
 p. 51 Investigation 3 Day 3 Choice Time  
 p. 51 Investigation 3 Day 3 Large-Group Roundup  
 p. 51 Investigation 3 Day 3 Read-Aloud  
 p. 51 Investigation 3 Day 3 Small Group  
 p. 53 Investigation 4 Outdoor Experiences  
 p. 54 Investigation 4 Day 1 Choice Time  
 p. 54 Investigation 4 Day 1 Large Group  
 p. 55 Investigation 4 Day 1 Large-Group Roundup  
 p. 55 Investigation 4 Day 1 Small Group  
 p. 56 Investigation 4 Day 2 Choice Time  
 p. 56 Investigation 4 Day 2 Large Group  
 p. 57 Investigation 4 Day 2 Large-Group Roundup

		<p>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>
DESCRIPTOR	5.3.PK.F.3.	<p>Follow rules and routines in classroom.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 14 Exploring the Topic Day 1 Large Group</p>
STANDARD AREA / STATEMENT	6.1.PK.	Economics: Scarcity and Choice
STANDARD		Big Idea: Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money based on different influences. Essential Questions: How can I use money? What influences the choices I make about spending what I have earned?
DESCRIPTOR / STANDARD	6.1.PK.A.	Scarcity and Choice: Emerging to...Identify how scarcity influences choice.
DESCRIPTOR	6.1.PK.A.2.	<p>Notice when materials are running low (e.g. we need more paper in the art area).</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 19 Exploring the Topic Day 3 Small Group  p.15 Exploring the Topic Day 1 Small Group</p>
DESCRIPTOR	6.1.PK.A.3.	Offer to share materials when materials are scarce (e.g. one shovel in sensory table).

		<u>Reduce, Reuse, Recycle Study</u> p. 19 Exploring the Topic Day 3 Small Group p.15 Exploring the Topic Day 1 Small Group
DESCRIPTOR	6.1.PK.A.4.	Show preference for one material/center, but choose a different material/center when materials are scarce or center is full.  <u>Reduce, Reuse, Recycle Study</u> p. 19 Exploring the Topic Day 3 Small Group p.15 Exploring the Topic Day 1 Small Group
STANDARD AREA / STATEMENT	6.2.PK.	Economics: Market and Economic Systems
STANDARD		Big Idea: Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money based on different influences. Essential Questions: How can I use money? What influences the choices I make about spending what I have earned?
DESCRIPTOR / STANDARD	6.2.PK.C.	Advertising and Media: Emerging to...Identify advertisements that encourage us to buy things.
DESCRIPTOR	6.2.PK.C.1.	Recognize logos (environmental print) from local businesses.  <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
STANDARD AREA / STATEMENT	6.5.PK.	Economics: Income, Profit, and Wealth
STANDARD		Big Idea: Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money based on different influences. Essential Questions: How can I use money? What influences the choices I make about spending what I have earned?
DESCRIPTOR / STANDARD	6.5.PK.A.	Factors Influencing Wages: Differentiate between work and play.
DESCRIPTOR	6.5.PK.A.1.	Respond that adults work to earn money.  <u>Reduce, Reuse, Recycle Study</u> p. 38 Investigation 2 Day 2 Large Group p. 40 Investigation 2 Day 3 Large Group p. 43 Investigation 2 Day 4 Mighty Minutes
DESCRIPTOR	6.5.PK.A.2.	Relate that work involves performing an activity that is chosen and directed by someone else, and has a specific goal.  <u>Reduce, Reuse, Recycle Study</u> p. 38 Investigation 2 Day 2 Large Group p. 40 Investigation 2 Day 3 Large Group p. 43 Investigation 2 Day 4 Mighty Minutes
STANDARD AREA / STATEMENT	6.5.PK.	Economics: Income, Profit, and Wealth
STANDARD		Big Idea: Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money based on different influences. Essential Questions: How can I use money? What influences the choices I make about spending what I have earned?
DESCRIPTOR / STANDARD	6.5.PK.C.	Types of Business: Identify local businesses.
DESCRIPTOR	6.5.PK.C.1.	Participate in role play that is related to a local business (e.g. pet store, hair salon, restaurant).

		<u>Reduce, Reuse, Recycle Study</u> p. 38 Investigation 2 Day 2 Large Group p. 40 Investigation 2 Day 3 Large Group p. 43 Investigation 2 Day 4 Mighty Minutes
STANDARD AREA / STATEMENT	7.1.PK.	Geography: Basic Geographic Literacy
STANDARD		Big Idea: Location can be represented using a variety of tools. Essential Questions: What tools help me to understand the location of places and things? How can I represent the location of places and things?
DESCRIPTOR / STANDARD	7.1.PK.B.	Location of Places and Regions: Emerging to...Describe the location of places in the home, school, and community to gain an understanding of relative location.
DESCRIPTOR	7.1.PK.B.4.	Listen to directions and retrieve items.  <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
STANDARD AREA / STATEMENT	8.1.PK.	History: Historical Analysis and Skills Development
STANDARD		Big Idea: Past experiences and ideas help us make sense of the world. Essential Questions: In what ways can events be sequenced? How do I use past experiences and events to understand the present?
DESCRIPTOR / STANDARD	8.1.PK.C.	Research: Understand that information comes from many sources such as books, computers, and newspapers.
DESCRIPTOR	8.1.PK.C.2.	Locate information on identified topics using media (e.g. music, books, maps, TV programming, newspapers, magazines, movies, Internet, applications, advertising).  <u>Reduce, Reuse, Recycle Study</u> p. 38 Investigation 2 Day 2 Large Group
SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Pre-kindergarten)
STANDARD AREA / STATEMENT	9.1.M.PK.	Production and Performance: Music and Movement
STANDARD		Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?
DESCRIPTOR / STANDARD	9.1.M.PK.A.	Elements and Principles: Know and use basic elements and principles of music and movement.
DESCRIPTOR	9.1.M.PK.A.1.	Practice rhythms in different forms of music and dance.  <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group p. 66 Investigation 5 Day 1 Large Group
DESCRIPTOR	9.1.M.PK.A.2.	Explore rhythm instruments.  <u>Reduce, Reuse, Recycle Study</u>

		p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group
DESCRIPTOR	9.1.M.PK.A.3.	Use rhythm instruments as intended.  <u>Reduce, Reuse, Recycle Study</u> p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group
DESCRIPTOR	9.1.M.PK.A.4.	Participate in teacher-guided music and movement activities.  <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. 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  
 p. 49 Investigation 3 Day 2 Small Group  
 p. 50 Investigation 3 Day 3 Large Group  
 p. 51 Investigation 3 Day 3 Choice Time  
 p. 51 Investigation 3 Day 3 Large-Group Roundup  
 p. 51 Investigation 3 Day 3 Read-Aloud  
 p. 51 Investigation 3 Day 3 Small Group  
 p. 53 Investigation 4 Outdoor Experiences  
 p. 54 Investigation 4 Day 1 Choice Time  
 p. 54 Investigation 4 Day 1 Large Group  
 p. 55 Investigation 4 Day 1 Large-Group Roundup  
 p. 55 Investigation 4 Day 1 Small Group  
 p. 56 Investigation 4 Day 2 Choice Time  
 p. 56 Investigation 4 Day 2 Large Group  
 p. 57 Investigation 4 Day 2 Large-Group Roundup  
 p. 57 Investigation 4 Day 2 Read-Aloud  
 p. 57 Investigation 4 Day 2 Small Group  
 p. 58 Investigation 4 Day 3 Large Group  
 p. 58 Investigation 4 Day 3 Choice Time  
 p. 59 Investigation 4 Day 3 Large-Group Roundup  
 p. 59 Investigation 4 Day 3 Read-Aloud  
 p. 59 Investigation 4 Day 3 Small Group  
 p. 60 Investigation 4 Day 4 Choice Time  
 p. 60 Investigation 4 Day 4 Large Group  
 p. 61 Investigation 4 Day 4 Large-Group Roundup  
 p. 61 Investigation 4 Day 4 Small Group  
 p. 62 Investigation 4 Day 5 Choice Time  
 p. 62 Investigation 4 Day 5 Large Group  
 p. 63 Investigation 4 Day 5 Large-Group Roundup  
 p. 63 Investigation 4 Day 5 Read-Aloud  
 p. 63 Investigation 4 Day 5 Small Group  
 p. 65 Investigation 5 Outdoor Experience  
 p. 66 Investigation 5 Day 1 Large Group  
 p. 67 Investigation 5 Day 1 Choice Time  
 p. 67 Investigation 5 Day 1 Large-Group Roundup  
 p. 67 Investigation 5 Day 1 Small Group  
 p. 68 Investigation 5 Day 2 Large Group  
 p. 69 Investigation 5 Day 2 Choice Time  
 p. 69 Investigation 5 Day 2 Large-Group Roundup  
 p. 69 Investigation 5 Day 2 Small Group  
 p. 70 Investigation 5 Day 3 Large Group  
 p. 71 Investigation 5 Day 3 Choice Time  
 p. 71 Investigation 5 Day 3 Large-Group Roundup  
 p. 71 Investigation 5 Day 3 Read-Aloud  
 p. 71 Investigation 5 Day 3 Small Group  
 p. 83 Celebrating Learning Outdoor Experiences  
 p. 84 Celebrating Learning Day 1 Choice Time  
 p. 84 Celebrating Learning Day 1 Large Group  
 p. 85 Celebrating Learning Day 1 Large-Group Roundup  
 p. 85 Celebrating Learning Day 1 Small Group  
 p. 86 Celebrating Learning Day 2 Large Group  
 p. 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
DESCRIPTOR	9.1.M.PK.A.5.	<p>Participate in group movement activities demonstrating an awareness of shared space.</p> <p><b>Reduce, Reuse, Recycle Study</b></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. 15 Exploring the Topic Day 1 Read-Aloud</p> <p>p. 16 Exploring the Topic Day 2 Choice Time</p> <p>p. 16 Exploring the Topic Day 2 Large Group</p> <p>p. 17 Exploring the Topic Day 2 Small Group</p> <p>p. 17 Exploring the Topic Day 2 Large-Group Roundup</p> <p>p. 18 Exploring the Topic Day 3 Choice Time</p> <p>p. 18 Exploring the Topic Day 3 Large Group</p> <p>p. 19 Exploring the Topic Day 3 Large-Group Roundup</p> <p>p. 19 Exploring the Topic Day 3 Read-Aloud</p> <p>p. 19 Exploring the Topic Day 3 Small Group</p> <p>p. 20 Exploring the Topic Day 4 Large Group</p> <p>p. 21 Exploring the Topic Day 4 Choice Time</p> <p>p. 21 Exploring the Topic Day 4 Large-Group Roundup</p> <p>p. 21 Exploring the Topic Day 4 Small Group</p> <p>p. 22 Exploring the Topic Day 5 Large Group</p> <p>p. 23 Exploring the Topic Day 5 Large-Group Roundup</p> <p>p. 23 Exploring the Topic Day 5 Choice Time</p> <p>p. 23 Exploring the Topic Day 5 Read-Aloud</p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 28 Investigation 1 Day 1 Large Group</p> <p>p. 29 Investigation 1 Day 1 Choice Time</p> <p>p. 29 Investigation 1 Day 1 Large-Group Roundup</p> <p>p. 29 Investigation 1 Day 1 Mighty Minutes</p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 31 Investigation 1 Day 2 Choice Time</p> <p>p. 31 Investigation 1 Day 2 Large-Group Roundup</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 32 Investigation 1 Day 3 Choice Time</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Large-Group Roundup</p> <p>p. 33 Investigation 1 Day 3 Read-Aloud</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 35 Investigation 2 Outdoor Experience</p> <p>p. 36 Investigation 2 Day 1 Choice Time</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 37 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 37 Investigation 2 Day 1 Small Group</p> <p>p. 38 Investigation 2 Day 2 Choice Time</p> <p>p. 38 Investigation 2 Day 2 Large Group</p> <p>p. 39 Investigation 2 Day 2 Large-Group Roundup</p> <p>p. 39 Investigation 2 Day 2 Read-Aloud</p> <p>p. 39 Investigation 2 Day 2 Small Group</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> <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>
<b>STANDARD AREA / STATEMENT</b>	<b>9.1.M.PK.</b>	<b>Production and Performance: Music and Movement</b>
<b>STANDARD</b>		<b>Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?</b>

DESCRIPTOR / STANDARD	9.1.M.PK.B.	Demonstration: Respond to different types of music and dance through participation and discussion.
DESCRIPTOR	9.1.M.PK.B.1.	Participate in teacher-guided music and movement activities.  <u>Reduce, Reuse, Recycle Study</u> p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group
DESCRIPTOR	9.1.M.PK.B.2.	Sing familiar songs, chants, and finger plays.  <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
DESCRIPTOR	9.1.M.PK.B.3.	Dance to different types of music.  <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
DESCRIPTOR	9.1.M.PK.B.4.	Discuss music and movement experiences.  <u>Reduce, Reuse, Recycle Study</u> p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group
STANDARD AREA / STATEMENT	9.1.M.PK.	Production and Performance: Music and Movement
STANDARD		Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?
DESCRIPTOR / STANDARD	9.1.M.PK.E.	Representation: Use imagination and creativity to express self through music and dance.
DESCRIPTOR	9.1.M.PK.E.1.	Initiate music and movement activities.

		<p><u>Reduce, Reuse, Recycle Study</u>  p. 56 Investigation 4 Day 2 Large Group  p. 58 Investigation 4 Day 3 Large Group</p>
DESCRIPTOR	9.1.M.PK.E.2.	<p>Select music and movement area during free choice.</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>
DESCRIPTOR	9.1.M.PK.E.3.	<p>Improvise songs and rhythmic patterns.</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>
DESCRIPTOR	9.1.M.PK.E.4.	<p>Change words or tune of familiar songs to make new songs.</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>

		<p>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>
<b>STANDARD AREA / STATEMENT</b>	<b>9.1.M.PK.</b>	<b>Production and Performance: Music and Movement</b>
<b>STANDARD</b>		<b>Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>9.1.M.PK.J.</b>	<b>Technologies: Use a variety of technologies for producing or performing works of art.</b>
<b>DESCRIPTOR</b>	<b>9.1.M.PK.J.1.</b>	<p>Explore musical 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>
<b>DESCRIPTOR</b>	<b>9.1.M.PK.J.2.</b>	<p>Use instruments to accompany music.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 56 Investigation 4 Day 2 Large Group  p. 58 Investigation 4 Day 3 Large Group</p>
<b>DESCRIPTOR</b>	<b>9.1.M.PK.J.3.</b>	<p>Use instruments as intended.</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>
<b>DESCRIPTOR</b>	<b>9.1.M.PK.J.4.</b>	<p>Use age appropriate digital media applications to create music.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 56 Investigation 4 Day 2 Large Group  p. 58 Investigation 4 Day 3 Large Group</p>
<b>DESCRIPTOR</b>	<b>9.1.M.PK.J.5.</b>	<p>Use a variety of props to enhance movement activities (e.g. scarves, bean bags, ribbons).</p> <p><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</p>
<b>DESCRIPTOR</b>	<b>9.1.M.PK.J.6.</b>	<p>Use recording devices (e.g. voice recorder, video recorder) to capture music and/or movement performances.</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>
<b>STANDARD AREA / STATEMENT</b>	<b>9.1.D.PK.</b>	<b>Production and Performance: Dramatic and Performance Play</b>

STANDARD		Big Idea: Dramatic and performance play is a way to act out reality and fantasy. Essential Question: How can I express my thoughts, feelings, and ideas through dramatic play?
DESCRIPTOR / STANDARD	9.1.D.PK.B.	Demonstrations: Recreate a dramatic play experience for an audience.
DESCRIPTOR	9.1.D.PK.B.1.	Create various voice inflections and facial expressions in play.  <u>Reduce, Reuse, Recycle Study</u> 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. 31 Investigation 1 Day 2 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 Small Group p. 47 Investigation 3 Day 1 Small Group p. 51 Investigation 3 Day 3 Small Group p. 57 Investigation 4 Day 2 Mighty Minutes p. 59 Investigation 4 Day 3 Mighty Minutes p. 63 Investigation 4 Day 5 Mighty Minutes p. 67 Investigation 5 Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud
STANDARD AREA / STATEMENT	9.1.D.PK.	Production and Performance: Dramatic and Performance Play
STANDARD		Big Idea: Dramatic and performance play is a way to act out reality and fantasy. Essential Question: How can I express my thoughts, feelings, and ideas through dramatic play?
DESCRIPTOR / STANDARD	9.1.D.PK.E.	Representation: Use imagination and creativity to express self through dramatic play.
DESCRIPTOR	9.1.D.PK.E.3.	Imitate roles of people, animals, or objects observed in life experiences.  <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>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>
DESCRIPTOR	9.1.D.PK.E.4.	<p>Use props and costumes during dramatic 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. 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. 37 Investigation 2 Day 1 Small Group  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. 58 Investigation 4 Day 3 Large Group  p. 58 Investigation 4 Day 3 Choice Time  p. 59 Investigation 4 Day 3 Small Group  p. 61 Investigation 4 Day 4 Mighty Minutes  p. 61 Investigation 4 Day 4 Small Group  p. 63 Investigation 4 Day 5 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. 85 Celebrating Learning Day 1 Small Group  p. 86 Celebrating Learning Day 2 Large Group  p. 87 Celebrating Learning Day 2 Read-Aloud</p>
DESCRIPTOR	9.1.D.PK.E.5.	<p>Create props from available materials.</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. 37 Investigation 2 Day 1 Small Group  p. 38 Investigation 2 Day 2 Large Group  p. 41 Investigation 2 Day 3 Mighty Minutes  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. 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 Small Group</p> <p>p. 61 Investigation 4 Day 4 Mighty Minutes</p> <p>p. 61 Investigation 4 Day 4 Small Group</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 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. 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>
<b>STANDARD AREA / STATEMENT</b>	<b>9.1.V.PK.</b>	<b>Production and Performance: Visual Arts</b>
<b>STANDARD</b>		<b>Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts, feelings, and ideas through visual arts?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>9.1.V.PK.A.</b>	<b>Elements and Principles: Know and use basic elements of visual arts.</b>
<b>DESCRIPTOR</b>	<b>9.1.V.PK.A.1.</b>	<p>Participate in teacher-guided visual arts activities.</p> <p><u>Reduce, Reuse, Recycle Study</u></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. 23 Exploring the Topic Day 5 Large-Group Roundup</p> <p>p. 23 Exploring the Topic Day 5 Choice Time</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Large-Group Roundup</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 41 Investigation 2 Day 3 Large- Group Roundup</p> <p>p. 41 Investigation 2 Day 3 Small Group</p> <p>p. 43 Investigation 2 Day 4 Small Group</p> <p>p. 46 Investigation 3 Day 1 Choice Time</p> <p>p. 47 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 48 Investigation 3 Day 2 Choice Time</p> <p>p. 54 Investigation 4 Day 1 Large Group</p> <p>p. 55 Investigation 4 Day 1 Small Group</p> <p>p. 57 Investigation 4 Day 2 Small Group</p> <p>p. 60 Investigation 4 Day 4 Choice Time</p> <p>p. 61 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 63 Investigation 4 Day 5 Large-Group Roundup</p> <p>p. 66 Investigation 5 Day 1 Large Group</p> <p>p. 67 Investigation 5 Day 1 Choice Time</p> <p>p. 67 Investigation 5 Day 1 Large-Group Roundup</p>
<b>DESCRIPTOR</b>	<b>9.1.V.PK.A.2.</b>	<p>Choose art center during free choice.</p> <p><u>Reduce, Reuse, Recycle Study</u></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. 23 Exploring the Topic Day 5 Large-Group Roundup</p> <p>p. 23 Exploring the Topic Day 5 Choice Time</p>



		<p>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. 46 Investigation 3 Day 1 Choice Time  p. 47 Investigation 3 Day 1 Large-Group Roundup  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. 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>
DESCRIPTOR	9.1.V.PK.A.3.	<p>Demonstrate an understanding of “color,” “shape,” and “line”.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 51 Investigation 3 Day 3 Choice Time</p>
DESCRIPTOR	9.1.V.PK.A.4.	<p>Create a picture using different colors, varying the intensity of strokes and combining colors.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 19 Exploring the Topic Day 3 Small Group  p. 30 Investigation 1 Day 2 Large Group  p. 32 Investigation 1 Day 3 Large Group  p. 33 Investigation 1 Day 3 Large-Group Roundup  p. 36 Investigation 2 Day 1 Large Group  p. 41 Investigation 2 Day 3 Large- Group Roundup  p. 41 Investigation 2 Day 3 Small Group  p. 43 Investigation 2 Day 4 Small Group  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>
STANDARD AREA / STATEMENT	9.1.V.PK.	Production and Performance: Visual Arts
STANDARD		Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts, feelings, and ideas through visual arts?
DESCRIPTOR / STANDARD	9.1.V.PK.B.	Demonstration: Combine a variety of materials to create a work of art.
DESCRIPTOR	9.1.V.PK.B.1.	<p>Participate in teacher-guided visual arts activities.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 19 Exploring the Topic Day 3 Large-Group Roundup  p. 19 Exploring the Topic Day 3 Small Group  p. 20 Exploring the Topic Day 4 Large Group  p. 23 Exploring the Topic Day 5 Large-Group Roundup  p. 23 Exploring the Topic Day 5 Choice Time  p. 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. 46 Investigation 3 Day 1 Choice Time  p. 47 Investigation 3 Day 1 Large-Group Roundup  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. 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>
DESCRIPTOR	9.1.V.PK.B.2.	<p>Choose art center during free choice.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 19 Exploring the Topic Day 3 Large-Group Roundup  p. 19 Exploring the Topic Day 3 Small Group  p. 20 Exploring the Topic Day 4 Large Group  p. 23 Exploring the Topic Day 5 Large-Group Roundup  p. 23 Exploring the Topic Day 5 Choice Time  p. 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. 46 Investigation 3 Day 1 Choice Time  p. 47 Investigation 3 Day 1 Large-Group Roundup  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. 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>
DESCRIPTOR	9.1.V.PK.B.3.	<p>Use a variety of materials (e.g. chalk, paint, crayons, pencils, markers, wood, play dough).</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 19 Exploring the Topic Day 3 Small Group  p.15 Exploring the Topic Day 1 Small Group</p>
DESCRIPTOR	9.1.V.PK.B.4.	<p>Draw to explore and extend themes in the classroom.</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>
STANDARD AREA / STATEMENT	9.1.V.PK.	Production and Performance: Visual Arts

STANDARD		Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts, feelings, and ideas through visual arts?
DESCRIPTOR / STANDARD	9.1.V.PK.E.	Representation: Use imagination and creativity to express self through visual arts.
DESCRIPTOR	9.1.V.PK.E.1.	<p>Participate in teacher-guided visual arts activities.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 19 Exploring the Topic Day 3 Large-Group Roundup  p. 19 Exploring the Topic Day 3 Small Group  p. 20 Exploring the Topic Day 4 Large Group  p. 23 Exploring the Topic Day 5 Large-Group Roundup  p. 23 Exploring the Topic Day 5 Choice Time  p. 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. 46 Investigation 3 Day 1 Choice Time  p. 47 Investigation 3 Day 1 Large-Group Roundup  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. 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>
DESCRIPTOR	9.1.V.PK.E.2.	<p>Choose art center during free choice.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 19 Exploring the Topic Day 3 Large-Group Roundup  p. 19 Exploring the Topic Day 3 Small Group  p. 20 Exploring the Topic Day 4 Large Group  p. 23 Exploring the Topic Day 5 Large-Group Roundup  p. 23 Exploring the Topic Day 5 Choice Time  p. 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. 46 Investigation 3 Day 1 Choice Time  p. 47 Investigation 3 Day 1 Large-Group Roundup  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. 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>
DESCRIPTOR	9.1.V.PK.E.3.	<p>Draw self-portrait.</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>

		<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>
DESCRIPTOR	9.1.V.PK.E.4.	<p>Create a work of art to represent a real or imagined object, animal, or person.</p> <p><u>Reduce, Reuse, Recycle Study</u></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. 23 Exploring the Topic Day 5 Large-Group Roundup</p> <p>p. 23 Exploring the Topic Day 5 Choice Time</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Large-Group Roundup</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 41 Investigation 2 Day 3 Large- Group Roundup</p> <p>p. 41 Investigation 2 Day 3 Small Group</p> <p>p. 43 Investigation 2 Day 4 Small Group</p> <p>p. 46 Investigation 3 Day 1 Choice Time</p> <p>p. 47 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 48 Investigation 3 Day 2 Choice Time</p> <p>p. 54 Investigation 4 Day 1 Large Group</p> <p>p. 55 Investigation 4 Day 1 Small Group</p> <p>p. 57 Investigation 4 Day 2 Small Group</p> <p>p. 60 Investigation 4 Day 4 Choice Time</p> <p>p. 61 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 63 Investigation 4 Day 5 Large-Group Roundup</p> <p>p. 66 Investigation 5 Day 1 Large Group</p> <p>p. 67 Investigation 5 Day 1 Choice Time</p> <p>p. 67 Investigation 5 Day 1 Large-Group Roundup</p>
DESCRIPTOR	9.1.V.PK.E.5.	<p>Use a growing number of details and make more realistic representations.</p> <p><u>Reduce, Reuse, Recycle Study</u></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. 23 Exploring the Topic Day 5 Large-Group Roundup</p> <p>p. 23 Exploring the Topic Day 5 Choice Time</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Large-Group Roundup</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 41 Investigation 2 Day 3 Large- Group Roundup</p> <p>p. 41 Investigation 2 Day 3 Small Group</p> <p>p. 43 Investigation 2 Day 4 Small Group</p> <p>p. 46 Investigation 3 Day 1 Choice Time</p> <p>p. 47 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 48 Investigation 3 Day 2 Choice Time</p> <p>p. 54 Investigation 4 Day 1 Large Group</p> <p>p. 55 Investigation 4 Day 1 Small Group</p> <p>p. 57 Investigation 4 Day 2 Small Group</p> <p>p. 60 Investigation 4 Day 4 Choice Time</p> <p>p. 61 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 63 Investigation 4 Day 5 Large-Group Roundup</p>

		p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Choice Time p. 67 Investigation 5 Day 1 Large-Group Roundup
DESCRIPTOR	9.1.V.PK.E.6.	Choose different art materials to represent different types of thoughts or feelings.  <u>Reduce, Reuse, Recycle Study</u> p. 19 Exploring the Topic Day 3 Small Group p.15 Exploring the Topic Day 1 Small Group
STANDARD AREA / STATEMENT	9.1.V.PK.	Production and Performance: Visual Arts
STANDARD		Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts, feelings, and ideas through visual arts?
DESCRIPTOR / STANDARD	9.1.V.PK.J.	Technologies: Use a variety of technologies for producing works of art.
DESCRIPTOR	9.1.V.PK.J.1.	Explore a variety of art materials and tools.  <u>Reduce, Reuse, Recycle Study</u> p. 19 Exploring the Topic Day 3 Small Group p.15 Exploring the Topic Day 1 Small Group
DESCRIPTOR	9.1.V.PK.J.2.	Participate in teacher-guided visual arts activities.  <u>Reduce, Reuse, Recycle Study</u> p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 23 Exploring the Topic Day 5 Large-Group Roundup p. 23 Exploring the Topic Day 5 Choice Time p. 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. 46 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Large-Group Roundup 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. 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
DESCRIPTOR	9.1.V.PK.J.3.	Choose art center during free choice.  <u>Reduce, Reuse, Recycle Study</u> p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 23 Exploring the Topic Day 5 Large-Group Roundup p. 23 Exploring the Topic Day 5 Choice Time p. 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. 46 Investigation 3 Day 1 Choice Time  p. 47 Investigation 3 Day 1 Large-Group Roundup  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. 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>
DESCRIPTOR	9.1.V.PK.J.4.	<p>Use art materials and tools as intended.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 19 Exploring the Topic Day 3 Small Group  p.15 Exploring the Topic Day 1 Small Group</p>
DESCRIPTOR	9.1.V.PK.J.5.	<p>Manipulate materials in a variety of ways (e.g. pounding, squeeze, cutting, rolling).</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 19 Exploring the Topic Day 3 Small Group  p.15 Exploring the Topic Day 1 Small Group</p>
DESCRIPTOR	9.1.V.PK.J.6.	<p>Use age appropriate digital media applications to create works of art.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 19 Exploring the Topic Day 3 Small Group  p.15 Exploring the Topic Day 1 Small Group</p>
STANDARD AREA / STATEMENT	9.2.PK.	Historical and Cultural Context of Works in the Arts
STANDARD		Big Idea: Every culture has its own art forms. Essential Question: Can I identify instruments and/or art forms from another culture?
DESCRIPTOR / STANDARD	9.2.PK.D.	Perspective: Explain that instruments or art forms represent cultural perspectives.
DESCRIPTOR	9.2.PK.D.1.	<p>Explore instruments from different cultures.</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>
DESCRIPTOR	9.2.PK.D.2.	<p>Participate in discussions about where various instruments and art forms originate.</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>

		<p>p. 51 Investigation 3 Day 3 Small Group  p. 53 Investigation 4 Outdoor Experiences  p. 55 Investigation 4 Day 1 Read-Aloud  p. 56 Investigation 4 Day 2 Large Group  p. 57 Investigation 4 Day 2 Small Group  p. 58 Investigation 4 Day 3 Large Group  p. 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>
DESCRIPTOR	9.2.PK.D.3.	<p>Identify cultures represented by various art forms.</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>
STANDARD AREA / STATEMENT	9.3.PK.	Critical Response to Works of Art
STANDARD		<p>Big Idea: People evaluate art based upon a variety of characteristics.  Essential Questions: Can I explain how I feel about a particular art form? Can I provide reasons that explain my feelings about a particular art form?</p>
DESCRIPTOR / STANDARD	9.3.PK.F.	Identification: Recognize and name a variety of art forms.
DESCRIPTOR	9.3.PK.F.1.	<p>Identify a photo, painting, drawing, dance, and songs.</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>

		<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>
<b>STANDARD AREA / STATEMENT</b>	<b>9.3.PK.</b>	<b>Critical Response to Works of Art</b>
<b>STANDARD</b>		<p>Big Idea: People evaluate art based upon a variety of characteristics.</p> <p>Essential Questions: Can I explain how I feel about a particular art form? Can I provide reasons that explain my feelings about a particular art form?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>9.3.PK.G.</b>	<b>Critical: Formulate and share an opinion about others' art products.</b>
<b>DESCRIPTOR</b>	<b>9.3.PK.G.1.</b>	<p>Observe, applaud or comment on the works of others.</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>



DESCRIPTOR	9.3.PK.G.2.	<p>Share an opinion about art work when asked, “What do you think this is about?”</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>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>
STANDARD AREA / STATEMENT	9.4.PK.	Aesthetic Response to Works in the Arts
STANDARD		<p>Big Idea: Art work can mean different things to different people.  Essential Question: How do I express my response to a work of art?</p>
DESCRIPTOR / STANDARD	9.4.PK.B.	Emotional Response: Demonstrate an emotional response to viewing or creating various art works.
DESCRIPTOR	9.4.PK.B.1.	<p>Respond through body language, facial expression or oral language.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>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>

		<p>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>
DESCRIPTOR	9.4.PK.B.2.	<p>Respond through humming, swaying, tapping foot to others' work.</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>
SUBJECT / STANDARD AREA	PA.HPD.	Health, Wellness and Physical Development (Pre-kindergarten)
STANDARD AREA / STATEMENT	10.1.PK.	Concepts of Health
STANDARD		Big Idea: Awareness of health concepts provides a foundation for healthy decision making. Essential Questions: Do I have a basic understanding of my body? Can I identify basic health concepts that help my body develop?
DESCRIPTOR / STANDARD	10.1.PK.C.	Nutrition: Identify foods that keep our body healthy.
DESCRIPTOR	10.1.PK.C.2.	<p>Classify foods by their food groups (e.g. fruits, vegetables, dairy).</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 87 Celebrating Learning Day 2 Small Group</p>
STANDARD AREA / STATEMENT	10.5.PK.	Concepts, Principles and Strategies of Movement: Fine Motor Development
STANDARD		Big Idea: Fine motor practice helps children develop eye-hand coordination, strength, and controlled use of tools. Essential Questions: How do I use my hands and fingers to manipulate objects? How do I develop eye-hand coordination?
DESCRIPTOR / STANDARD	10.5.PK.C.	Use of Tools: Use tools that require use of fingers, hands, and/or wrists to accomplish a task.
DESCRIPTOR	10.5.PK.C.1.	<p>Use writing and drawing implements with functional grasp (pincer grasp).</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 19 Exploring the Topic Day 3 Small Group  p.15 Exploring the Topic Day 1 Small Group</p>
DESCRIPTOR	10.5.PK.C.2.	<p>Use a variety of art tools (e.g. glue sticks, paint brushes, scissors) for a specific purpose.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 19 Exploring the Topic Day 3 Small Group  p.15 Exploring the Topic Day 1 Small Group</p>
SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Pre-kindergarten)
STANDARD AREA / STATEMENT	16.1.PK.	Self-Awareness and Self-Management
STANDARD		Big Idea: Understanding of self and ability to regulate behaviors and emotions are inextricably linked to learning and success. Essential Questions: How do I develop positive feelings about myself? How do I express and manage my emotions?
DESCRIPTOR / STANDARD	16.1.PK.A.	Manages Emotions and Behaviors: Distinguish between emotions and identify socially accepted ways to express them.
DESCRIPTOR	16.1.PK.A.1.	<p>Recognize and label basic feelings.</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 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>
DESCRIPTOR	16.1.PK.A.2.	<p>Express feelings that are appropriate to the situation.</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>
DESCRIPTOR	16.1.PK.A.3.	<p>Express feelings verbally or through play and artistic representation.</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. 30 Investigation 1 Day 2 Large Group  p. 32 Investigation 1 Day 3 Large Group  p. 33 Investigation 1 Day 3 Large-Group Roundup  p. 33 Investigation 1 Day 3 Read-Aloud  p. 36 Investigation 2 Day 1 Large Group  p. 39 Investigation 2 Day 2 Read-Aloud  p. 41 Investigation 2 Day 3 Large- Group Roundup  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. 48 Investigation 3 Day 2 Choice Time  p. 51 Investigation 3 Day 3 Read-Aloud  p. 54 Investigation 4 Day 1 Large Group  p. 55 Investigation 4 Day 1 Small Group  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. 60 Investigation 4 Day 4 Choice Time  p. 61 Investigation 4 Day 4 Large-Group Roundup  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>
DESCRIPTOR	16.1.PK.A.4.	<p>Name a range of feelings (e.g. excited, scared, angry, and surprised).</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>

		<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. 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>
<b>STANDARD AREA / STATEMENT</b>	<b>16.2.PK.</b>	<b>Establishing and Maintaining Relationships</b>
<b>STANDARD</b>		<p><b>Big Idea:</b> Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children’s ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>16.2.PK.A.</b>	<b>Relationships: Interact with peers and adults in a socially acceptable manner.</b>
<b>DESCRIPTOR</b>	<b>16.2.PK.A.1.</b>	<p>Engage in reciprocal conversation with familiar peer and adult.</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. 15 Exploring the Topic Day 1 Read-Aloud</p> <p>p. 16 Exploring the Topic Day 2 Choice Time</p> <p>p. 16 Exploring the Topic Day 2 Large Group</p> <p>p. 17 Exploring the Topic Day 2 Small Group</p> <p>p. 17 Exploring the Topic Day 2 Large-Group Roundup</p> <p>p. 18 Exploring the Topic Day 3 Choice Time</p> <p>p. 18 Exploring the Topic Day 3 Large Group</p> <p>p. 19 Exploring the Topic Day 3 Large-Group Roundup</p> <p>p. 19 Exploring the Topic Day 3 Read-Aloud</p> <p>p. 19 Exploring the Topic Day 3 Small Group</p> <p>p. 20 Exploring the Topic Day 4 Large Group</p> <p>p. 21 Exploring the Topic Day 4 Choice Time</p> <p>p. 21 Exploring the Topic Day 4 Large-Group Roundup</p> <p>p. 21 Exploring the Topic Day 4 Small Group</p> <p>p. 22 Exploring the Topic Day 5 Large Group</p> <p>p. 23 Exploring the Topic Day 5 Large-Group Roundup</p> <p>p. 23 Exploring the Topic Day 5 Choice Time</p> <p>p. 23 Exploring the Topic Day 5 Read-Aloud</p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 27 Investigation 1 Outdoor Experiences</p> <p>p. 28 Investigation 1 Day 1 Large Group</p> <p>p. 29 Investigation 1 Day 1 Choice Time</p> <p>p. 29 Investigation 1 Day 1 Large-Group Roundup</p> <p>p. 29 Investigation 1 Day 1 Mighty Minutes</p> <p>p. 29 Investigation 1 Day 1 Small Group</p> <p>p. 30 Investigation 1 Day 2 Large Group</p> <p>p. 31 Investigation 1 Day 2 Choice Time</p> <p>p. 31 Investigation 1 Day 2 Large-Group Roundup</p> <p>p. 31 Investigation 1 Day 2 Small Group</p> <p>p. 32 Investigation 1 Day 3 Choice Time</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Large-Group Roundup</p> <p>p. 33 Investigation 1 Day 3 Read-Aloud</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 35 Investigation 2 Outdoor Experience</p> <p>p. 36 Investigation 2 Day 1 Choice Time</p>

p. 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  
 p. 49 Investigation 3 Day 2 Small Group  
 p. 50 Investigation 3 Day 3 Large Group  
 p. 51 Investigation 3 Day 3 Choice Time  
 p. 51 Investigation 3 Day 3 Large-Group Roundup  
 p. 51 Investigation 3 Day 3 Read-Aloud  
 p. 51 Investigation 3 Day 3 Small Group  
 p. 53 Investigation 4 Outdoor Experiences  
 p. 54 Investigation 4 Day 1 Choice Time  
 p. 54 Investigation 4 Day 1 Large Group  
 p. 55 Investigation 4 Day 1 Large-Group Roundup  
 p. 55 Investigation 4 Day 1 Small Group  
 p. 56 Investigation 4 Day 2 Choice Time  
 p. 56 Investigation 4 Day 2 Large Group  
 p. 57 Investigation 4 Day 2 Large-Group Roundup  
 p. 57 Investigation 4 Day 2 Read-Aloud  
 p. 57 Investigation 4 Day 2 Small Group  
 p. 58 Investigation 4 Day 3 Large Group  
 p. 58 Investigation 4 Day 3 Choice Time  
 p. 59 Investigation 4 Day 3 Large-Group Roundup  
 p. 59 Investigation 4 Day 3 Read-Aloud  
 p. 59 Investigation 4 Day 3 Small Group  
 p. 60 Investigation 4 Day 4 Choice Time  
 p. 60 Investigation 4 Day 4 Large Group  
 p. 61 Investigation 4 Day 4 Large-Group Roundup  
 p. 61 Investigation 4 Day 4 Small Group  
 p. 62 Investigation 4 Day 5 Choice Time  
 p. 62 Investigation 4 Day 5 Large Group  
 p. 63 Investigation 4 Day 5 Large-Group Roundup  
 p. 63 Investigation 4 Day 5 Read-Aloud  
 p. 63 Investigation 4 Day 5 Small Group  
 p. 65 Investigation 5 Outdoor Experience  
 p. 66 Investigation 5 Day 1 Large Group  
 p. 67 Investigation 5 Day 1 Choice Time  
 p. 67 Investigation 5 Day 1 Large-Group Roundup  
 p. 67 Investigation 5 Day 1 Small Group  
 p. 68 Investigation 5 Day 2 Large Group  
 p. 69 Investigation 5 Day 2 Choice Time  
 p. 69 Investigation 5 Day 2 Large-Group Roundup  
 p. 69 Investigation 5 Day 2 Small Group  
 p. 70 Investigation 5 Day 3 Large Group

		<p>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>DESCRIPTOR</p>	<p>16.2.PK.A.2.</p>	<p>Respond to familiar adult’s questions and directions.</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. 16 Exploring the Topic Day 2 Choice Time  p. 16 Exploring the Topic Day 2 Large Group  p. 18 Exploring the Topic Day 3 Choice Time  p. 18 Exploring the Topic Day 3 Large Group  p. 19 Exploring the Topic Day 3 Large-Group Roundup  p. 19 Exploring the Topic Day 3 Small Group  p. 20 Exploring the Topic Day 4 Large Group  p. 22 Exploring the Topic Day 5 Large Group  p. 27 Investigation 1 Outdoor Experiences  p. 28 Investigation 1 Day 1 Large Group  p. 29 Investigation 1 Day 1 Choice Time  p. 31 Investigation 1 Day 2 Read-Aloud  p. 32 Investigation 1 Day 3 Large Group  p. 33 Investigation 1 Day 3 Small Group  p. 35 Investigation 2 Outdoor Experience  p. 36 Investigation 2 Day 1 Choice Time  p. 36 Investigation 2 Day 1 Large Group  p. 39 Investigation 2 Day 2 Small Group  p. 41 Investigation 2 Day 3 Small Group  p. 43 Investigation 2 Day 4 Mighty Minutes  p. 43 Investigation 2 Day 4 Small Group  p. 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 Large Group  p. 49 Investigation 3 Day 2 Mighty Minutes  p. 50 Investigation 3 Day 3 Large Group  p. 51 Investigation 3 Day 3 Small Group  p. 54 Investigation 4 Day 1 Large Group  p. 55 Investigation 4 Day 1 Small Group  p. 56 Investigation 4 Day 2 Choice Time  p. 56 Investigation 4 Day 2 Large Group  p. 57 Investigation 4 Day 2 Large-Group Roundup  p. 57 Investigation 4 Day 2 Small Group  p. 58 Investigation 4 Day 3 Large Group  p. 60 Investigation 4 Day 4 Large Group  p. 62 Investigation 4 Day 5 Large Group  p. 65 Investigation 5 Outdoor Experience  p. 66 Investigation 5 Day 1 Large Group  p. 67 Investigation 5 Day 1 Small Group  p. 68 Investigation 5 Day 2 Large Group  p. 69 Investigation 5 Day 2 Choice Time  p. 71 Investigation 5 Day 3 Small Group  p. 83 Celebrating Learning Outdoor Experiences</p>

		<p>p. 84 Celebrating Learning Day 1 Large Group</p> <p>p. 87 Celebrating Learning Day 2 Choice Time</p> <p>p. 87 Celebrating Learning Day 2 Large Group Roundup</p> <p>p. 87 Celebrating Learning Day 2 Mighty Minutes</p> <p>p. 87 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	16.2.PK.A.9.	<p>Share and take turns.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 51 Investigation 3 Day 3 Small Group</p> <p>p. 71 Investigation 5 Day 3 Small Group</p>
STANDARD AREA / STATEMENT	16.2.PK.	Establishing and Maintaining Relationships
STANDARD		<p>Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children's ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?</p>
DESCRIPTOR / STANDARD	16.2.PK.B.	Diversity: Identify similarities and differences between self and others.
DESCRIPTOR	16.2.PK.B.2.	<p>Make drawings of people, including self-portraits, depicting body parts, clothing, and other physical characteristics.</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>
STANDARD AREA / STATEMENT	16.2.PK.	Establishing and Maintaining Relationships
STANDARD		<p>Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children's ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?</p>
DESCRIPTOR / STANDARD	16.2.PK.C.	Communication: Engage in reciprocal communication with adults and peers.
DESCRIPTOR	16.2.PK.C.1.	<p>Communicate using detail related to topic being discussed including topics of personal interest, and special events.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 15 Exploring the Topic Day 1 Large-Group Roundup</p> <p>p. 16 Exploring the Topic Day 2 Large Group</p> <p>p. 17 Exploring the Topic Day 2 Small Group</p> <p>p. 17 Exploring the Topic Day 2 Large-Group Roundup</p> <p>p. 18 Exploring the Topic Day 3 Choice Time</p> <p>p. 18 Exploring the Topic Day 3 Large Group</p> <p>p. 19 Exploring the Topic Day 3 Large-Group Roundup</p> <p>p. 19 Exploring the Topic Day 3 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. 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>
DESCRIPTOR	16.2.PK.C.2.	<p>Pose questions related to topic being discussed.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 15 Exploring the Topic Day 1 Choice Time</p> <p>p. 22 Exploring the Topic Day 5 Large Group</p> <p>p. 37 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 38 Investigation 2 Day 2 Large Group</p> <p>p. 39 Investigation 2 Day 2 Large-Group Roundup</p> <p>p. 40 Investigation 2 Day 3 Large Group</p>
DESCRIPTOR	16.2.PK.C.3.	<p>Respond to questions posed by adults and peers.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 14 Exploring the Topic Day 1 Large Group</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>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. 22 Exploring the Topic Day 5 Large Group</p> <p>p. 28 Investigation 1 Day 1 Large Group</p> <p>p. 29 Investigation 1 Day 1 Choice Time</p> <p>p. 31 Investigation 1 Day 2 Read-Aloud</p> <p>p. 32 Investigation 1 Day 3 Large Group</p> <p>p. 33 Investigation 1 Day 3 Small Group</p> <p>p. 36 Investigation 2 Day 1 Choice Time</p> <p>p. 36 Investigation 2 Day 1 Large Group</p> <p>p. 41 Investigation 2 Day 3 Small Group</p> <p>p. 43 Investigation 2 Day 4 Mighty Minutes</p> <p>p. 43 Investigation 2 Day 4 Small Group</p> <p>p. 46 Investigation 3 Day 1 Choice Time</p> <p>p. 46 Investigation 3 Day 1 Large Group</p> <p>p. 48 Investigation 3 Day 2 Large Group</p> <p>p. 49 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 50 Investigation 3 Day 3 Large Group</p> <p>p. 51 Investigation 3 Day 3 Small Group</p> <p>p. 54 Investigation 4 Day 1 Large Group</p> <p>p. 55 Investigation 4 Day 1 Small Group</p> <p>p. 56 Investigation 4 Day 2 Choice Time</p> <p>p. 56 Investigation 4 Day 2 Large Group</p> <p>p. 57 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 57 Investigation 4 Day 2 Small Group</p> <p>p. 58 Investigation 4 Day 3 Large Group</p> <p>p. 60 Investigation 4 Day 4 Large Group</p> <p>p. 62 Investigation 4 Day 5 Large Group</p> <p>p. 66 Investigation 5 Day 1 Large Group</p> <p>p. 67 Investigation 5 Day 1 Small Group</p> <p>p. 68 Investigation 5 Day 2 Large Group</p> <p>p. 69 Investigation 5 Day 2 Choice Time</p> <p>p. 71 Investigation 5 Day 3 Small Group</p> <p>p. 84 Celebrating Learning Day 1 Large Group</p> <p>p. 87 Celebrating Learning Day 2 Choice Time</p> <p>p. 87 Celebrating Learning Day 2 Large Group Roundup</p> <p>p. 87 Celebrating Learning Day 2 Mighty Minutes</p>
DESCRIPTOR	16.2.PK.C.5.	<p>Engage in turn taking.</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 51 Investigation 3 Day 3 Small Group</p> <p>p. 71 Investigation 5 Day 3 Small Group</p>
STANDARD AREA / STATEMENT	16.2.PK.	Establishing and Maintaining Relationships
STANDARD		<p>Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children's ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?</p>
DESCRIPTOR / STANDARD	16.2.PK.D.	<p>Managing Interpersonal Conflicts: Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict (See also 5.2.PK.B).</p>
DESCRIPTOR	16.2.PK.D.3.	<p>Solve simple conflicts with peers with independence (share, take turns, apologize, try something else, ask for help).</p> <p><u>Reduce, Reuse, Recycle Study</u></p> <p>p. 23 Exploring the Topic Day 5 Small Group</p> <p>p. 51 Investigation 3 Day 3 Small Group</p>

		p. 71 Investigation 5 Day 3 Small Group
<b>STANDARD AREA / STATEMENT</b>	16.2.PK.	<b>Establishing and Maintaining Relationships</b>
<b>STANDARD</b>		<b>Big Idea:</b> Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children’s ability to learn, respect adult authority, and express themselves. <b>Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question:</b> How do my relationships with adults and peers help me feel secure, supported, and successful?
<b>DESCRIPTOR / STANDARD</b>	16.2.PK.E.	<b>Support: Asking for Help:</b> Ask for and accept offers of help when needed or appropriate.
<b>DESCRIPTOR</b>	16.2.PK.E.5.	Respond appropriately to offers of help (e.g. “That’s okay, I can do it” or “yes, thank you”).  <u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Mighty Minutes p. 17 Exploring the Topic Day 2 Mighty Minutes p. 37 Investigation 2 Day 1 Small Group p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group p. 85 Celebrating Learning Day 1 Mighty Minutes
<b>STANDARD AREA / STATEMENT</b>	16.3.PK.	<b>Decision Making and Responsible Behavior</b>
<b>STANDARD</b>		<b>Big Idea:</b> Actions and behaviors either positively or negatively affect how I learn, and how I get along with others. <b>Essential Question:</b> How do I use healthy strategies to manage my behavior?
<b>DESCRIPTOR / STANDARD</b>	16.3.PK.A.	<b>Decision Making Skills:</b> Interpret the consequences of choices.
<b>DESCRIPTOR</b>	16.3.PK.A.2.	Tell a peer when a rule is broken.  <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group
<b>DESCRIPTOR</b>	16.3.PK.A.5.	Discuss the reasons for having rules.  <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group
<b>STANDARD AREA / STATEMENT</b>	16.3.PK.	<b>Decision Making and Responsible Behavior</b>
<b>STANDARD</b>		<b>Big Idea:</b> Actions and behaviors either positively or negatively affect how I learn, and how I get along with others. <b>Essential Question:</b> How do I use healthy strategies to manage my behavior?
<b>DESCRIPTOR / STANDARD</b>	16.3.PK.B.	<b>Understanding Social Norms:</b> Recognize there are socially acceptable ways to behave in different places.
<b>DESCRIPTOR</b>	16.3.PK.B.3.	Cooperate in both large and small group activities that are facilitated by adult.  <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. 19 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Small Group

		<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> <p>p. 56 Investigation 4 Day 2 Large Group</p> <p>p. 57 Investigation 4 Day 2 Large-Group Roundup</p>
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		<p>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>
DESCRIPTOR	16.3.PK.B.4.	<p>Apply classroom rules to new situations.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 14 Exploring the Topic Day 1 Large Group</p>
DESCRIPTOR	16.3.PK.B.6.	<p>Follow rules and routines in classroom and other settings with reminders.</p> <p><u>Reduce, Reuse, Recycle Study</u>  p. 14 Exploring the Topic Day 1 Large Group</p>

**Trees Study**

**Secondary Criteria:** *Pennsylvania Learning Standards for Early Childhood: Pre-Kindergarten*

**Subject:** Early Childhood Education

**Grade:** Pre-Kindergarten

<b>SUBJECT / STANDARD AREA</b>	<b>PA.AL.</b>	<b>Approaches to Learning Through Play (Pre-kindergarten)</b>
<b>STANDARD AREA / STATEMENT</b>	<b>AL.1.PK.</b>	<b>Constructing and Gathering Knowledge</b>
<b>STANDARD</b>		<b>Big Idea:</b> Children actively construct knowledge through routines, play, practices, and language. Children use a variety of strategies to gather information based upon their own individualized approach to learning. <b>Essential Questions:</b> What strategies can be used to gather information? What can I learn from my every day experiences, including play?
<b>DESCRIPTOR / STANDARD</b>	<b>AL.1.PK.A.</b>	<b>Curiosity and Initiative:</b> Explore and ask questions to seek meaningful information about a growing range of topics, ideas and tasks.
<b>DESCRIPTOR</b>	<b>AL.1.PK.A.4.</b>	<p>Ask questions to understand something (e.g. "How does that work?").</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>
<b>STANDARD AREA / STATEMENT</b>	<b>AL.2.PK.</b>	<b>Organizing and Understanding Information</b>
<b>STANDARD</b>		<b>Big Idea:</b> Strategies for filtering and organizing information are important to the learning process. <b>Essential Questions:</b> How do I decide what information/task to attend to? What strategies do I use to organize information?
<b>DESCRIPTOR / STANDARD</b>	<b>AL.2.PK.A.</b>	<b>Engagement and Attention:</b> Work toward completing a task, even if challenging, and despite interruptions.
<b>DESCRIPTOR</b>	<b>AL.2.PK.A.1.</b>	<p>State when they are being distracted.</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>

DESCRIPTOR	AL.2.PK.A.2.	State when they are frustrated by a challenge.  <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
STANDARD AREA / STATEMENT	AL.2.PK.	Organizing and Understanding Information
STANDARD		Big Idea: Strategies for filtering and organizing information are important to the learning process. Essential Questions: How do I decide what information/task to attend to? What strategies do I use to organize information?
DESCRIPTOR / STANDARD	AL.2.PK.B.	Task Analysis: Independently break simple tasks into steps and complete them one at a time.
DESCRIPTOR	AL.2.PK.B.1.	Attend and follow through on two 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
DESCRIPTOR	AL.2.PK.B.2.	Explain a routine sequence.  <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>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>
DESCRIPTOR	AL.2.PK.B.3.	<p>Relate the steps necessary to complete a task or activity.</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>
DESCRIPTOR	AL.2.PK.B.4.	<p>Relate the desired outcome or end goal of a task or activity.</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>
STANDARD AREA / STATEMENT	AL.2.PK.	Organizing and Understanding Information
STANDARD		Big Idea: Strategies for filtering and organizing information are important to the learning process. Essential Questions: How do I decide what information/task to attend to? What strategies do I use to organize information?
DESCRIPTOR / STANDARD	AL.2.PK.E.	Memory: Retain and recall information presented over a short period of time.
DESCRIPTOR	AL.2.PK.E.1.	<p>Relate information and/or experiences from the past.</p> <p><u>Trees Study</u>  p. 020 Exploring the Topic Day 4 Large Group</p>
DESCRIPTOR	AL.2.PK.E.2.	<p>Remember and update simple information (e.g. one's place in a story, song or game if interrupted).</p> <p><u>Trees Study</u>  p. 020 Exploring the Topic Day 4 Large Group</p>
DESCRIPTOR	AL.2.PK.E.3.	Engage in memory games.

		<u>Trees Study</u> p. 020 Exploring the Topic Day 4 Large Group
DESCRIPTOR	AL.2.PK.E.4.	Recall details from stories, events, and experiences.  <u>Trees Study</u> p. 020 Exploring the Topic Day 4 Large Group
STANDARD AREA / STATEMENT	AL.3.PK.	Applying Knowledge
STANDARD		Big Idea: Prior knowledge and experiences can be used to express and create new understandings. Essential Questions: How do I use what I already know to understand new things? How do I represent new understandings?
DESCRIPTOR / STANDARD	AL.3.PK.A.	Creativity: Use music, art and/or stories to express ideas, thoughts, and feelings.
DESCRIPTOR	AL.3.PK.A.1.	Reference 9.1.M.PK.E; 9.1.D.PK.E; 9.1.V.PK.E; 1.4.PK.M; 1.5.PK.E.  <u>Trees Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Large-Group Roundup p. 030 Investigation 1 Day 2 Large Group p. 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. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 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. 059 Investigation 3 Day 4 Choice Time p. 059 Investigation 3 Day 4 Large-Group Roundup p. 064 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Choice Time p. 066 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 2 Large-Group Roundup p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Choice Time p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 070 Investigation 4 Day 4 Small Group p. 074 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Choice Time p. 075 Investigation 5 Day 1 Large-Group Roundup p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group p. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Choice Time p. 081 Investigation 5 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 1 Large-Group Roundup p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group p. 109 Celebrating Learning Day 2 Large-Group Roundup



		p. 109 Celebrating Learning Day 2 Small Group
<b>STANDARD AREA / STATEMENT</b>	<b>AL.3.PK.</b>	<b>Applying Knowledge</b>
<b>STANDARD</b>		Big Idea: Prior knowledge and experiences can be used to express and create new understandings. Essential Questions: How do I use what I already know to understand new things? How do I represent new understandings?
<b>DESCRIPTOR / STANDARD</b>	<b>AL.3.PK.B.</b>	<b>Invention: Produce and explain the purpose for a new creation.</b>
<b>DESCRIPTOR</b>	<b>AL.3.PK.B.1.</b>	Engage in a variety of creative activities.  <u>Trees Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small 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. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 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. 059 Investigation 3 Day 4 Choice Time p. 059 Investigation 3 Day 4 Large-Group Roundup p. 064 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Choice Time p. 066 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 2 Large-Group Roundup p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Choice Time p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 070 Investigation 4 Day 4 Small Group p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group p. 080 Investigation 5 Day 4 Large Group p. 087 Investigation 6 Day 1 Large-Group Roundup p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group
<b>DESCRIPTOR</b>	<b>AL.3.PK.B.2.</b>	Describe or draw a desired product (e.g. create a blueprint for a block structure).  <u>Trees Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small 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. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 056 Investigation 3 Day 3 Choice Time

		<p>p. 056 Investigation 3 Day 3 Large Group  p. 058 Investigation 3 Day 4 Large Group  p. 059 Investigation 3 Day 4 Choice Time  p. 059 Investigation 3 Day 4 Large-Group Roundup  p. 064 Investigation 4 Day 1 Large Group  p. 065 Investigation 4 Day 1 Choice Time  p. 066 Investigation 4 Day 2 Choice Time  p. 066 Investigation 4 Day 2 Large Group  p. 067 Investigation 4 Day 2 Large-Group Roundup  p. 068 Investigation 4 Day 3 Large Group  p. 069 Investigation 4 Day 3 Choice Time  p. 069 Investigation 4 Day 3 Large-Group Roundup  p. 069 Investigation 4 Day 3 Small Group  p. 070 Investigation 4 Day 4 Choice Time  p. 070 Investigation 4 Day 4 Large Group  p. 070 Investigation 4 Day 4 Large-Group Roundup  p. 070 Investigation 4 Day 4 Small Group  p. 076 Investigation 5 Day 2 Large Group  p. 077 Investigation 5 Day 2 Small Group  p. 078 Investigation 5 Day 3 Large Group  p. 080 Investigation 5 Day 4 Large Group  p. 087 Investigation 6 Day 1 Large-Group Roundup  p. 087 Investigation 6 Day 1 Small Group  p. 088 Investigation 6 Day 2 Choice Time  p. 091 Investigation 6 Day 3 Small Group  p. 109 Celebrating Learning Day 2 Large-Group Roundup  p. 109 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	AL.3.PK.B.3.	<p>Answer questions to explain the purpose of a creation.</p> <p><u>Trees Study</u></p> <p>p. 016 Exploring the Topic Day 2 Large Group  p. 021 Exploring the Topic Day 4 Small 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. 047 Investigation 2 Day 4 Small Group  p. 049 Investigation 2 Day 5 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. 059 Investigation 3 Day 4 Choice Time  p. 059 Investigation 3 Day 4 Large-Group Roundup  p. 064 Investigation 4 Day 1 Large Group  p. 065 Investigation 4 Day 1 Choice Time  p. 066 Investigation 4 Day 2 Choice Time  p. 066 Investigation 4 Day 2 Large Group  p. 067 Investigation 4 Day 2 Large-Group Roundup  p. 068 Investigation 4 Day 3 Large Group  p. 069 Investigation 4 Day 3 Choice Time  p. 069 Investigation 4 Day 3 Large-Group Roundup  p. 069 Investigation 4 Day 3 Small Group  p. 070 Investigation 4 Day 4 Choice Time  p. 070 Investigation 4 Day 4 Large Group  p. 070 Investigation 4 Day 4 Large-Group Roundup  p. 070 Investigation 4 Day 4 Small Group  p. 076 Investigation 5 Day 2 Large Group  p. 077 Investigation 5 Day 2 Small Group  p. 078 Investigation 5 Day 3 Large Group  p. 080 Investigation 5 Day 4 Large Group  p. 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>

		<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>
DESCRIPTOR	AL.3.PK.B.4.	<p>Show pride in a creation.</p> <p><u>Trees Study</u></p> <p>p. 016 Exploring the Topic Day 2 Large Group</p> <p>p. 021 Exploring the Topic Day 4 Small 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. 047 Investigation 2 Day 4 Small Group</p> <p>p. 049 Investigation 2 Day 5 Small Group</p> <p>p. 056 Investigation 3 Day 3 Choice Time</p> <p>p. 056 Investigation 3 Day 3 Large Group</p> <p>p. 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. 069 Investigation 4 Day 3 Small Group</p> <p>p. 070 Investigation 4 Day 4 Choice Time</p> <p>p. 070 Investigation 4 Day 4 Large Group</p> <p>p. 070 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 070 Investigation 4 Day 4 Small Group</p> <p>p. 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. 080 Investigation 5 Day 4 Large Group</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. 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>
STANDARD AREA / STATEMENT	AL.4.PK.	Learning Through Experience
STANDARD		Big Idea: Experiences provide the context in which learning is constructed. Essential Questions: In what ways does an experience in one setting influence my learning and experiences in another setting? How do I learn from my mistakes and/or from challenging situations?
DESCRIPTOR / STANDARD	AL.4.PK.A.	Making Connections: Relate knowledge learned from one experience to a similar experience in a new setting.
DESCRIPTOR	AL.4.PK.A.1.	<p>Relate personal (e.g. home, cultural, community) experiences during play, and other school 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. 034 Investigation 1 Day 4 Large Group  p. 036 Investigation 1 Day 5 Large Group  p. 041 Investigation 2 Day 1 Mighty Minutes  p. 041 Investigation 2 Day 1 Small Group  p. 043 Investigation 2 Day 2 Mighty Minutes  p. 044 Investigation 2 Day 3 Large Group  p. 046 Investigation 2 Day 4 Choice Time  p. 046 Investigation 2 Day 4 Large Group  p. 047 Investigation 2 Day 4 Mighty Minutes  p. 048 Investigation 2 Day 5 Large Group  p. 049 Investigation 2 Day 5 Choice Time  p. 051 Investigation 3 Outdoor Experiences  p. 053 Investigation 3 Day 1 Small Group  p. 054 Investigation 3 Day 2 Large Group  p. 055 Investigation 3 Day 2 Mighty Minutes  p. 059 Investigation 3 Day 4 Large-Group Roundup  p. 061 Investigation 3 Day 5 Large-Group Roundup  p. 061 Investigation 3 Day 5 Mighty Minutes  p. 061 Investigation 3 Day 5 Small Group  p. 063 Investigation 4 Outdoor Experiences  p. 065 Investigation 4 Day 1 Small Group  p. 066 Investigation 4 Day 2 Large Group  p. 069 Investigation 4 Day 3 Small Group  p. 070 Investigation 4 Day 4 Large Group  p. 073 Investigation 5 Outdoor Experiences  p. 075 Investigation 5 Day 1 Read-Aloud  p. 075 Investigation 5 Day 1 Small Group  p. 077 Investigation 5 Day 2 Mighty Minutes  p. 079 Investigation 5 Day 3 Small Group  p. 080 Investigation 5 Day 4 Large Group  p. 082 Investigation 5 Day 5 Large Group  p. 083 Investigation 5 Day 5 Mighty Minutes  p. 085 Investigation 6 Outdoor Experience  p. 091 Investigation 6 Day 3 Mighty Minutes  p. 105 Celebrating Learning Outdoor Experiences  p. 106 Celebrating Learning Day 1 Large Group  p. 107 Celebrating Learning Day 1 Mighty Minutes  p. 109 Celebrating Learning Day 2 Mighty Minutes</p>
<p>DESCRIPTOR</p>	<p>AL.4.PK.A.2.</p>	<p>Understand that appropriate activities and events may differ from home to school.</p> <p><u>Trees Study</u>  p. 014 Exploring the Topic Day 1 Large Group  p. 015 Exploring the Topic Day 1 Small Group  p. 016 Exploring the Topic Day 2 Large 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. 029 Investigation 1 Day 1 Small Group  p. 031 Investigation 1 Day 2 Small 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 Read-Aloud  p. 035 Investigation 1 Day 4 Small Group  p. 037 Investigation 1 Day 5 Small Group  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 Small Group  p. 045 Investigation 2 Day 3 Read-Aloud  p. 045 Investigation 2 Day 3 Small Group  p. 047 Investigation 2 Day 4 Small Group</p>

		<p>p. 049 Investigation 2 Day 5 Small Group  p. 053 Investigation 3 Day 1 Small Group  p. 055 Investigation 3 Day 2 Small Group  p. 056 Investigation 3 Day 3 Choice Time  p. 057 Investigation 3 Day 3 Small Group  p. 059 Investigation 3 Day 4 Small Group  p. 060 Investigation 3 Day 5 Large Group  p. 061 Investigation 3 Day 5 Small Group  p. 065 Investigation 4 Day 1 Small Group  p. 067 Investigation 4 Day 2 Small Group  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. 075 Investigation 5 Day 1 Read-Aloud  p. 075 Investigation 5 Day 1 Small 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 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. 083 Investigation 5 Day 5 Read-Aloud  p. 083 Investigation 5 Day 5 Small Group  p. 087 Investigation 6 Day 1 Small Group  p. 088 Investigation 6 Day 2 Choice Time  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. 091 Investigation 6 Day 3 Small Group  p. 093 Investigation 6 Day 4 Read-Aloud  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 Read-Aloud  p. 109 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	AL.4.PK.A.4.	<p>Practice skills learned in whole group demonstration or role play during center exploration.</p> <p><u>Trees Study</u></p> <p>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>

		<p>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>
<b>STANDARD AREA / STATEMENT</b>	<b>AL.4.PK.</b>	<b>Learning Through Experience</b>
<b>STANDARD</b>		<p>Big Idea: Experiences provide the context in which learning is constructed. Essential Questions: In what ways does an experience in one setting influence my learning and experiences in another setting? How do I learn from my mistakes and/or from challenging situations?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>AL.4.PK.C.</b>	<b>Problem Solving: Attempt problem solving activities to achieve a positive outcome.</b>
<b>DESCRIPTOR</b>	<b>AL.4.PK.C.1.</b>	<p>Try new ways to complete a familiar task.</p> <p><u>Trees Study</u>  p. 029 Investigation 1 Day 1 Small Group  p. 041 Investigation 2 Day 1 Small Group  p. 079 Investigation 5 Day 3 Small Group  p. 090 Investigation 6 Day 3 Choice Time</p>
<b>DESCRIPTOR</b>	<b>AL.4.PK.C.2.</b>	<p>Attempt to complete a task in more than one way (e.g. using materials in new ways, trial and error, breaking tasks into steps) before asking for help or stopping due to frustration.</p> <p><u>Trees Study</u>  p. 029 Investigation 1 Day 1 Small Group  p. 041 Investigation 2 Day 1 Small Group  p. 079 Investigation 5 Day 3 Small Group  p. 090 Investigation 6 Day 3 Choice Time</p>
<b>DESCRIPTOR</b>	<b>AL.4.PK.C.3.</b>	<p>Ask questions to clarify problems.</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>

DESCRIPTOR	AL.4.PK.C.4.	Discuss the different ways used to accomplish a task or to solve a problem.  <u>Trees Study</u> p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 079 Investigation 5 Day 3 Small Group p. 090 Investigation 6 Day 3 Choice Time
DESCRIPTOR	AL.4.PK.C.5.	Recall and use a previously successful strategy.  <u>Trees Study</u> p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 079 Investigation 5 Day 3 Small Group p. 090 Investigation 6 Day 3 Choice Time
DESCRIPTOR	AL.4.PK.C.6.	Change plan if a better strategy presents itself.  <u>Trees Study</u> p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 079 Investigation 5 Day 3 Small Group p. 090 Investigation 6 Day 3 Choice Time
SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Pre-kindergarten)
STANDARD AREA / STATEMENT	1.1.PK.	Foundational Skills
STANDARD		Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?
DESCRIPTOR / STANDARD	1.1.PK.A.	Book Handling: Practice appropriate book handling skills.
DESCRIPTOR	1.1.PK.A.3.	Use pointers or finger to track print on charts, posters, environmental print or in books.  <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
DESCRIPTOR	1.1.PK.A.4.	Practice tracking from top to bottom and left to right with scaffolding.  <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>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>
<b>STANDARD AREA / STATEMENT</b>	1.1.PK.	<b>Foundational Skills</b>
<b>STANDARD</b>		<b>Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?</b>
<b>DESCRIPTOR / STANDARD</b>	1.1.PK.B.	<b>Print Concepts: Identify basic features of print.</b>
<b>DESCRIPTOR</b>	1.1.PK.B.2.	<p>Recognize and name some upper and lower case letters of the alphabet.</p> <p><u>Trees Study</u>  p. 021 Exploring the Topic Day 4 Small Group  p. 031 Investigation 1 Day 2 Small Group  p. 033 Investigation 1 Day 3 Mighty Minutes  p. 035 Investigation 1 Day 4 Mighty Minutes  p. 037 Investigation 1 Day 5 Small Group  p. 047 Investigation 2 Day 4 Small Group  p. 053 Investigation 3 Day 1 Small Group  p. 061 Investigation 3 Day 5 Small Group  p. 077 Investigation 5 Day 2 Small Group  p. 082 Investigation 5 Day 5 Choice Time  p. 083 Investigation 5 Day 5 Read-Aloud  p. 087 Investigation 6 Day 1 Small Group  p. 109 Celebrating Learning Day 2 Small Group</p>
<b>STANDARD AREA / STATEMENT</b>	1.1.PK.	<b>Foundational Skills</b>
<b>STANDARD</b>		<b>Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?</b>
<b>DESCRIPTOR / STANDARD</b>	1.1.PK.C.	<b>Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
<b>DESCRIPTOR</b>	1.1.PK.C.1.	<p>Recognize 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. 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>



		<p>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>
DESCRIPTOR	1.1.PK.C.2.	<p>Recognize when two or more words begin with the same sound (alliteration).</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>
DESCRIPTOR	1.1.PK.C.3.	<p>Count syllables in spoken words.</p> <p><u>Trees Study</u>  p. 015 Exploring the Topic Day 1 Mighty Minutes  p. 019 Exploring the Topic Day 3 Mighty Minutes  p. 023 Exploring the Topic Day 5 Mighty Minutes  p. 029 Investigation 1 Day 1 Mighty Minutes  p. 043 Investigation 2 Day 2 Mighty Minutes  p. 082 Investigation 5 Day 5 Large Group  p. 093 Investigation 6 Day 4 Mighty Minutes</p>
DESCRIPTOR	1.1.PK.C.4.	<p>Isolate and pronounce 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>

		<p>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>
DESCRIPTOR	1.1.PK.C.5.	<p>Segment single-syllable spoken words into phonemes.</p> <p><u>Trees Study</u>  p. 055 Investigation 3 Day 2 Small Group  p. 090 Investigation 6 Day 3 Large Group</p>
STANDARD AREA / STATEMENT	1.1.PK.	Foundational Skills
STANDARD		Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?
DESCRIPTOR / STANDARD	1.1.PK.D.	Phonics and Word Recognition: Develop beginning phonics and word skills.
DESCRIPTOR	1.1.PK.D.1.	<p>Associate some letters with their names and sounds.</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. 036 Investigation 1 Day 5 Large Group  p. 037 Investigation 1 Day 5 Large-Group Roundup  p. 037 Investigation 1 Day 5 Mighty Minutes  p. 037 Investigation 1 Day 5 Small Group  p. 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. 055 Investigation 3 Day 2 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. 069 Investigation 4 Day 3 Small Group  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>
DESCRIPTOR	1.1.PK.D.2.	<p>Identify familiar words 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>
STANDARD AREA /	1.1.PK.	Foundational Skills

STATEMENT		
STANDARD		Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?
DESCRIPTOR / STANDARD	1.1.PK.E.	Fluency: Read emergent reader text with purpose and understanding.
DESCRIPTOR	1.1.PK.E.1.	<p>Recite rhymes, songs, and familiar text while tracking with a finger or pointer.</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. 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. 021 Exploring the Topic Day 4 Small Group  p. 032 Investigation 1 Day 3 Large Group  p. 034 Investigation 1 Day 4 Large Group  p. 037 Investigation 1 Day 5 Small 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. 047 Investigation 2 Day 4 Small Group  p. 048 Investigation 2 Day 5 Large Group  p. 049 Investigation 2 Day 5 Mighty Minutes  p. 049 Investigation 2 Day 5 Small Group  p. 053 Investigation 3 Day 1 Mighty Minutes  p. 053 Investigation 3 Day 1 Small Group  p. 054 Investigation 3 Day 2 Large Group  p. 055 Investigation 3 Day 2 Small Group  p. 056 Investigation 3 Day 3 Large Group  p. 057 Investigation 3 Day 3 Mighty Minutes  p. 057 Investigation 3 Day 3 Small Group  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. 065 Investigation 4 Day 1 Small Group  p. 066 Investigation 4 Day 2 Large Group  p. 067 Investigation 4 Day 2 Mighty Minutes  p. 069 Investigation 4 Day 3 Mighty Minutes  p. 069 Investigation 4 Day 3 Small Group  p. 070 Investigation 4 Day 4 Large Group  p. 075 Investigation 5 Day 1 Mighty Minutes  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. 081 Investigation 5 Day 4 Small Group  p. 082 Investigation 5 Day 5 Choice Time  p. 083 Investigation 5 Day 5 Mighty Minutes  p. 083 Investigation 5 Day 5 Read-Aloud  p. 087 Investigation 6 Day 1 Small Group  p. 089 Investigation 6 Day 2 Mighty Minutes  p. 107 Celebrating Learning Day 1 Mighty Minutes  p. 107 Celebrating Learning Day 1 Small Group  p. 109 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	1.1.PK.E.2.	<p>Apply knowledge of letters, word and sounds to read simple sentences.</p> <p><u>Trees Study</u>  p. 014 Exploring the Topic Day 1 Large Group</p>

		<p>p. 029 Investigation 1 Day 1 Small Group  p. 037 Investigation 1 Day 5 Small Group  p. 045 Investigation 2 Day 3 Small Group  p. 049 Investigation 2 Day 5 Small Group  p. 053 Investigation 3 Day 1 Small Group  p. 055 Investigation 3 Day 2 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. 077 Investigation 5 Day 2 Small Group  p. 078 Investigation 5 Day 3 Large Group  p. 082 Investigation 5 Day 5 Choice Time  p. 083 Investigation 5 Day 5 Read-Aloud  p. 088 Investigation 6 Day 2 Choice Time  p. 090 Investigation 6 Day 3 Large Group  p. 091 Investigation 6 Day 3 Small Group  p. 107 Celebrating Learning Day 1 Small Group  p. 109 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	1.1.PK.E.3.	<p>Assemble letters to form words and words to form sentences and (pretend) to read the words or sentences back.</p> <p><u>Trees Study</u>  p. 018 Exploring the Topic Day 3 Large Group  p. 033 Investigation 1 Day 3 Mighty Minutes  p. 035 Investigation 1 Day 4 Mighty Minutes  p. 049 Investigation 2 Day 5 Small Group  p. 053 Investigation 3 Day 1 Small Group  p. 109 Celebrating Learning Day 2 Small Group</p>
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
DESCRIPTOR / STANDARD	1.2.PK.A.	Key Ideas and Details Main Idea: With prompting and support, retell key details of text that support a provided main idea.
DESCRIPTOR	1.2.PK.A.1.	<p>Know that the details of a text can be used to support a main topic or idea.</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. 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>

		<p>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>
<b>DESCRIPTOR</b>	1.2.PK.A.2.	<p>Provide relevant details from a text which support a provided main idea.</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. 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>
<b>STANDARD AREA / STATEMENT</b>	1.2.PK.	Reading Informational Text
<b>STANDARD</b>		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	1.2.PK.B.	Key Ideas and Details Text Analysis: Answer questions about a text.
<b>DESCRIPTOR</b>	1.2.PK.B.1.	<p>Use specific details from the text to answer questions.</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. 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>

		<p>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>
DESCRIPTOR	1.2.PK.B.2.	<p>Answer “who” or “what” the text is about.</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. 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>
DESCRIPTOR	1.2.PK.B.3.	<p>Answer “how” and/or “why” questions using specifics from the text.</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. 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>
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words?</p>

		What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.2.PK.C.	Key Ideas and Details: With prompting and support, make connections between information in a text and personal experience.
DESCRIPTOR	1.2.PK.C.1.	Share personal experience and prior knowledge that is relevant to the text.  <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group
DESCRIPTOR	1.2.PK.C.2.	Contribute relevant information to a K (know), W (what child wants to learn), L (what group learned) chart.  <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
DESCRIPTOR	1.2.PK.C.3.	Choose text based on personal interests and experiences.  <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 027 Investigation 1 Outdoor Experiences 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. 051 Investigation 3 Outdoor Experiences p. 052 Investigation 3 Day 1 Choice Time p. 052 Investigation 3 Day 1 Large Group p. 055 Investigation 3 Day 2 Read-Aloud p. 059 Investigation 3 Day 4 Read-Aloud p. 063 Investigation 4 Outdoor Experiences 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. 085 Investigation 6 Outdoor Experience p. 087 Investigation 6 Day 1 Read-Aloud p. 091 Investigation 6 Day 3 Read-Aloud
<b>STANDARD AREA / STATEMENT</b>	<b>1.2.PK.</b>	<b>Reading Informational Text</b>
<b>STANDARD</b>		<b>Big Idea:</b> Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. <b>Essential Questions:</b> What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
<b>DESCRIPTOR / STANDARD</b>	<b>1.2.PK.E.</b>	<b>Craft and Structure Text Structure: Identify the front cover, back cover and title page of a book.</b>
<b>DESCRIPTOR</b>	<b>1.2.PK.E.2.</b>	Identify the title page of a book.  <u>Trees Study</u> p. 029 Investigation 1 Day 1 Read-Aloud p. 065 Investigation 4 Day 1 Read-Aloud p. 091 Investigation 6 Day 3 Read-Aloud
<b>DESCRIPTOR</b>	<b>1.2.PK.E.3.</b>	Identify the front cover of a book.  <u>Trees Study</u> p. 029 Investigation 1 Day 1 Read-Aloud p. 065 Investigation 4 Day 1 Read-Aloud p. 091 Investigation 6 Day 3 Read-Aloud
<b>DESCRIPTOR</b>	<b>1.2.PK.E.4.</b>	Identify the back cover of a book.  <u>Trees Study</u> p. 029 Investigation 1 Day 1 Read-Aloud p. 065 Investigation 4 Day 1 Read-Aloud p. 091 Investigation 6 Day 3 Read-Aloud
<b>STANDARD AREA / STATEMENT</b>	<b>1.2.PK.</b>	<b>Reading Informational Text</b>
<b>STANDARD</b>		<b>Big Idea:</b> Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. <b>Essential Questions:</b> What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
<b>DESCRIPTOR / STANDARD</b>	<b>1.2.PK.F.</b>	<b>Craft and Structure Vocabulary: With prompting and support, answer questions about unfamiliar words read aloud from a text.</b>
<b>DESCRIPTOR</b>	<b>1.2.PK.F.1.</b>	Participate in discussions about unfamiliar words.  <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>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>
DESCRIPTOR	1.2.PK.F.2.	<p>Connect prior understandings to unfamiliar words.</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>
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
DESCRIPTOR / STANDARD	1.2.PK.G.	Integration of Knowledge and Ideas – Diverse Media: With prompting and support, answer questions to connect illustrations to the written word.
DESCRIPTOR	1.2.PK.G.3.	<p>Describe pictures in a text in detail to answer specific questions about the text.</p> <p><u>Trees Study</u>  p. 019 Exploring the Topic Day 3 Small Group  p. 032 Investigation 1 Day 3 Large Group  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>
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
DESCRIPTOR / STANDARD	1.2.PK.I.	Integration of Knowledge and Ideas –Analysis Across Texts: With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.

DESCRIPTOR	1.2.PK.I.1.	<p>Recognize that texts have similar components that can be compared and contrasted (e.g. main ideas, details).</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. 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>
DESCRIPTOR	1.2.PK.I.2.	<p>Participate in strategies that provide opportunities to compare and contrast texts and/or components of texts (e.g. Venn diagrams, T-charts).</p> <p><u>Trees Study</u>  p. 023 Exploring the Topic Day 5 Small Group  p. 033 Investigation 1 Day 3 Small Group  p. 037 Investigation 1 Day 5 Read-Aloud  p. 059 Investigation 3 Day 4 Small Group  p. 067 Investigation 4 Day 2 Small Group  p. 069 Investigation 4 Day 3 Read-Aloud  p. 089 Investigation 6 Day 2 Small Group</p>
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
DESCRIPTOR / STANDARD	1.2.PK.J.	Vocabulary Acquisition and Use: Use new vocabulary and phrases acquired in conversations and being read to.
DESCRIPTOR	1.2.PK.J.1.	<p>Talk about pictures using new vocabulary words or phrases.</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>

		<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 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>
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		<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>
DESCRIPTOR	1.2.PK.J.2.	<p>Use new vocabulary in the context of dramatic play, daily routines and classroom conversations.</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 Mighty Minutes</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 Mighty Minutes</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 Mighty Minutes</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 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 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 Small Group</p> <p>p. 039 Investigation 2 Outdoor Experiences</p> <p>p. 040 Investigation 2 Day 1 Choice Time</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 041 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 041 Investigation 2 Day 1 Mighty Minutes</p> <p>p. 041 Investigation 2 Day 1 Read-Aloud</p> <p>p. 041 Investigation 2 Day 1 Small Group</p>

p. 042 Investigation 2 Day 2 Large Group  
 p. 043 Investigation 2 Day 2 Choice Time  
 p. 043 Investigation 2 Day 2 Large-Group Roundup  
 p. 043 Investigation 2 Day 2 Mighty Minutes  
 p. 043 Investigation 2 Day 2 Small Group  
 p. 044 Investigation 2 Day 3 Large Group  
 p. 045 Investigation 2 Day 3 Choice Time  
 p. 045 Investigation 2 Day 3 Large-Group Roundup  
 p. 045 Investigation 2 Day 3 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 Mighty Minutes  
 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 Mighty Minutes  
 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 Mighty Minutes  
 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. 073 Investigation 5 Outdoor Experiences  
 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. 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 Mighty Minutes  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 Mighty Minutes  p. 083 Investigation 5 Day 5 Read-Aloud  p. 083 Investigation 5 Day 5 Small Group  p. 085 Investigation 6 Outdoor Experience  p. 086 Investigation 6 Day 1 Large Group  p. 087 Investigation 6 Day 1 Choice Time  p. 087 Investigation 6 Day 1 Large-Group Roundup  p. 087 Investigation 6 Day 1 Small Group  p. 088 Investigation 6 Day 2 Choice Time  p. 088 Investigation 6 Day 2 Large Group  p. 089 Investigation 6 Day 2 Large-Group Roundup  p. 089 Investigation 6 Day 2 Read-Aloud  p. 089 Investigation 6 Day 2 Small Group  p. 090 Investigation 6 Day 3 Choice Time  p. 090 Investigation 6 Day 3 Large Group  p. 091 Investigation 6 Day 3 Large-Group Roundup  p. 091 Investigation 6 Day 3 Mighty Minutes  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 Mighty Minutes  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 Mighty Minutes  p. 109 Celebrating Learning Day 2 Read-Aloud  p. 109 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	1.2.PK.J.3.	<p>Begin to use new vocabulary when asking questions or describing situations or objects.</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. 042 Investigation 2 Day 2 Large Group</p>

		<p>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. 093 Investigation 6 Day 4 Small Group</p>
<b>STANDARD AREA / STATEMENT</b>	1.2.PK.	Reading Informational Text
<b>STANDARD</b>		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	1.2.PK.K.	Vocabulary Acquisition and Use: With prompting and support, clarify unknown words or phrases read aloud.
<b>DESCRIPTOR</b>	1.2.PK.K.1.	<p>Recognize words or phrases that are unfamiliar to them.</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>
<b>DESCRIPTOR</b>	1.2.PK.K.3.	<p>Talk about connections between familiar and unfamiliar words or phrases that mean similar things (e.g. grass, lawn).</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>

		<p>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>
<b>STANDARD AREA / STATEMENT</b>	<b>1.2.PK.</b>	<b>Reading Informational Text</b>
<b>STANDARD</b>		<p><b>Big Idea:</b> Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. <b>Essential Questions:</b> What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>1.2.PK.L.</b>	<b>Range of Reading: With prompting and support, actively engage in group reading activities with purpose and understanding.</b>
<b>DESCRIPTOR</b>	<b>1.2.PK.L.1.</b>	<p>Ask and answer questions about text being read aloud.</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. 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>
<b>DESCRIPTOR</b>	<b>1.2.PK.L.2.</b>	<p>Share relevant prior knowledge about text being read aloud.</p> <p><u>Trees Study</u>  p. 014 Exploring the Topic Day 1 Large Group</p>
<b>DESCRIPTOR</b>	<b>1.2.PK.L.3.</b>	<p>Respond to and build on comments from other children.</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>



		<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>
DESCRIPTOR	1.2.PK.L.4.	<p>Use ideas gained in group reading activities in other daily routines, learning centers, and activities.</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>
STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature
STANDARD		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
DESCRIPTOR / STANDARD	1.3.PK.A.	Key Ideas and Details Theme: With prompting and support, retell a familiar story in a sequence with picture support.
DESCRIPTOR	1.3.PK.A.1.	<p>Retell a story in sequential order using various materials.</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. 035 Investigation 1 Day 4 Read-Aloud</p>

		<p>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</p>
<b>STANDARD AREA / STATEMENT</b>	1.3.PK.	Reading Literature
<b>STANDARD</b>		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	1.3.PK.B.	Key Ideas and Details Text Analysis: Answer questions about a particular story (who, what, how, when, and where).
<b>DESCRIPTOR</b>	1.3.PK.B.1.	<p>Use specific details from the story to answer questions.</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. 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. 033 Investigation 1 Day 3 Read-Aloud  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 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. 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>

		p. 107 Celebrating Learning Day 1 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud
<b>STANDARD AREA / STATEMENT</b>	1.3.PK.	Reading Literature
<b>STANDARD</b>		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
<b>DESCRIPTOR / STANDARD</b>	1.3.PK.C.	Key Ideas and Details Literary Elements: With prompting and support, answer questions to identify characters, settings, and major events in a story.
<b>DESCRIPTOR</b>	1.3.PK.C.2.	Demonstrate understanding that “characters” are people or animals who have a role in the 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
<b>DESCRIPTOR</b>	1.3.PK.C.3.	Respond to questions and prompts about characters, settings and events during a read aloud.  <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. 033 Investigation 1 Day 3 Read-Aloud 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 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>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>
<b>STANDARD AREA / STATEMENT</b>	<b>1.3.PK.</b>	<b>Reading Literature</b>
<b>STANDARD</b>		<p><b>Big Idea:</b> Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. <b>Essential Questions:</b> What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>1.3.PK.D.</b>	<b>Craft and Structure Point of View: With prompting and support, name the author and illustrator of a story.</b>
<b>DESCRIPTOR</b>	<b>1.3.PK.D.1.</b>	<p>Understand that an author writes the story.</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>
<b>DESCRIPTOR</b>	<b>1.3.PK.D.2.</b>	<p>Understand that the illustrator draws the pictures.</p> <p><u>Trees Study</u>  p. 015 Exploring the Topic Day 1 Read-Aloud  p. 017 Exploring the Topic Day 2 Read-Aloud  p. 019 Exploring the Topic Day 3 Read-Aloud  p. 023 Exploring the Topic Day 5 Read-Aloud</p>

		<p>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>
<b>STANDARD AREA / STATEMENT</b>	<b>1.3.PK.</b>	<b>Reading Literature</b>
<b>STANDARD</b>		<p><b>Big Idea:</b> Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. <b>Essential Questions:</b> What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>1.3.PK.E.</b>	<b>Craft and Structure Text Structure: With prompting and support, recognize common types of text.</b>
<b>DESCRIPTOR</b>	<b>1.3.PK.E.2.</b>	<p>Understand that a storybook has characters, setting, and actions associated with words and, most often, illustrations.</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. 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. 061 Investigation 3 Day 5 Small Group  p. 069 Investigation 4 Day 3 Small Group  p. 075 Investigation 5 Day 1 Read-Aloud  p. 079 Investigation 5 Day 3 Read-Aloud  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. 089 Investigation 6 Day 2 Read-Aloud  p. 093 Investigation 6 Day 4 Read-Aloud  p. 107 Celebrating Learning Day 1 Read-Aloud  p. 108 Celebrating Learning Day 2 Large Group  p. 109 Celebrating Learning Day 2 Read-Aloud</p>

DESCRIPTOR	1.3.PK.E.3.	<p>Understand that a poem consists of words arranged in patterns of sound (e.g. rhyming words, alliteration).</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. 017 Exploring the Topic Day 2 Small Group  p. 017 Exploring the Topic Day 2 Mighty Minutes  p. 018 Exploring the Topic Day 3 Large Group  p. 021 Exploring the Topic Day 4 Read-Aloud  p. 021 Exploring the Topic Day 4 Mighty Minutes  p. 021 Exploring the Topic Day 4 Small 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. 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. 059 Investigation 3 Day 4 Small Group  p. 060 Investigation 3 Day 5 Large Group  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. 106 Celebrating Learning Day 1 Large Group  p. 107 Celebrating Learning Day 1 Mighty Minutes  p. 109 Celebrating Learning Day 2 Mighty Minutes</p>
DESCRIPTOR	1.3.PK.E.4.	<p>Tell if a text is storybook or poem.</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. 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>

		<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. 051 Investigation 3 Outdoor Experiences  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. 085 Investigation 6 Outdoor Experience  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</p>
DESCRIPTOR	1.3.PK.E.5.	<p>Differentiate between real and make-believe.</p> <p><u>Trees Study</u>  p. 058 Investigation 3 Day 4 Large Group</p>
STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature
STANDARD		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
DESCRIPTOR / STANDARD	1.3.PK.F.	Craft and Structure Vocabulary: Answer questions about unfamiliar words read aloud from a story.
DESCRIPTOR	1.3.PK.F.1.	<p>Participate in discussions about unfamiliar words.</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. 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. 089 Investigation 6 Day 2 Read-Aloud  p. 093 Investigation 6 Day 4 Read-Aloud  p. 109 Celebrating Learning Day 2 Read-Aloud</p>

DESCRIPTOR	1.3.PK.F.2.	Connect prior understandings to unfamiliar words.  <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. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud
STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.3.PK.G.	Integration of Knowledge and Ideas Sources: Describe pictures in books using detail.
DESCRIPTOR	1.3.PK.G.1.	Attach action and descriptive words to illustrations (e.g. “That man in the yellow hat is running fast”).  <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. 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. 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
STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out



		unknown vocabulary?
DESCRIPTOR / STANDARD	1.3.PK.H.	Integration of Knowledge and Ideas Text Analysis: Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.
DESCRIPTOR	1.3.PK.H.1.	<p>Understand that characters within the same story or characters from different stories can be compared and contrasted.</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. 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</p>
DESCRIPTOR	1.3.PK.H.2.	<p>Participate in strategies that provide opportunities to compare and contrast the experiences of characters (e.g. Venn diagrams, T-charts, dramatic play).</p> <p><u>Trees Study</u>  p. 014 Exploring the Topic Day 1 Large Group  p. 015 Exploring the Topic Day 1 Mighty Minutes  p. 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 Mighty Minutes  p. 022 Exploring the Topic Day 5 Large Group  p. 023 Exploring the Topic Day 5 Mighty Minutes  p. 028 Investigation 1 Day 1 Large Group  p. 030 Investigation 1 Day 2 Large Group  p. 032 Investigation 1 Day 3 Large Group  p. 033 Investigation 1 Day 3 Read-Aloud  p. 034 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. 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 Mighty Minutes  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. 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. 052 Investigation 3 Day 1 Large Group  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. 055 Investigation 3 Day 2 Small Group</p> <p>p. 058 Investigation 3 Day 4 Large Group</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. 064 Investigation 4 Day 1 Large Group</p> <p>p. 065 Investigation 4 Day 1 Read-Aloud</p> <p>p. 065 Investigation 4 Day 1 Small Group</p> <p>p. 066 Investigation 4 Day 2 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 Small Group</p> <p>p. 070 Investigation 4 Day 4 Large Group</p> <p>p. 073 Investigation 5 Outdoor Experiences</p> <p>p. 074 Investigation 5 Day 1 Large Group</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 Large Group</p> <p>p. 077 Investigation 5 Day 2 Mighty Minutes</p> <p>p. 078 Investigation 5 Day 3 Large Group</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 Read-Aloud</p> <p>p. 082 Investigation 5 Day 5 Large Group</p> <p>p. 083 Investigation 5 Day 5 Mighty Minutes</p> <p>p. 083 Investigation 5 Day 5 Read-Aloud</p> <p>p. 085 Investigation 6 Outdoor Experience</p> <p>p. 087 Investigation 6 Day 1 Choice Time</p> <p>p. 090 Investigation 6 Day 3 Large Group</p> <p>p. 091 Investigation 6 Day 3 Mighty Minutes</p> <p>p. 091 Investigation 6 Day 3 Read-Aloud</p> <p>p. 092 Investigation 6 Day 4 Large Group</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 Large Group</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 Mighty Minutes</p>
<b>STANDARD AREA / STATEMENT</b>	<b>1.3.PK.</b>	<b>Reading Literature</b>
<b>STANDARD</b>		<p><b>Big Idea:</b> Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. <b>Essential Questions:</b> What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>1.3.PK.I.</b>	<b>Vocabulary Acquisition &amp; Use Strategies: With prompting and support, clarify unknown words or phrases read aloud.</b>
<b>DESCRIPTOR</b>	<b>1.3.PK.I.1.</b>	<p>Recognize words or phrases that are unfamiliar to them.</p> <p><u>Trees Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group</p> <p>p. 029 Investigation 1 Day 1 Small Group</p> <p>p. 037 Investigation 1 Day 5 Small Group</p> <p>p. 053 Investigation 3 Day 1 Small Group</p> <p>p. 057 Investigation 3 Day 3 Small Group</p> <p>p. 065 Investigation 4 Day 1 Small Group</p> <p>p. 069 Investigation 4 Day 3 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. 107 Celebrating Learning Day 1 Small Group</p> <p>p. 109 Celebrating Learning Day 2 Small Group</p>
<b>DESCRIPTOR</b>	1.3.PK.I.3.	<p>Talk about connections between familiar and unfamiliar words or phrases that mean similar things (e.g. grass, lawn).</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. 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>
<b>STANDARD AREA / STATEMENT</b>	1.3.PK.	Reading Literature
<b>STANDARD</b>		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	1.3.PK.J.	Vocabulary Acquisition and Use: Use new vocabulary and phrases acquired in conversations and being read to.
<b>DESCRIPTOR</b>	1.3.PK.J.1.	<p>Talk about pictures using new vocabulary words or phrases.</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 Choice Time</p> <p>p. 015 Exploring the Topic Day 1 Small Group</p> <p>p. 016 Exploring the Topic Day 2 Large Group</p> <p>p. 017 Exploring the Topic Day 2 Small Group</p> <p>p. 017 Exploring the Topic Day 2 Large-Group Roundup</p> <p>p. 017 Exploring the Topic Day 2 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 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 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 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. 031 Investigation 1 Day 2 Read-Aloud</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 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. 037 Investigation 1 Day 5 Read-Aloud  p. 037 Investigation 1 Day 5 Small 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. 043 Investigation 2 Day 2 Small Group  p. 044 Investigation 2 Day 3 Large Group  p. 045 Investigation 2 Day 3 Read-Aloud  p. 045 Investigation 2 Day 3 Small Group  p. 046 Investigation 2 Day 4 Large Group  p. 047 Investigation 2 Day 4 Small Group  p. 048 Investigation 2 Day 5 Large Group  p. 049 Investigation 2 Day 5 Read-Aloud  p. 049 Investigation 2 Day 5 Small Group  p. 052 Investigation 3 Day 1 Choice Time  p. 053 Investigation 3 Day 1 Read-Aloud  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 Read-Aloud  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 Read-Aloud  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 Read-Aloud  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 Read-Aloud  p. 109 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	1.3.PK.J.2.	Use new vocabulary in the context of dramatic play, daily routines and classroom conversations.

		<p><u>Trees Study</u>  p. 014 Exploring the Topic Day 1 Large Group  p. 015 Exploring the Topic Day 1 Mighty Minutes  p. 017 Exploring the Topic Day 2 Read-Aloud  p. 018 Exploring the Topic Day 3 Large Group  p. 019 Exploring the Topic Day 3 Mighty Minutes  p. 023 Exploring the Topic Day 5 Mighty Minutes  p. 023 Exploring the Topic Day 5 Read-Aloud  p. 028 Investigation 1 Day 1 Large Group  p. 031 Investigation 1 Day 2 Read-Aloud  p. 033 Investigation 1 Day 3 Read-Aloud  p. 034 Investigation 1 Day 4 Large Group  p. 035 Investigation 1 Day 4 Read-Aloud  p. 036 Investigation 1 Day 5 Large Group  p. 041 Investigation 2 Day 1 Mighty Minutes  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 Mighty Minutes  p. 044 Investigation 2 Day 3 Large Group  p. 045 Investigation 2 Day 3 Read-Aloud  p. 046 Investigation 2 Day 4 Choice Time  p. 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. 049 Investigation 2 Day 5 Read-Aloud  p. 051 Investigation 3 Outdoor Experiences  p. 053 Investigation 3 Day 1 Read-Aloud  p. 053 Investigation 3 Day 1 Small Group  p. 054 Investigation 3 Day 2 Large Group  p. 055 Investigation 3 Day 2 Mighty Minutes  p. 057 Investigation 3 Day 3 Read-Aloud  p. 059 Investigation 3 Day 4 Large-Group Roundup  p. 061 Investigation 3 Day 5 Large-Group Roundup  p. 061 Investigation 3 Day 5 Mighty Minutes  p. 061 Investigation 3 Day 5 Small Group  p. 063 Investigation 4 Outdoor Experiences  p. 065 Investigation 4 Day 1 Small Group  p. 066 Investigation 4 Day 2 Large Group  p. 069 Investigation 4 Day 3 Small Group  p. 070 Investigation 4 Day 4 Large Group  p. 073 Investigation 5 Outdoor Experiences  p. 075 Investigation 5 Day 1 Read-Aloud  p. 075 Investigation 5 Day 1 Small Group  p. 077 Investigation 5 Day 2 Mighty Minutes  p. 079 Investigation 5 Day 3 Small Group  p. 080 Investigation 5 Day 4 Large Group  p. 082 Investigation 5 Day 5 Large Group  p. 083 Investigation 5 Day 5 Mighty Minutes  p. 085 Investigation 6 Outdoor Experience  p. 089 Investigation 6 Day 2 Read-Aloud  p. 091 Investigation 6 Day 3 Mighty Minutes  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 Large Group  p. 107 Celebrating Learning Day 1 Mighty Minutes  p. 109 Celebrating Learning Day 2 Mighty Minutes  p. 109 Celebrating Learning Day 2 Read-Aloud</p>
DESCRIPTOR	1.3.PK.J.3.	<p>Begin to use new vocabulary when asking questions or describing situations or objects.</p> <p><u>Trees Study</u>  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. 042 Investigation 2 Day 2 Large Group</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. 089 Investigation 6 Day 2 Read-Aloud</p> <p>p. 093 Investigation 6 Day 4 Read-Aloud</p> <p>p. 093 Investigation 6 Day 4 Small Group</p> <p>p. 109 Celebrating Learning Day 2 Read-Aloud</p>
<b>STANDARD AREA / STATEMENT</b>	1.3.PK.	Reading Literature
<b>STANDARD</b>		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	1.3.PK.K.	Range of Reading: With prompting and support, actively engage in group reading activities with purpose and understanding.
<b>DESCRIPTOR</b>	1.3.PK.K.1.	<p>Ask and answer questions about story or poem being read aloud.</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 Read-Aloud</p> <p>p. 017 Exploring the Topic Day 2 Small Group</p> <p>p. 017 Exploring the Topic Day 2 Read-Aloud</p> <p>p. 019 Exploring the Topic Day 3 Read-Aloud</p> <p>p. 021 Exploring the Topic Day 4 Read-Aloud</p> <p>p. 021 Exploring the Topic Day 4 Small Group</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. 044 Investigation 2 Day 3 Large Group</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. 055 Investigation 3 Day 2 Small Group</p> <p>p. 057 Investigation 3 Day 3 Read-Aloud</p> <p>p. 058 Investigation 3 Day 4 Large Group</p> <p>p. 060 Investigation 3 Day 5 Large Group</p> <p>p. 061 Investigation 3 Day 5 Read-Aloud</p> <p>p. 067 Investigation 4 Day 2 Read-Aloud</p> <p>p. 069 Investigation 4 Day 3 Small Group</p> <p>p. 071 Investigation 4 Day 4 Read- Aloud</p> <p>p. 075 Investigation 5 Day 1 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. 080 Investigation 5 Day 4 Large Group</p> <p>p. 081 Investigation 5 Day 4 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. 087 Investigation 6 Day 1 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. 107 Celebrating Learning Day 1 Read-Aloud  p. 109 Celebrating Learning Day 2 Read-Aloud</p>
DESCRIPTOR	1.3.PK.K.3.	<p>Respond to and build on comments from other children.</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. 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. 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>
DESCRIPTOR	1.3.PK.K.4.	<p>Use ideas gained in group reading activities in other daily routines, learning centers, and activities.</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. 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. 044 Investigation 2 Day 3 Large Group  p. 045 Investigation 2 Day 3 Read-Aloud</p>

		<p>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>
<b>STANDARD AREA / STATEMENT</b>	1.4.PK.	<b>Writing</b>
<b>STANDARD</b>		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
<b>DESCRIPTOR / STANDARD</b>	1.4.PK.A.	<b>Informative/ Explanatory: Draw/dictate to compose informative /explanatory texts examining a topic.</b>
<b>DESCRIPTOR</b>	1.4.PK.A.1.	Use illustration/dictation to convey meaning about a particular topic.  <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>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>
<b>STANDARD AREA / STATEMENT</b>	1.4.PK.	<b>Writing</b>
<b>STANDARD</b>		<p><b>Big Idea:</b> Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. <b>Essential Questions:</b> What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?</p>
<b>DESCRIPTOR / STANDARD</b>	1.4.PK.C.	<b>Informative / Explanatory Organization:</b> With prompting and support, generate ideas to convey information.
<b>DESCRIPTOR</b>	1.4.PK.C.1.	<p>Brainstorm ideas for pictures and stories.</p> <p><u>Trees Study</u>  p. 021 Exploring the Topic Day 4 Small Group  p. 047 Investigation 2 Day 4 Small Group  p. 087 Investigation 6 Day 1 Small Group</p>
<b>DESCRIPTOR</b>	1.4.PK.C.2.	<p>Tell teacher what she/he will draw.</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>
<b>STANDARD AREA / STATEMENT</b>	1.4.PK.	<b>Writing</b>
<b>STANDARD</b>		<p><b>Big Idea:</b> Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. <b>Essential Questions:</b> What makes clear and effective</p>

		writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.D.	Informative/ Explanatory Organization: With prompting and support, make logical connections between drawing and dictation.
DESCRIPTOR	1.4.PK.D.1.	Understand that words are connected to print.  <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. 109 Celebrating Learning Day 2 Large-Group Roundup
DESCRIPTOR	1.4.PK.D.2.	Work with teacher to create words or sentences that relate to drawings.  <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
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.E.	Informative / Explanatory Conventions of: Emerging to...Spell simple words phonetically.
DESCRIPTOR	1.4.PK.E.1.	Write symbols, letters, or letter-like shapes.  <u>Trees Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 031 Investigation 1 Day 2 Small Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 061 Investigation 3 Day 5 Small Group p. 065 Investigation 4 Day 1 Choice Time p. 066 Investigation 4 Day 2 Choice Time p. 069 Investigation 4 Day 3 Choice Time p. 070 Investigation 4 Day 4 Choice Time p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group

		p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group
DESCRIPTOR	1.4.PK.E.2.	Attempt to reproduce own name and/or simple words, with most letters correct.  <u>Trees Study</u> p. 031 Investigation 1 Day 2 Small Group p. 049 Investigation 2 Day 5 Small Group p. 061 Investigation 3 Day 5 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. 091 Investigation 6 Day 3 Small Group
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.M.	Narrative: Dictate narratives to describe real or imagined experiences or events.
DESCRIPTOR	1.4.PK.M.1.	Use illustration/dictation to convey meaning about an experience or event.  <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
DESCRIPTOR	1.4.PK.M.2.	Create a picture about an experience or event and talk about it with the teacher.

		<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>
<b>STANDARD AREA / STATEMENT</b>	1.4.PK.	<b>Writing</b>
<b>STANDARD</b>		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
<b>DESCRIPTOR / STANDARD</b>	1.4.PK.N.	<b>Narrative Focus: Establish “who” and “what” the narrative will be about.</b>
<b>DESCRIPTOR</b>	1.4.PK.N.1.	Generate ideas for writing.  <u>Trees Study</u> p. 021 Exploring the Topic Day 4 Small Group p. 047 Investigation 2 Day 4 Small Group p. 087 Investigation 6 Day 1 Small Group
<b>DESCRIPTOR</b>	1.4.PK.N.2.	Understand that “who” a story will be about refers to the person, animal, or animated object that the story will be about.  <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>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</p>
DESCRIPTOR	1.4.PK.N.3.	<p>Understand that “what” a story will be about refers to the sequenced events that happen to the referenced “who”.</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. 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</p>
DESCRIPTOR	1.4.PK.N.4.	<p>Respond when asked “who” or “what” a story is about, and follow through when drawing about or dictating the story.</p> <p><u>Trees Study</u>  p. 014 Exploring the Topic Day 1 Large Group  p. 015 Exploring the Topic Day 1 Small Group  p. 016 Exploring the Topic Day 2 Choice Time  p. 016 Exploring the Topic Day 2 Large Group  p. 017 Exploring the Topic Day 2 Small Group  p. 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 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 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. 037 Investigation 1 Day 5 Small Group</p>

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. 049 Investigation 2 Day 5 Small Group  
p. 052 Investigation 3 Day 1 Large Group  
p. 053 Investigation 3 Day 1 Large-Group Roundup  
p. 054 Investigation 3 Day 2 Large Group  
p. 056 Investigation 3 Day 3 Choice Time  
p. 056 Investigation 3 Day 3 Large Group  
p. 057 Investigation 3 Day 3 Small Group  
p. 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. 061 Investigation 3 Day 5 Small Group  
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. 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 Large-Group Roundup  
p. 075 Investigation 5 Day 1 Read-Aloud  
p. 075 Investigation 5 Day 1 Small Group  
p. 076 Investigation 5 Day 2 Choice Time  
p. 076 Investigation 5 Day 2 Large Group  
p. 077 Investigation 5 Day 2 Large-Group Roundup  
p. 077 Investigation 5 Day 2 Small Group  
p. 078 Investigation 5 Day 3 Large Group  
p. 079 Investigation 5 Day 3 Choice Time  
p. 080 Investigation 5 Day 4 Large Group  
p. 081 Investigation 5 Day 4 Choice Time  
p. 081 Investigation 5 Day 4 Large-Group Roundup  
p. 081 Investigation 5 Day 4 Small Group  
p. 082 Investigation 5 Day 5 Choice Time  
p. 082 Investigation 5 Day 5 Large Group  
p. 083 Investigation 5 Day 5 Large-Group Roundup  
p. 083 Investigation 5 Day 5 Mighty Minutes  
p. 087 Investigation 6 Day 1 Choice Time  
p. 087 Investigation 6 Day 1 Large-Group Roundup  
p. 087 Investigation 6 Day 1 Small Group  
p. 088 Investigation 6 Day 2 Choice Time  
p. 089 Investigation 6 Day 2 Small Group  
p. 090 Investigation 6 Day 3 Choice Time  
p. 090 Investigation 6 Day 3 Large Group

		<p>p. 091 Investigation 6 Day 3 Large-Group Roundup</p> <p>p. 091 Investigation 6 Day 3 Small Group</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>
<b>STANDARD AREA / STATEMENT</b>	<b>1.4.PK.</b>	<b>Writing</b>
<b>STANDARD</b>		<p>Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>1.4.PK.O.</b>	<b>Narrative Content: With prompting and support, describe experiences and events.</b>
<b>DESCRIPTOR</b>	<b>1.4.PK.O.1.</b>	<p>When prompted, provide details (e.g. descriptive words, feelings and thoughts of the character) to further develop a story.</p> <p><u>Trees Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group</p> <p>p. 015 Exploring the Topic Day 1 Small Group</p> <p>p. 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. 019 Exploring the Topic Day 3 Large-Group Roundup</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. 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. 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 Large-Group Roundup</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 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 Read-Aloud</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 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 Large-Group Roundup</p> <p>p. 041 Investigation 2 Day 1 Mighty Minutes</p> <p>p. 041 Investigation 2 Day 1 Read-Aloud</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. 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 Read-Aloud</p> <p>p. 045 Investigation 2 Day 3 Small Group</p>

p. 046 Investigation 2 Day 4 Choice Time  
 p. 046 Investigation 2 Day 4 Large Group  
 p. 047 Investigation 2 Day 4 Read-Aloud  
 p. 047 Investigation 2 Day 4 Small Group  
 p. 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. 049 Investigation 2 Day 5 Read-Aloud  
 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. 054 Investigation 3 Day 2 Large Group  
 p. 056 Investigation 3 Day 3 Choice Time  
 p. 056 Investigation 3 Day 3 Large Group  
 p. 057 Investigation 3 Day 3 Read-Aloud  
 p. 057 Investigation 3 Day 3 Small Group  
 p. 059 Investigation 3 Day 4 Large-Group Roundup  
 p. 060 Investigation 3 Day 5 Choice Time  
 p. 060 Investigation 3 Day 5 Large Group  
 p. 061 Investigation 3 Day 5 Small Group  
 p. 064 Investigation 4 Day 1 Large Group  
 p. 067 Investigation 4 Day 2 Small Group  
 p. 068 Investigation 4 Day 3 Large Group  
 p. 069 Investigation 4 Day 3 Large-Group Roundup  
 p. 069 Investigation 4 Day 3 Small Group  
 p. 070 Investigation 4 Day 4 Choice Time  
 p. 070 Investigation 4 Day 4 Large Group  
 p. 070 Investigation 4 Day 4 Large-Group Roundup  
 p. 074 Investigation 5 Day 1 Large Group  
 p. 075 Investigation 5 Day 1 Large-Group Roundup  
 p. 075 Investigation 5 Day 1 Read-Aloud  
 p. 075 Investigation 5 Day 1 Small Group  
 p. 076 Investigation 5 Day 2 Choice Time  
 p. 076 Investigation 5 Day 2 Large Group  
 p. 077 Investigation 5 Day 2 Large-Group Roundup  
 p. 077 Investigation 5 Day 2 Small Group  
 p. 078 Investigation 5 Day 3 Large Group  
 p. 079 Investigation 5 Day 3 Choice Time  
 p. 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 Large-Group Roundup  
 p. 081 Investigation 5 Day 4 Small Group  
 p. 082 Investigation 5 Day 5 Choice Time  
 p. 082 Investigation 5 Day 5 Large Group  
 p. 083 Investigation 5 Day 5 Large-Group Roundup  
 p. 083 Investigation 5 Day 5 Mighty Minutes  
 p. 083 Investigation 5 Day 5 Small Group  
 p. 087 Investigation 6 Day 1 Choice Time  
 p. 087 Investigation 6 Day 1 Large-Group Roundup  
 p. 087 Investigation 6 Day 1 Small Group  
 p. 088 Investigation 6 Day 2 Choice Time  
 p. 089 Investigation 6 Day 2 Read-Aloud  
 p. 089 Investigation 6 Day 2 Small Group  
 p. 090 Investigation 6 Day 3 Choice Time  
 p. 090 Investigation 6 Day 3 Large Group  
 p. 091 Investigation 6 Day 3 Large-Group Roundup  
 p. 093 Investigation 6 Day 4 Read-Aloud  
 p. 093 Investigation 6 Day 4 Small Group  
 p. 107 Celebrating Learning Day 1 Read-Aloud  
 p. 107 Celebrating Learning Day 1 Small Group  
 p. 108 Celebrating Learning Day 2 Choice Time  
 p. 109 Celebrating Learning Day 2 Large-Group Roundup  
 p. 109 Celebrating Learning Day 2 Read-Aloud  
 p. 109 Celebrating Learning Day 2 Small Group



DESCRIPTOR	1.4.PK.O.2.	<p>Tell teacher what she/he has drawn/written about.</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. 057 Investigation 3 Day 3 Small Group  p. 059 Investigation 3 Day 4 Large-Group Roundup  p. 061 Investigation 3 Day 5 Small Group  p. 064 Investigation 4 Day 1 Large Group  p. 067 Investigation 4 Day 2 Small Group  p. 068 Investigation 4 Day 3 Large Group  p. 069 Investigation 4 Day 3 Large-Group Roundup  p. 069 Investigation 4 Day 3 Small Group  p. 070 Investigation 4 Day 4 Choice Time  p. 070 Investigation 4 Day 4 Large Group  p. 070 Investigation 4 Day 4 Large-Group Roundup  p. 074 Investigation 5 Day 1 Large Group  p. 075 Investigation 5 Day 1 Large-Group Roundup  p. 075 Investigation 5 Day 1 Read-Aloud  p. 075 Investigation 5 Day 1 Small Group  p. 076 Investigation 5 Day 2 Choice Time</p>
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		<p>p. 076 Investigation 5 Day 2 Large Group  p. 077 Investigation 5 Day 2 Large-Group Roundup  p. 077 Investigation 5 Day 2 Small Group  p. 078 Investigation 5 Day 3 Large Group  p. 079 Investigation 5 Day 3 Choice Time  p. 080 Investigation 5 Day 4 Large Group  p. 081 Investigation 5 Day 4 Choice Time  p. 081 Investigation 5 Day 4 Large-Group Roundup  p. 081 Investigation 5 Day 4 Small Group  p. 082 Investigation 5 Day 5 Choice Time  p. 082 Investigation 5 Day 5 Large Group  p. 083 Investigation 5 Day 5 Large-Group Roundup  p. 083 Investigation 5 Day 5 Mighty Minutes  p. 087 Investigation 6 Day 1 Choice Time  p. 087 Investigation 6 Day 1 Large-Group Roundup  p. 087 Investigation 6 Day 1 Small Group  p. 088 Investigation 6 Day 2 Choice Time  p. 089 Investigation 6 Day 2 Small Group  p. 090 Investigation 6 Day 3 Choice Time  p. 090 Investigation 6 Day 3 Large Group  p. 091 Investigation 6 Day 3 Large-Group Roundup  p. 093 Investigation 6 Day 4 Small Group  p. 107 Celebrating Learning Day 1 Read-Aloud  p. 107 Celebrating Learning Day 1 Small Group  p. 108 Celebrating Learning Day 2 Choice Time  p. 109 Celebrating Learning Day 2 Large-Group Roundup  p. 109 Celebrating Learning Day 2 Small Group</p>
<b>STANDARD AREA / STATEMENT</b>	<b>1.4.PK.</b>	<b>Writing</b>
<b>STANDARD</b>		<p>Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>1.4.PK.P.</b>	<b>Narrative Organization: Recount a single event and tell about the events in the order in which they occurred.</b>
<b>DESCRIPTOR</b>	<b>1.4.PK.P.1.</b>	<p>Understand that stories can be told about a single event.</p> <p><u>Trees Study</u>  p. 037 Investigation 1 Day 5 Small Group  p. 082 Investigation 5 Day 5 Choice Time  p. 109 Celebrating Learning Day 2 Small Group</p>
<b>DESCRIPTOR</b>	<b>1.4.PK.P.2.</b>	<p>Understand that a single event is made up of a series of smaller events that are in a sequence (before, next, end).</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. 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>

		p. 093 Investigation 6 Day 4 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud
DESCRIPTOR	1.4.PK.P.3.	Respond with a logical sequence of events when asked “what” their story is about.  <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
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.R.	Narrative Conventions of Language: Emerging to...Spell simple words phonetically.
DESCRIPTOR	1.4.PK.R.1.	Write symbols, letters, or letter like shapes.  <u>Trees Study</u> p. 031 Investigation 1 Day 2 Small Group p. 049 Investigation 2 Day 5 Small Group p. 061 Investigation 3 Day 5 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. 091 Investigation 6 Day 3 Small Group
DESCRIPTOR	1.4.PK.R.2.	Attempt to reproduce own name and/or simple words, with most letters correct.  <u>Trees Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 031 Investigation 1 Day 2 Small Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 061 Investigation 3 Day 5 Small Group p. 065 Investigation 4 Day 1 Choice Time p. 066 Investigation 4 Day 2 Choice Time p. 069 Investigation 4 Day 3 Choice Time p. 070 Investigation 4 Day 4 Choice Time p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group

STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.T.	Production and Distribution of Writing Process: With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.
DESCRIPTOR	1.4.PK.T.1.	Understand that drawings and dictations can convey meaning to an audience.  <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
DESCRIPTOR	1.4.PK.T.3.	Share work with others.  <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

DESCRIPTOR	1.4.PK.T.4.	Participate in discussions about their work.  <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
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.V.	Conducting Research: Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.
DESCRIPTOR	1.4.PK.V.1.	Ask adults for explanations or information using why, how, where and when questions (e.g. “Why do leaves turn colors?”, “Why doesn’t Jamal like pizza?”).  <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
DESCRIPTOR	1.4.PK.V.2.	Use a variety of resources (e.g. adults and peers, books, digital media, maps, recipes, experts) to find new information.  <u>Trees Study</u> p. 048 Investigation 2 Day 5 Large Group 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
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand

		knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.X.	Range of Writing: Emerging to...Write routinely over short time frames.
DESCRIPTOR	1.4.PK.X.1.	Engage in writing opportunities including journaling.  <u>Trees Study</u> p. 021 Exploring the Topic Day 4 Small Group p. 047 Investigation 2 Day 4 Small Group p. 087 Investigation 6 Day 1 Small Group
STANDARD AREA / STATEMENT	1.5.PK.	Speaking and Listening
STANDARD		Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?
DESCRIPTOR / STANDARD	1.5.PK.A.	Comprehension and Collaboration Collaborative Discussion: Participate in collaborative conversations with peers and adults in small and larger groups.
DESCRIPTOR	1.5.PK.A.1.	Communicate using detail related to topic being discussed.  <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. 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>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 Small Group</p> <p>p. 039 Investigation 2 Outdoor Experiences</p> <p>p. 040 Investigation 2 Day 1 Choice Time</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 041 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 041 Investigation 2 Day 1 Read-Aloud</p> <p>p. 041 Investigation 2 Day 1 Small Group</p> <p>p. 042 Investigation 2 Day 2 Large Group</p> <p>p. 043 Investigation 2 Day 2 Choice Time</p> <p>p. 043 Investigation 2 Day 2 Large-Group Roundup</p> <p>p. 043 Investigation 2 Day 2 Small Group</p> <p>p. 044 Investigation 2 Day 3 Large Group</p> <p>p. 045 Investigation 2 Day 3 Choice Time</p> <p>p. 045 Investigation 2 Day 3 Large-Group Roundup</p> <p>p. 045 Investigation 2 Day 3 Read-Aloud</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 046 Investigation 2 Day 4 Choice Time</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 047 Investigation 2 Day 4 Large-Group Roundup</p> <p>p. 047 Investigation 2 Day 4 Small Group</p> <p>p. 048 Investigation 2 Day 5 Large Group</p> <p>p. 049 Investigation 2 Day 5 Choice Time</p> <p>p. 049 Investigation 2 Day 5 Large-Group Roundup</p> <p>p. 049 Investigation 2 Day 5 Read-Aloud</p> <p>p. 049 Investigation 2 Day 5 Small Group</p> <p>p. 051 Investigation 3 Outdoor Experiences</p> <p>p. 052 Investigation 3 Day 1 Choice Time</p> <p>p. 052 Investigation 3 Day 1 Large Group</p> <p>p. 053 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 053 Investigation 3 Day 1 Read-Aloud</p> <p>p. 053 Investigation 3 Day 1 Small Group</p> <p>p. 054 Investigation 3 Day 2 Choice Time</p> <p>p. 054 Investigation 3 Day 2 Large Group</p> <p>p. 055 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 055 Investigation 3 Day 2 Small Group</p> <p>p. 056 Investigation 3 Day 3 Choice Time</p> <p>p. 056 Investigation 3 Day 3 Large Group</p> <p>p. 057 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 057 Investigation 3 Day 3 Read-Aloud</p> <p>p. 057 Investigation 3 Day 3 Small Group</p> <p>p. 058 Investigation 3 Day 4 Large Group</p> <p>p. 059 Investigation 3 Day 4 Choice Time</p> <p>p. 059 Investigation 3 Day 4 Large-Group Roundup</p> <p>p. 059 Investigation 3 Day 4 Small Group</p> <p>p. 060 Investigation 3 Day 5 Choice Time</p> <p>p. 060 Investigation 3 Day 5 Large Group</p> <p>p. 061 Investigation 3 Day 5 Large-Group Roundup</p> <p>p. 061 Investigation 3 Day 5 Small Group</p> <p>p. 063 Investigation 4 Outdoor Experiences</p> <p>p. 064 Investigation 4 Day 1 Large Group</p> <p>p. 065 Investigation 4 Day 1 Choice Time</p> <p>p. 065 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 065 Investigation 4 Day 1 Small Group</p> <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>
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		<p>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. 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>
DESCRIPTOR	1.5.PK.A.2.	<p>Pose questions related to topic being discussed.</p> <p><u>Trees Study</u>  p. 013 Exploring the Topic Outdoor Experiences  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. 027 Investigation 1 Outdoor Experiences</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 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 Small Group</p> <p>p. 039 Investigation 2 Outdoor Experiences</p> <p>p. 040 Investigation 2 Day 1 Choice Time</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 041 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 041 Investigation 2 Day 1 Read-Aloud</p> <p>p. 041 Investigation 2 Day 1 Small Group</p> <p>p. 042 Investigation 2 Day 2 Large Group</p> <p>p. 043 Investigation 2 Day 2 Choice Time</p> <p>p. 043 Investigation 2 Day 2 Large-Group Roundup</p> <p>p. 043 Investigation 2 Day 2 Small Group</p> <p>p. 044 Investigation 2 Day 3 Large Group</p> <p>p. 045 Investigation 2 Day 3 Choice Time</p> <p>p. 045 Investigation 2 Day 3 Large-Group Roundup</p> <p>p. 045 Investigation 2 Day 3 Read-Aloud</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 046 Investigation 2 Day 4 Choice Time</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 047 Investigation 2 Day 4 Large-Group Roundup</p> <p>p. 047 Investigation 2 Day 4 Small Group</p> <p>p. 048 Investigation 2 Day 5 Large Group</p>
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		<p>p. 049 Investigation 2 Day 5 Choice Time</p> <p>p. 049 Investigation 2 Day 5 Large-Group Roundup</p> <p>p. 049 Investigation 2 Day 5 Read-Aloud</p> <p>p. 049 Investigation 2 Day 5 Small Group</p> <p>p. 051 Investigation 3 Outdoor Experiences</p> <p>p. 052 Investigation 3 Day 1 Choice Time</p> <p>p. 052 Investigation 3 Day 1 Large Group</p> <p>p. 053 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 053 Investigation 3 Day 1 Read-Aloud</p> <p>p. 053 Investigation 3 Day 1 Small Group</p> <p>p. 054 Investigation 3 Day 2 Choice Time</p> <p>p. 054 Investigation 3 Day 2 Large Group</p> <p>p. 055 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 055 Investigation 3 Day 2 Small Group</p> <p>p. 056 Investigation 3 Day 3 Choice Time</p> <p>p. 056 Investigation 3 Day 3 Large Group</p> <p>p. 057 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 057 Investigation 3 Day 3 Read-Aloud</p> <p>p. 057 Investigation 3 Day 3 Small Group</p> <p>p. 058 Investigation 3 Day 4 Large Group</p> <p>p. 059 Investigation 3 Day 4 Choice Time</p> <p>p. 059 Investigation 3 Day 4 Large-Group Roundup</p> <p>p. 059 Investigation 3 Day 4 Small Group</p> <p>p. 060 Investigation 3 Day 5 Choice Time</p> <p>p. 060 Investigation 3 Day 5 Large Group</p> <p>p. 061 Investigation 3 Day 5 Large-Group Roundup</p> <p>p. 061 Investigation 3 Day 5 Small Group</p> <p>p. 063 Investigation 4 Outdoor Experiences</p> <p>p. 064 Investigation 4 Day 1 Large Group</p> <p>p. 065 Investigation 4 Day 1 Choice Time</p> <p>p. 065 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 065 Investigation 4 Day 1 Small Group</p> <p>p. 066 Investigation 4 Day 2 Choice Time</p> <p>p. 066 Investigation 4 Day 2 Large Group</p> <p>p. 067 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 067 Investigation 4 Day 2 Small Group</p> <p>p. 068 Investigation 4 Day 3 Large Group</p> <p>p. 069 Investigation 4 Day 3 Choice Time</p> <p>p. 069 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 069 Investigation 4 Day 3 Small Group</p> <p>p. 070 Investigation 4 Day 4 Choice Time</p> <p>p. 070 Investigation 4 Day 4 Large Group</p> <p>p. 070 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 070 Investigation 4 Day 4 Small Group</p> <p>p. 074 Investigation 5 Day 1 Large Group</p> <p>p. 075 Investigation 5 Day 1 Choice Time</p> <p>p. 075 Investigation 5 Day 1 Large-Group Roundup</p> <p>p. 075 Investigation 5 Day 1 Read-Aloud</p> <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>
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		<p>p. 083 Investigation 5 Day 5 Small Group  p. 085 Investigation 6 Outdoor Experience  p. 086 Investigation 6 Day 1 Large Group  p. 087 Investigation 6 Day 1 Choice Time  p. 087 Investigation 6 Day 1 Large-Group Roundup  p. 087 Investigation 6 Day 1 Small Group  p. 088 Investigation 6 Day 2 Choice Time  p. 088 Investigation 6 Day 2 Large Group  p. 089 Investigation 6 Day 2 Large-Group Roundup  p. 089 Investigation 6 Day 2 Read-Aloud  p. 089 Investigation 6 Day 2 Small Group  p. 090 Investigation 6 Day 3 Choice Time  p. 090 Investigation 6 Day 3 Large Group  p. 091 Investigation 6 Day 3 Large-Group Roundup  p. 091 Investigation 6 Day 3 Small Group  p. 092 Investigation 6 Day 4 Large Group  p. 093 Investigation 6 Day 4 Choice Time  p. 093 Investigation 6 Day 4 Large-Group Roundup  p. 093 Investigation 6 Day 4 Read-Aloud  p. 093 Investigation 6 Day 4 Small Group  p. 105 Celebrating Learning Outdoor Experiences  p. 106 Celebrating Learning Day 1 Choice Time  p. 106 Celebrating Learning Day 1 Large Group  p. 107 Celebrating Learning Day 1 Large-Group Roundup  p. 107 Celebrating Learning Day 1 Small Group  p. 108 Celebrating Learning Day 2 Choice Time  p. 108 Celebrating Learning Day 2 Large Group  p. 109 Celebrating Learning Day 2 Large-Group Roundup  p. 109 Celebrating Learning Day 2 Read-Aloud  p. 109 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	1.5.PK.A.3.	<p>Allow wait time before responding.</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. 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>

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. 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

DESCRIPTOR	1.5.PK.A.4.	Engage in turn taking.  <u>Trees Study</u> p. 034 Investigation 1 Day 4 Large Group p. 045 Investigation 2 Day 3 Small Group p. 053 Investigation 3 Day 1 Small Group p. 061 Investigation 3 Day 5 Small Group p. 077 Investigation 5 Day 2 Large-Group Roundup p. 081 Investigation 5 Day 4 Small Group p. 093 Investigation 6 Day 4 Small Group
STANDARD AREA / STATEMENT	1.5.PK.	Speaking and Listening
STANDARD		Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?
DESCRIPTOR / STANDARD	1.5.PK.B.	Comprehension and Collaboration Critical Listening: Answer questions about key details in a text read aloud or information presented orally or through other media.
DESCRIPTOR	1.5.PK.B.1.	Respond to a question with an answer or details related to the topic being discussed.  <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. 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 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 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>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 Small Group</p> <p>p. 039 Investigation 2 Outdoor Experiences</p> <p>p. 040 Investigation 2 Day 1 Choice Time</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 041 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 041 Investigation 2 Day 1 Read-Aloud</p> <p>p. 041 Investigation 2 Day 1 Small Group</p> <p>p. 042 Investigation 2 Day 2 Large Group</p> <p>p. 043 Investigation 2 Day 2 Choice Time</p> <p>p. 043 Investigation 2 Day 2 Large-Group Roundup</p> <p>p. 043 Investigation 2 Day 2 Small Group</p> <p>p. 044 Investigation 2 Day 3 Large Group</p> <p>p. 045 Investigation 2 Day 3 Choice Time</p> <p>p. 045 Investigation 2 Day 3 Large-Group Roundup</p> <p>p. 045 Investigation 2 Day 3 Read-Aloud</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 046 Investigation 2 Day 4 Choice Time</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 047 Investigation 2 Day 4 Large-Group Roundup</p> <p>p. 047 Investigation 2 Day 4 Small Group</p> <p>p. 048 Investigation 2 Day 5 Large Group</p> <p>p. 049 Investigation 2 Day 5 Choice Time</p> <p>p. 049 Investigation 2 Day 5 Large-Group Roundup</p> <p>p. 049 Investigation 2 Day 5 Read-Aloud</p> <p>p. 049 Investigation 2 Day 5 Small Group</p> <p>p. 051 Investigation 3 Outdoor Experiences</p> <p>p. 052 Investigation 3 Day 1 Choice Time</p> <p>p. 052 Investigation 3 Day 1 Large Group</p> <p>p. 053 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 053 Investigation 3 Day 1 Read-Aloud</p> <p>p. 053 Investigation 3 Day 1 Small Group</p> <p>p. 054 Investigation 3 Day 2 Choice Time</p> <p>p. 054 Investigation 3 Day 2 Large Group</p> <p>p. 055 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 055 Investigation 3 Day 2 Small Group</p> <p>p. 056 Investigation 3 Day 3 Choice Time</p> <p>p. 056 Investigation 3 Day 3 Large Group</p> <p>p. 057 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 057 Investigation 3 Day 3 Read-Aloud</p> <p>p. 057 Investigation 3 Day 3 Small Group</p> <p>p. 058 Investigation 3 Day 4 Large Group</p> <p>p. 059 Investigation 3 Day 4 Choice Time</p> <p>p. 059 Investigation 3 Day 4 Large-Group Roundup</p> <p>p. 059 Investigation 3 Day 4 Small Group</p> <p>p. 060 Investigation 3 Day 5 Choice Time</p> <p>p. 060 Investigation 3 Day 5 Large Group</p> <p>p. 061 Investigation 3 Day 5 Large-Group Roundup</p> <p>p. 061 Investigation 3 Day 5 Small Group</p> <p>p. 063 Investigation 4 Outdoor Experiences</p> <p>p. 064 Investigation 4 Day 1 Large Group</p> <p>p. 065 Investigation 4 Day 1 Choice Time</p> <p>p. 065 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 065 Investigation 4 Day 1 Small Group</p> <p>p. 066 Investigation 4 Day 2 Choice Time</p> <p>p. 066 Investigation 4 Day 2 Large Group</p> <p>p. 067 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 067 Investigation 4 Day 2 Small Group</p>
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<b>STANDARD AREA / STATEMENT</b>	<b>1.5.PK.</b>	<b>Speaking and Listening</b>
<b>STANDARD</b>		<b>Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners</b>



		do? How do active listeners make meaning? How do speakers effectively communicate a message?
DESCRIPTOR / STANDARD	1.5.PK.C.	Comprehension and Collaboration Evaluating: Respond to what a speaker says in order to follow directions, seek help, or gather information.
DESCRIPTOR	1.5.PK.C.1.	Follow two-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
DESCRIPTOR	1.5.PK.C.2.	Act upon or respond to simple statements and questions showing understanding of intent.  <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
STANDARD AREA / STATEMENT	1.5.PK.	Speaking and Listening
STANDARD		Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?
DESCRIPTOR / STANDARD	1.5.PK.D.	Presentation of Knowledge and Ideas Purpose, Audience, and: Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.
DESCRIPTOR	1.5.PK.D.1.	Talk about stories, experiences, and interests using some detail.  <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>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. 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. 109 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	1.5.PK.D.2.	<p>Use appropriate volume to be heard by group, paying attention to inside and outside voices.</p> <p><u>Trees Study</u>  p. 047 Investigation 2 Day 4 Mighty Minutes</p>

DESCRIPTOR	1.5.PK.D.3.	Use appropriate pacing when speaking.  <u>Trees Study</u> p. 047 Investigation 2 Day 4 Mighty Minutes
STANDARD AREA / STATEMENT	1.5.PK.	Speaking and Listening
STANDARD		Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?
DESCRIPTOR / STANDARD	1.5.PK.E.	Presentation of Knowledge and Ideas Context: Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.
DESCRIPTOR	1.5.PK.E.1.	Talk about personal thoughts, feelings, and ideas.  <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. 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>p. 037 Investigation 1 Day 5 Small Group</p> <p>p. 039 Investigation 2 Outdoor Experiences</p> <p>p. 040 Investigation 2 Day 1 Choice Time</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 041 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 041 Investigation 2 Day 1 Read-Aloud</p> <p>p. 041 Investigation 2 Day 1 Small Group</p> <p>p. 042 Investigation 2 Day 2 Large Group</p> <p>p. 043 Investigation 2 Day 2 Choice Time</p> <p>p. 043 Investigation 2 Day 2 Large-Group Roundup</p> <p>p. 043 Investigation 2 Day 2 Small Group</p> <p>p. 044 Investigation 2 Day 3 Large Group</p> <p>p. 045 Investigation 2 Day 3 Choice Time</p> <p>p. 045 Investigation 2 Day 3 Large-Group Roundup</p> <p>p. 045 Investigation 2 Day 3 Read-Aloud</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 046 Investigation 2 Day 4 Choice Time</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 047 Investigation 2 Day 4 Large-Group Roundup</p> <p>p. 047 Investigation 2 Day 4 Small Group</p> <p>p. 048 Investigation 2 Day 5 Large Group</p> <p>p. 049 Investigation 2 Day 5 Choice Time</p> <p>p. 049 Investigation 2 Day 5 Large-Group Roundup</p> <p>p. 049 Investigation 2 Day 5 Read-Aloud</p> <p>p. 049 Investigation 2 Day 5 Small Group</p> <p>p. 051 Investigation 3 Outdoor Experiences</p> <p>p. 052 Investigation 3 Day 1 Choice Time</p> <p>p. 052 Investigation 3 Day 1 Large Group</p> <p>p. 053 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 053 Investigation 3 Day 1 Read-Aloud</p> <p>p. 053 Investigation 3 Day 1 Small Group</p> <p>p. 054 Investigation 3 Day 2 Choice Time</p> <p>p. 054 Investigation 3 Day 2 Large Group</p> <p>p. 055 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 055 Investigation 3 Day 2 Small Group</p> <p>p. 056 Investigation 3 Day 3 Choice Time</p> <p>p. 056 Investigation 3 Day 3 Large Group</p> <p>p. 057 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 057 Investigation 3 Day 3 Read-Aloud</p> <p>p. 057 Investigation 3 Day 3 Small Group</p> <p>p. 058 Investigation 3 Day 4 Large Group</p> <p>p. 059 Investigation 3 Day 4 Choice Time</p> <p>p. 059 Investigation 3 Day 4 Large-Group Roundup</p> <p>p. 059 Investigation 3 Day 4 Small Group</p> <p>p. 060 Investigation 3 Day 5 Choice Time</p> <p>p. 060 Investigation 3 Day 5 Large Group</p> <p>p. 061 Investigation 3 Day 5 Large-Group Roundup</p> <p>p. 061 Investigation 3 Day 5 Small Group</p> <p>p. 063 Investigation 4 Outdoor Experiences</p> <p>p. 064 Investigation 4 Day 1 Large Group</p> <p>p. 065 Investigation 4 Day 1 Choice Time</p> <p>p. 065 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 065 Investigation 4 Day 1 Small Group</p> <p>p. 066 Investigation 4 Day 2 Choice Time</p> <p>p. 066 Investigation 4 Day 2 Large Group</p> <p>p. 067 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 067 Investigation 4 Day 2 Small Group</p> <p>p. 068 Investigation 4 Day 3 Large Group</p> <p>p. 069 Investigation 4 Day 3 Choice Time</p> <p>p. 069 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 069 Investigation 4 Day 3 Small Group</p> <p>p. 070 Investigation 4 Day 4 Choice Time</p> <p>p. 070 Investigation 4 Day 4 Large Group</p> <p>p. 070 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 070 Investigation 4 Day 4 Small Group</p>
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DESCRIPTOR	1.5.PK.E.2.	<p>Use appropriate volume to be heard by group, paying attention to inside and outside voices.</p> <p><u>Trees Study</u>  p. 047 Investigation 2 Day 4 Mighty Minutes</p>
DESCRIPTOR	1.5.PK.E.3.	<p>Use appropriate pacing when speaking.</p> <p><u>Trees Study</u>  p. 047 Investigation 2 Day 4 Mighty Minutes</p>
STANDARD AREA / STATEMENT	1.5.PK.	Speaking and Listening
STANDARD		Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective

		speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?
DESCRIPTOR / STANDARD	1.5.PK.G.	Conventions of Standard English: Demonstrate command of the conventions of standard English when speaking based on pre-kindergarten level and content.
DESCRIPTOR	1.5.PK.G.1.	Speak in complete sentences that contain more than three words.  <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
SUBJECT / STANDARD AREA	PA.M.	Mathematical Thinking and Expression (Pre-kindergarten)
STANDARD AREA / STATEMENT	2.1.PK.	Numbers and Operations
STANDARD		Big Idea: Mathematical relationships among numbers can be represented, compared, and communicated. Essential Question: How is mathematics used to quantify, compare, represent, and model numbers?
DESCRIPTOR / STANDARD	2.1.PK.A.1.	Counting and Cardinality: Know number names and the count sequence.
DESCRIPTOR	2.1.PK.A.1.2.	Rote count up to 20.  <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group p. 033 Investigation 1 Day 3 Small Group p. 041 Investigation 2 Day 1 Small Group p. 079 Investigation 5 Day 3 Small Group p. 089 Investigation 6 Day 2 Small Group p. 093 Investigation 6 Day 4 Small Group
DESCRIPTOR	2.1.PK.A.1.3.	Match a numeral to a set of 0-10 objects.  <u>Trees Study</u> p. 015 Exploring the Topic Day 1 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Small Group p. 057 Investigation 3 Day 3 Mighty Minutes p. 079 Investigation 5 Day 3 Small Group p. 080 Investigation 5 Day 4 Large Group p. 089 Investigation 6 Day 2 Small Group
DESCRIPTOR	2.1.PK.A.1.4.	Represent a number of objects with a written numeral 0-10.  <u>Trees Study</u> p. 052 Investigation 3 Day 1 Large Group
DESCRIPTOR	2.1.PK.A.1.6.	Counts on when a specific number is provided.  <u>Trees Study</u>

		<p>p. 014 Exploring the Topic Day 1 Large Group</p> <p>p. 015 Exploring the Topic Day 1 Small Group</p> <p>p. 019 Exploring the Topic Day 3 Small Group</p> <p>p. 023 Exploring the Topic Day 5 Large-Group Roundup</p> <p>p. 023 Exploring the Topic Day 5 Small Group</p> <p>p. 032 Investigation 1 Day 3 Large Group</p> <p>p. 033 Investigation 1 Day 3 Small Group</p> <p>p. 036 Investigation 1 Day 5 Large Group</p> <p>p. 039 Investigation 2 Outdoor Experiences</p> <p>p. 041 Investigation 2 Day 1 Small Group</p> <p>p. 043 Investigation 2 Day 2 Small Group</p> <p>p. 047 Investigation 2 Day 4 Mighty Minutes</p> <p>p. 052 Investigation 3 Day 1 Large Group</p> <p>p. 055 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 057 Investigation 3 Day 3 Mighty Minutes</p> <p>p. 057 Investigation 3 Day 3 Small Group</p> <p>p. 061 Investigation 3 Day 5 Mighty Minutes</p> <p>p. 069 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 069 Investigation 4 Day 3 Small Group</p> <p>p. 070 Investigation 4 Day 4 Choice Time</p> <p>p. 070 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 074 Investigation 5 Day 1 Large Group</p> <p>p. 076 Investigation 5 Day 2 Large Group</p> <p>p. 078 Investigation 5 Day 3 Large Group</p> <p>p. 079 Investigation 5 Day 3 Small Group</p> <p>p. 080 Investigation 5 Day 4 Large Group</p> <p>p. 089 Investigation 6 Day 2 Small Group</p> <p>p. 093 Investigation 6 Day 4 Small Group</p> <p>p. 106 Celebrating Learning Day 1 Large Group</p> <p>p. 107 Celebrating Learning Day 1 Small Group</p>
<b>STANDARD AREA / STATEMENT</b>	<b>2.1.PK.</b>	<b>Numbers and Operations</b>
<b>STANDARD</b>		<b>Big Idea: Mathematical relationships among numbers can be represented, compared, and communicated. Essential Question: How is mathematics used to quantify, compare, represent, and model numbers?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>2.1.PK.A.2.</b>	<b>Counting and Cardinality: Count to tell the number of objects.</b>
<b>DESCRIPTOR</b>	<b>2.1.PK.A.2.3.</b>	<p>State the total number of objects counted, demonstrating understanding that the last number named tells the number of objects counted.</p> <p><u>Trees Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group</p> <p>p. 015 Exploring the Topic Day 1 Small Group</p> <p>p. 019 Exploring the Topic Day 3 Small Group</p> <p>p. 023 Exploring the Topic Day 5 Large-Group Roundup</p> <p>p. 023 Exploring the Topic Day 5 Small Group</p> <p>p. 032 Investigation 1 Day 3 Large Group</p> <p>p. 033 Investigation 1 Day 3 Small Group</p> <p>p. 036 Investigation 1 Day 5 Large Group</p> <p>p. 039 Investigation 2 Outdoor Experiences</p> <p>p. 041 Investigation 2 Day 1 Small Group</p> <p>p. 043 Investigation 2 Day 2 Small Group</p> <p>p. 047 Investigation 2 Day 4 Mighty Minutes</p> <p>p. 052 Investigation 3 Day 1 Large Group</p> <p>p. 055 Investigation 3 Day 2 Mighty Minutes</p> <p>p. 057 Investigation 3 Day 3 Mighty Minutes</p> <p>p. 057 Investigation 3 Day 3 Small Group</p> <p>p. 061 Investigation 3 Day 5 Mighty Minutes</p> <p>p. 069 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 069 Investigation 4 Day 3 Small Group</p> <p>p. 070 Investigation 4 Day 4 Choice Time</p> <p>p. 070 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 074 Investigation 5 Day 1 Large Group</p>

		<p>p. 076 Investigation 5 Day 2 Large Group  p. 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>
<b>STANDARD AREA / STATEMENT</b>	<b>2.1.PK.</b>	<b>Numbers and Operations</b>
<b>STANDARD</b>		<p>Big Idea: Mathematical relationships among numbers can be represented, compared, and communicated. Essential Question: How is mathematics used to quantify, compare, represent, and model numbers?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>2.1.PK.A.3.</b>	<b>Counting and Cardinality: Compare numbers.</b>
<b>DESCRIPTOR</b>	<b>2.1.PK.A.3.2.</b>	<p>Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.</p> <p><u>Trees Study</u>  p. 015 Exploring the Topic Day 1 Small Group</p>
<b>DESCRIPTOR</b>	<b>2.1.PK.A.3.3.</b>	<p>Compare two numbers between 1 and 5 when presented as written numerals.</p> <p><u>Trees Study</u>  p. 015 Exploring the Topic Day 1 Small Group  p. 019 Exploring the Topic Day 3 Small Group  p. 033 Investigation 1 Day 3 Small Group  p. 079 Investigation 5 Day 3 Small Group  p. 089 Investigation 6 Day 2 Small Group</p>
<b>STANDARD AREA / STATEMENT</b>	<b>2.1.PK.</b>	<b>Numbers and Operations</b>
<b>STANDARD</b>		<p>Big Idea: Mathematical relationships among numbers can be represented, compared, and communicated. Essential Question: How is mathematics used to quantify, compare, represent, and model numbers?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>2.1.PK.MP.</b>	<b>Counting and Cardinality: Use mathematical processes when quantifying, comparing, representing, and modeling numbers.</b>
<b>DESCRIPTOR</b>	<b>2.1.PK.MP.1.</b>	<p>Engage in numerical play.</p> <p><u>Trees Study</u>  p. 015 Exploring the Topic Day 1 Small Group  p. 019 Exploring the Topic Day 3 Small Group  p. 033 Investigation 1 Day 3 Small Group  p. 079 Investigation 5 Day 3 Small Group  p. 089 Investigation 6 Day 2 Small Group</p>
<b>DESCRIPTOR</b>	<b>2.1.PK.MP.2.</b>	<p>Persist in numerical play (Reference AL.2.PK.C).</p> <p><u>Trees Study</u>  p. 015 Exploring the Topic Day 1 Small Group  p. 019 Exploring the Topic Day 3 Small Group  p. 033 Investigation 1 Day 3 Small Group  p. 079 Investigation 5 Day 3 Small Group  p. 089 Investigation 6 Day 2 Small Group</p>
<b>STANDARD AREA / STATEMENT</b>	<b>2.2.PK.</b>	<b>Algebraic Concepts</b>
<b>STANDARD</b>		<p>Big Idea: Mathematical relationships can be represented as expressions, equations, and inequalities in mathematical situations. Essential Question: How are relationships represented mathematically?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>2.2.PK.A.1.</b>	<b>Operations and Algebraic Thinking: Understand addition as putting</b>



		together and adding to, and understand subtraction as taking apart and taking from.
DESCRIPTOR	2.2.PK.A.1.1.	<p>Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations.</p> <p><u>Trees Study</u>  p. 036 Investigation 1 Day 5 Large Group  p. 041 Investigation 2 Day 1 Small Group  p. 054 Investigation 3 Day 2 Large Group  p. 058 Investigation 3 Day 4 Large Group  p. 066 Investigation 4 Day 2 Large Group  p. 070 Investigation 4 Day 4 Large Group  p. 070 Investigation 4 Day 4 Large-Group Roundup  p. 076 Investigation 5 Day 2 Large Group  p. 106 Celebrating Learning Day 1 Large Group</p>
DESCRIPTOR	2.2.PK.A.1.2.	<p>Explain adding and subtracting sets of objects up to and including six, using basic math vocabulary (e.g. putting together, adding to, taking away, taking apart, taking from).</p> <p><u>Trees Study</u>  p. 036 Investigation 1 Day 5 Large Group  p. 041 Investigation 2 Day 1 Small Group  p. 054 Investigation 3 Day 2 Large Group  p. 058 Investigation 3 Day 4 Large Group  p. 066 Investigation 4 Day 2 Large Group  p. 070 Investigation 4 Day 4 Large Group  p. 070 Investigation 4 Day 4 Large-Group Roundup  p. 076 Investigation 5 Day 2 Large Group  p. 106 Celebrating Learning Day 1 Large Group</p>
DESCRIPTOR	2.2.PK.A.1.3.	<p>Join sets of objects.</p> <p><u>Trees Study</u>  p. 036 Investigation 1 Day 5 Large Group  p. 041 Investigation 2 Day 1 Small Group  p. 076 Investigation 5 Day 2 Large Group  p. 106 Celebrating Learning Day 1 Large Group</p>
DESCRIPTOR	2.2.PK.A.1.4.	<p>Separate sets of objects.</p> <p><u>Trees Study</u>  p. 015 Exploring the Topic Day 1 Small Group  p. 019 Exploring the Topic Day 3 Small Group  p. 033 Investigation 1 Day 3 Small Group  p. 079 Investigation 5 Day 3 Small Group  p. 089 Investigation 6 Day 2 Small Group</p>
DESCRIPTOR	2.2.PK.A.1.5.	<p>Add objects to a set and tell a number story about it.</p> <p><u>Trees Study</u>  p. 036 Investigation 1 Day 5 Large Group  p. 041 Investigation 2 Day 1 Small Group  p. 076 Investigation 5 Day 2 Large Group  p. 106 Celebrating Learning Day 1 Large Group</p>
STANDARD AREA / STATEMENT	2.2.PK.	Algebraic Concepts
STANDARD		Big Idea: Mathematical relationships can be represented as expressions, equations, and inequalities in mathematical situations. Essential Question: How are relationships represented mathematically?
DESCRIPTOR / STANDARD	2.2.PK.MP.	Operations and Algebraic Thinking: Use mathematical processes when representing relationships.
DESCRIPTOR	2.2.PK.MP.1.	Engage in mathematical play.

		<p><u>Trees Study</u>  p. 036 Investigation 1 Day 5 Large Group  p. 041 Investigation 2 Day 1 Small Group  p. 054 Investigation 3 Day 2 Large Group  p. 058 Investigation 3 Day 4 Large Group  p. 066 Investigation 4 Day 2 Large Group  p. 070 Investigation 4 Day 4 Large Group  p. 070 Investigation 4 Day 4 Large-Group Roundup  p. 076 Investigation 5 Day 2 Large Group  p. 106 Celebrating Learning Day 1 Large Group</p>
DESCRIPTOR	2.2.PK.MP.2.	<p>Persist in mathematical play (Reference AL.2.PK.C).</p> <p><u>Trees Study</u>  p. 036 Investigation 1 Day 5 Large Group  p. 041 Investigation 2 Day 1 Small Group  p. 054 Investigation 3 Day 2 Large Group  p. 058 Investigation 3 Day 4 Large Group  p. 066 Investigation 4 Day 2 Large Group  p. 070 Investigation 4 Day 4 Large Group  p. 070 Investigation 4 Day 4 Large-Group Roundup  p. 076 Investigation 5 Day 2 Large Group  p. 106 Celebrating Learning Day 1 Large Group</p>
DESCRIPTOR	2.2.PK.MP.3.	<p>Problem solve during mathematical play (Reference AL.4.PK.C).</p> <p><u>Trees Study</u>  p. 036 Investigation 1 Day 5 Large Group  p. 041 Investigation 2 Day 1 Small Group  p. 054 Investigation 3 Day 2 Large Group  p. 058 Investigation 3 Day 4 Large Group  p. 066 Investigation 4 Day 2 Large Group  p. 070 Investigation 4 Day 4 Large Group  p. 070 Investigation 4 Day 4 Large-Group Roundup  p. 076 Investigation 5 Day 2 Large Group  p. 106 Celebrating Learning Day 1 Large Group</p>
DESCRIPTOR	2.2.PK.MP.4.	<p>When prompted, communicate thinking while engaged in mathematical play.</p> <p><u>Trees Study</u>  p. 036 Investigation 1 Day 5 Large Group  p. 041 Investigation 2 Day 1 Small Group  p. 054 Investigation 3 Day 2 Large Group  p. 058 Investigation 3 Day 4 Large Group  p. 066 Investigation 4 Day 2 Large Group  p. 070 Investigation 4 Day 4 Large Group  p. 070 Investigation 4 Day 4 Large-Group Roundup  p. 076 Investigation 5 Day 2 Large Group  p. 106 Celebrating Learning Day 1 Large Group</p>
DESCRIPTOR	2.2.PK.MP.5.	<p>Talk and listen to peers during mathematical play.</p> <p><u>Trees Study</u>  p. 036 Investigation 1 Day 5 Large Group  p. 041 Investigation 2 Day 1 Small Group  p. 054 Investigation 3 Day 2 Large Group  p. 058 Investigation 3 Day 4 Large Group  p. 066 Investigation 4 Day 2 Large Group  p. 070 Investigation 4 Day 4 Large Group  p. 070 Investigation 4 Day 4 Large-Group Roundup  p. 076 Investigation 5 Day 2 Large Group  p. 106 Celebrating Learning Day 1 Large Group</p>
STANDARD AREA / STATEMENT	2.3.PK.	Geometry
STANDARD		Big Idea: Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization. Essential

		Questions: How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems? How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?
<b>DESCRIPTOR / STANDARD</b>	<b>2.3.PK.A.1.</b>	<b>Geometry: Identify and describe shapes.</b>
<b>DESCRIPTOR</b>	<b>2.3.PK.A.1.1.</b>	Describe objects in the environment using names of shapes.  <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
<b>DESCRIPTOR</b>	<b>2.3.PK.A.1.2.</b>	Recognize and describe the attributes of geometric figures.  <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
<b>DESCRIPTOR</b>	<b>2.3.PK.A.1.3.</b>	Describe the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to.  <u>Trees Study</u> p. 049 Investigation 2 Day 5 Mighty Minutes p. 073 Investigation 5 Outdoor Experiences
<b>DESCRIPTOR</b>	<b>2.3.PK.A.1.4.</b>	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (solid).  <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
<b>STANDARD AREA / STATEMENT</b>	<b>2.3.PK.</b>	<b>Geometry</b>
<b>STANDARD</b>		Big Idea: Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization. Essential Questions: How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems? How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?
<b>DESCRIPTOR / STANDARD</b>	<b>2.3.PK.A.2.</b>	<b>Geometry: Analyze, compare, create, and compose shapes.</b>
<b>DESCRIPTOR</b>	<b>2.3.PK.A.2.1.</b>	Analyze and compare two-and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes.  <u>Trees Study</u> p. 015 Exploring the Topic Day 1 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Large-Group Roundup p. 031 Investigation 1 Day 2 Mighty Minutes p. 033 Investigation 1 Day 3 Small Group p. 037 Investigation 1 Day 5 Mighty Minutes p. 049 Investigation 2 Day 5 Mighty Minutes p. 065 Investigation 4 Day 1 Mighty Minutes p. 067 Investigation 4 Day 2 Mighty Minutes p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Mighty Minutes 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. 089 Investigation 6 Day 2 Small Group p. 091 Investigation 6 Day 3 Mighty Minutes
DESCRIPTOR	2.3.PK.A.2.2.	Model shapes in the world by building shapes from components and drawing shapes.  <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
DESCRIPTOR	2.3.PK.A.2.3.	Use geoboards to create shapes with rubber bands.  <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
DESCRIPTOR	2.3.PK.A.2.4.	Use simple shapes to compose larger shapes.  <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
STANDARD AREA / STATEMENT	2.4.PK.	Measurement, Data and Probability
STANDARD		Big Idea: Measurement attributes can be quantified and estimated using customary and non-customary units of measure. Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions. Essential Questions: Why does “what” we measure influence “how” we measure? How can data be organized and represented to provide insight into the relationship between quantities?
DESCRIPTOR / STANDARD	2.4.PK.A.1.	Measurement and Data: Describe and compare measurable attributes of length and weights of everyday objects.
DESCRIPTOR	2.4.PK.A.1.1.	Recognize attributes of objects that can be measured.  <u>Trees Study</u> p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup
DESCRIPTOR	2.4.PK.A.1.2.	Measure objects using non-standard items (e.g. hands, shoes, yarn, blocks).  <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
DESCRIPTOR	2.4.PK.A.1.3.	Practice use of standard measurement tools.  <u>Trees Study</u> p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup
DESCRIPTOR	2.4.PK.A.1.4.	Practice using measurement vocabulary.  <u>Trees Study</u> p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group 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
DESCRIPTOR	2.4.PK.A.1.5.	Sort and order by one attribute.  <u>Trees Study</u>

		<p>p. 018 Exploring the Topic Day 3 Choice Time  p. 021 Exploring the Topic Day 4 Choice Time  p. 033 Investigation 1 Day 3 Small Group  p. 034 Investigation 1 Day 4 Large Group  p. 036 Investigation 1 Day 5 Choice Time  p. 036 Investigation 1 Day 5 Large Group  p. 082 Investigation 5 Day 5 Choice Time  p. 089 Investigation 6 Day 2 Small Group</p>
DESCRIPTOR	2.4.PK.A.1.7.	<p>Compare two objects with a measureable attribute in common to see which object has “more of”/ “less of” the attribute and describe the difference.</p> <p><u>Trees Study</u>  p. 018 Exploring the Topic Day 3 Choice Time  p. 021 Exploring the Topic Day 4 Choice Time  p. 033 Investigation 1 Day 3 Small Group  p. 034 Investigation 1 Day 4 Large Group  p. 036 Investigation 1 Day 5 Choice Time  p. 036 Investigation 1 Day 5 Large Group  p. 082 Investigation 5 Day 5 Choice Time  p. 089 Investigation 6 Day 2 Small Group</p>
STANDARD AREA / STATEMENT	2.4.PK.	Measurement, Data and Probability
STANDARD		<p>Big Idea: Measurement attributes can be quantified and estimated using customary and non-customary units of measure. Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions.  Essential Questions: Why does “what” we measure influence “how” we measure? How can data be organized and represented to provide insight into the relationship between quantities?</p>
DESCRIPTOR / STANDARD	2.4.PK.A.2.	Measurement and Data: Classify objects and count the number of objects in each category.
DESCRIPTOR	2.4.PK.A.2.1.	<p>Classify up to 10 objects using one attribute into categories.</p> <p><u>Trees Study</u>  p. 018 Exploring the Topic Day 3 Choice Time  p. 021 Exploring the Topic Day 4 Choice Time  p. 033 Investigation 1 Day 3 Small Group  p. 034 Investigation 1 Day 4 Large Group  p. 036 Investigation 1 Day 5 Choice Time  p. 036 Investigation 1 Day 5 Large Group  p. 082 Investigation 5 Day 5 Choice Time  p. 089 Investigation 6 Day 2 Small Group</p>
DESCRIPTOR	2.4.PK.A.2.2.	<p>Display the number of objects in each category.</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. 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>

		<p>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>
<b>STANDARD AREA / STATEMENT</b>	<b>2.4.PK.</b>	<b>Measurement, Data and Probability</b>
<b>STANDARD</b>		<p>Big Idea: Measurement attributes can be quantified and estimated using customary and non-customary units of measure. Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions. Essential Questions: Why does “what” we measure influence “how” we measure? How can data be organized and represented to provide insight into the relationship between quantities?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>2.4.PK.MP.</b>	<b>Measurement and Data: Use mathematical processes when measuring; representing, organizing, and understanding data.</b>
<b>DESCRIPTOR</b>	<b>2.4.PK.MP.1.</b>	<p>Engage in activities that include measuring, representing, organizing, and understanding data.</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. 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. 033 Investigation 1 Day 3 Small Group  p. 067 Investigation 4 Day 2 Small Group  p. 079 Investigation 5 Day 3 Small Group  p. 089 Investigation 6 Day 2 Small Group  p. 093 Investigation 6 Day 4 Small Group  p. 109 Celebrating Learning Day 2 Mighty Minutes</p>
<b>DESCRIPTOR</b>	<b>2.4.PK.MP.2.</b>	<p>Persist in activities that include measuring, representing, organizing, and understanding data (Reference AL.2.PK.C).</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. 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. 033 Investigation 1 Day 3 Small Group  p. 067 Investigation 4 Day 2 Small Group  p. 079 Investigation 5 Day 3 Small Group  p. 089 Investigation 6 Day 2 Small Group  p. 093 Investigation 6 Day 4 Small Group  p. 109 Celebrating Learning Day 2 Mighty Minutes</p>
<b>DESCRIPTOR</b>	<b>2.4.PK.MP.3.</b>	<p>Problem solve in activities that include measuring, representing, organizing, and understanding data (Reference AL.4.PK.C).</p>

		<p><u>Trees Study</u>  p. 015 Exploring the Topic Day 1 Small Group  p. 019 Exploring the Topic Day 3 Small Group  p. 033 Investigation 1 Day 3 Small Group  p. 079 Investigation 5 Day 3 Small Group  p. 089 Investigation 6 Day 2 Small Group  p. 093 Investigation 6 Day 4 Small Group</p>
DESCRIPTOR	2.4.PK.MP.4.	<p>When prompted, communicate thinking while engaged in activities that include measuring, representing, organizing, and understanding data.</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. 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. 033 Investigation 1 Day 3 Small Group  p. 067 Investigation 4 Day 2 Small Group  p. 079 Investigation 5 Day 3 Small Group  p. 089 Investigation 6 Day 2 Small Group  p. 093 Investigation 6 Day 4 Small Group  p. 109 Celebrating Learning Day 2 Mighty Minutes</p>
DESCRIPTOR	2.4.PK.MP.5.	<p>Talk and listen to peers during activities that include measuring, representing, organizing, and understanding data.</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. 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. 033 Investigation 1 Day 3 Small Group  p. 067 Investigation 4 Day 2 Small Group  p. 079 Investigation 5 Day 3 Small Group  p. 089 Investigation 6 Day 2 Small Group  p. 093 Investigation 6 Day 4 Small Group  p. 109 Celebrating Learning Day 2 Mighty Minutes</p>
SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Pre-kindergarten)
STANDARD AREA / STATEMENT	3.1.PK.A.	Biological Sciences: Living and Non-Living Organisms
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.PK.A.1.	Common Characteristics of Life: Recognize the difference between living and non-living things.
DESCRIPTOR	3.1.PK.A.1.1.	<p>Sort objects by living and non-living.</p> <p><u>Trees Study</u>  p. 028 Investigation 1 Day 1 Large Group  p. 046 Investigation 2 Day 4 Large Group  p. 076 Investigation 5 Day 2 Large Group  p. 078 Investigation 5 Day 3 Large Group  p. 079 Investigation 5 Day 3 Choice Time</p>

		<p>p. 082 Investigation 5 Day 5 Choice Time  p. 083 Investigation 5 Day 5 Large-Group Roundup  p. 083 Investigation 5 Day 5 Read-Aloud  p. 086 Investigation 6 Day 1 Large Group</p>
DESCRIPTOR	3.1.PK.A.1.2.	<p>Categorize common living things into plants and animals.</p> <p><u>Trees Study</u>  p. 014 Exploring the Topic Day 1 Large Group  p. 028 Investigation 1 Day 1 Large Group  p. 029 Investigation 1 Day 1 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. 041 Investigation 2 Day 1 Read-Aloud  p. 045 Investigation 2 Day 3 Read-Aloud  p. 046 Investigation 2 Day 4 Large Group  p. 059 Investigation 3 Day 4 Read-Aloud  p. 076 Investigation 5 Day 2 Large Group  p. 080 Investigation 5 Day 4 Large Group  p. 083 Investigation 5 Day 5 Read-Aloud  p. 109 Celebrating Learning Day 2 Mighty Minutes</p>
STANDARD AREA / STATEMENT	3.1.PK.A.	Biological Sciences: Living and Non-Living Organisms
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.PK.A.2.	Energy Flow: Identify basic needs of plants (water and light) and animals (food, water and light).
DESCRIPTOR	3.1.PK.A.2.1.	<p>Categorize common living things into plants and animals.</p> <p><u>Trees Study</u>  p. 014 Exploring the Topic Day 1 Large Group  p. 028 Investigation 1 Day 1 Large Group  p. 029 Investigation 1 Day 1 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. 041 Investigation 2 Day 1 Read-Aloud  p. 045 Investigation 2 Day 3 Read-Aloud  p. 046 Investigation 2 Day 4 Large Group  p. 059 Investigation 3 Day 4 Read-Aloud  p. 076 Investigation 5 Day 2 Large Group  p. 080 Investigation 5 Day 4 Large Group  p. 083 Investigation 5 Day 5 Read-Aloud  p. 109 Celebrating Learning Day 2 Mighty Minutes</p>
DESCRIPTOR	3.1.PK.A.2.2.	<p>State that living things need air, food and water to survive.</p> <p><u>Trees Study</u>  p. 028 Investigation 1 Day 1 Large Group  p. 046 Investigation 2 Day 4 Large Group  p. 076 Investigation 5 Day 2 Large Group  p. 078 Investigation 5 Day 3 Large Group  p. 079 Investigation 5 Day 3 Choice Time  p. 082 Investigation 5 Day 5 Choice Time  p. 083 Investigation 5 Day 5 Large-Group Roundup  p. 083 Investigation 5 Day 5 Read-Aloud  p. 086 Investigation 6 Day 1 Large Group</p>
DESCRIPTOR	3.1.PK.A.2.3.	<p>Observe the effect of darkness and light on growing plants.</p> <p><u>Trees Study</u>  p. 014 Exploring the Topic Day 1 Large Group</p>



		<p>p. 028 Investigation 1 Day 1 Large Group  p. 029 Investigation 1 Day 1 Read-Aloud  p. 034 Investigation 1 Day 4 Large Group  p. 037 Investigation 1 Day 5 Read-Aloud  p. 046 Investigation 2 Day 4 Large Group  p. 059 Investigation 3 Day 4 Read-Aloud  p. 076 Investigation 5 Day 2 Large Group  p. 080 Investigation 5 Day 4 Large Group  p. 083 Investigation 5 Day 5 Read-Aloud  p. 109 Celebrating Learning Day 2 Mighty Minutes</p>
<b>STANDARD AREA / STATEMENT</b>	<b>3.1.PK.A.</b>	<b>Biological Sciences: Living and Non-Living Organisms</b>
<b>STANDARD</b>		<b>Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>3.1.PK.A.3.</b>	<b>Life Cycles: Recognize that plants and animals grow and change.</b>
<b>DESCRIPTOR</b>	<b>3.1.PK.A.3.1.</b>	<p>Observe and document the growth of a living thing through drawings, writing, and/or photos.</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 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 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>

		<p>p. 055 Investigation 3 Day 2 Small Group  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 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. 064 Investigation 4 Day 1 Large Group  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. 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 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. 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. 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. 079 Investigation 5 Day 3 Small Group  p. 080 Investigation 5 Day 4 Large 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>
DESCRIPTOR	3.1.PK.A.3.2.	<p>Describe changes in people and animals over time (e.g. losing teeth, growing out of clothing, beans sprouting).</p> <p><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</p>
DESCRIPTOR	3.1.PK.A.3.3.	<p>Care for plants and animals in the classroom.</p> <p><u>Trees Study</u></p>

		<p>p. 014 Exploring the Topic Day 1 Large Group</p> <p>p. 028 Investigation 1 Day 1 Large Group</p> <p>p. 029 Investigation 1 Day 1 Read-Aloud</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. 041 Investigation 2 Day 1 Read-Aloud</p> <p>p. 045 Investigation 2 Day 3 Read-Aloud</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 059 Investigation 3 Day 4 Read-Aloud</p> <p>p. 076 Investigation 5 Day 2 Large Group</p> <p>p. 080 Investigation 5 Day 4 Large Group</p> <p>p. 083 Investigation 5 Day 5 Read-Aloud</p> <p>p. 109 Celebrating Learning Day 2 Mighty Minutes</p>
<b>STANDARD AREA / STATEMENT</b>	<b>3.1.PK.A.</b>	<b>Biological Sciences: Living and Non-Living Organisms</b>
<b>STANDARD</b>		<b>Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>3.1.PK.A.5.</b>	<b>Form and Function: Name basic parts of living things.</b>
<b>DESCRIPTOR</b>	<b>3.1.PK.A.5.1.</b>	<p>Tell the parts of a person, an animal or a plant.</p> <p><u>Trees Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group</p> <p>p. 028 Investigation 1 Day 1 Large Group</p> <p>p. 029 Investigation 1 Day 1 Read-Aloud</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. 041 Investigation 2 Day 1 Read-Aloud</p> <p>p. 045 Investigation 2 Day 3 Read-Aloud</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 059 Investigation 3 Day 4 Read-Aloud</p> <p>p. 076 Investigation 5 Day 2 Large Group</p> <p>p. 080 Investigation 5 Day 4 Large Group</p> <p>p. 083 Investigation 5 Day 5 Read-Aloud</p> <p>p. 109 Celebrating Learning Day 2 Mighty Minutes</p>
<b>DESCRIPTOR</b>	<b>3.1.PK.A.5.2.</b>	<p>Draw a picture of a person, an animal or plant including most of the major observable features.</p> <p><u>Trees Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group</p> <p>p. 016 Exploring the Topic Day 2 Large Group</p> <p>p. 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 Choice Time</p> <p>p. 033 Investigation 1 Day 3 Large-Group Roundup</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 Read-Aloud</p> <p>p. 037 Investigation 1 Day 5 Read-Aloud</p> <p>p. 041 Investigation 2 Day 1 Read-Aloud</p> <p>p. 045 Investigation 2 Day 3 Read-Aloud</p> <p>p. 046 Investigation 2 Day 4 Large Group</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. 059 Investigation 3 Day 4 Read-Aloud</p>

		<p>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. 076 Investigation 5 Day 2 Large Group  p. 077 Investigation 5 Day 2 Small Group  p. 078 Investigation 5 Day 3 Large Group  p. 080 Investigation 5 Day 4 Large Group  p. 083 Investigation 5 Day 5 Read-Aloud  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 Mighty Minutes  p. 109 Celebrating Learning Day 2 Small Group</p>
<b>STANDARD AREA / STATEMENT</b>	<b>3.1.PK.A.</b>	<b>Biological Sciences: Living and Non-Living Organisms</b>
<b>STANDARD</b>		<b>Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>3.1.PK.A.9.</b>	<b>Science as Inquiry: Participate in simple investigations about living and/or non-living things to answer a question or to test a prediction.</b>
<b>DESCRIPTOR</b>	<b>3.1.PK.A.9.2.</b>	<p>Use the five senses and simple equipment to gather data.</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>
<b>DESCRIPTOR</b>	<b>3.1.PK.A.9.3.</b>	<p>Collect objects during a nature walk.</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>

		<p>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>
DESCRIPTOR	3.1.PK.A.9.6.	<p>Make a prediction about the result of the experiment.</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>
STANDARD AREA / STATEMENT	3.1.PK.B.	Biological Sciences: Genetics
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.PK.B.1.	Heredity: Recognize and compare physical characteristics of living things from same species.
DESCRIPTOR	3.1.PK.B.1.3.	<p>Match parent animal with offspring.</p> <p><u>Trees Study</u>  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>
STANDARD AREA / STATEMENT	3.1.PK.B.	Biological Sciences: Genetics
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?

DESCRIPTOR / STANDARD	3.1.PK.B.6.	Science as Inquiry: Participate in simple investigations of physical characteristics of living things from same species to answer a question or to test a prediction.
DESCRIPTOR	3.1.PK.B.6.2.	Use the five senses and simple equipment to gather data.  <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
DESCRIPTOR	3.1.PK.B.6.6.	Make a prediction about the results of the experiment.  <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
STANDARD AREA / STATEMENT	3.1.PK.C.	Biological Sciences: Evolution
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.PK.C.3.	Unifying Themes: Describe changes that occur in animals.
DESCRIPTOR	3.1.PK.C.3.1.	Identify changes that occur in animals during the seasons.  <u>Trees Study</u> p. 034 Investigation 1 Day 4 Large Group p. 076 Investigation 5 Day 2 Large Group p. 083 Investigation 5 Day 5 Read-Aloud
DESCRIPTOR	3.1.PK.C.3.2.	Describe that some animals, such as bear, hibernate when it gets cold.  <u>Trees Study</u> p. 034 Investigation 1 Day 4 Large Group p. 076 Investigation 5 Day 2 Large Group p. 083 Investigation 5 Day 5 Read-Aloud

STANDARD AREA / STATEMENT	3.1.PK.C.	Biological Sciences: Evolution
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.PK.C.4.	Science as Inquiry: Participate in simple investigations of changes in animals to answer a question or to test a prediction.
DESCRIPTOR	3.1.PK.C.4.2.	Use the five senses and simple equipment to gather data.  <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
DESCRIPTOR	3.1.PK.C.4.6.	Make a prediction about the results of the experiment.  <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
STANDARD AREA / STATEMENT	3.2.PK.A.	Physical Sciences: Chemistry
STANDARD		Big Idea: Physical properties help us to understand the world. Essential Questions: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?
DESCRIPTOR / STANDARD	3.2.PK.A.6.	Science as Inquiry: Participate in simple investigations of matter to answer a question or to test a prediction.
DESCRIPTOR	3.2.PK.A.6.2.	Use the five senses and simple equipment to gather data.  <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

DESCRIPTOR	3.2.PK.A.6.5.	<p>Make a prediction about the results of the experiment.</p> <p><u>Trees Study</u></p> <p>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>
STANDARD AREA / STATEMENT	3.2.PK.B.	Physical Sciences: Physics
STANDARD		Big Idea: Physical properties help us to understand the world. Essential Questions: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?
DESCRIPTOR / STANDARD	3.2.PK.B.6.	Unifying Themes (Energy): Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.
DESCRIPTOR	3.2.PK.B.6.3.	<p>Identify what plants and animals need to grow.</p> <p><u>Trees Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group  p. 028 Investigation 1 Day 1 Large Group  p. 029 Investigation 1 Day 1 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. 041 Investigation 2 Day 1 Read-Aloud  p. 045 Investigation 2 Day 3 Read-Aloud  p. 046 Investigation 2 Day 4 Large Group  p. 059 Investigation 3 Day 4 Read-Aloud  p. 076 Investigation 5 Day 2 Large Group  p. 080 Investigation 5 Day 4 Large Group  p. 083 Investigation 5 Day 5 Read-Aloud  p. 109 Celebrating Learning Day 2 Mighty Minutes</p>
STANDARD AREA / STATEMENT	3.2.PK.B.	Physical Sciences: Physics
STANDARD		Big Idea: Physical properties help us to understand the world. Essential Questions: What are physical properties of objects? How



		are physical properties of objects discovered? What effect does energy have on the physical properties of objects?
DESCRIPTOR / STANDARD	3.2.PK.B.7.	Science as Inquiry: Participate in simple investigations of energy and motion to answer a question or to test a prediction.
DESCRIPTOR	3.2.PK.B.7.2.	Use the five senses and simple equipment to gather data.  <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
DESCRIPTOR	3.2.PK.B.7.3.	Experiment with objects or ideas to obtain a result.  <u>Trees Study</u> p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 033 Investigation 1 Day 3 Small Group p. 039 Investigation 2 Outdoor Experiences p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 051 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group p. 077 Investigation 5 Day 2 Small Group p. 085 Investigation 6 Outdoor Experience p. 089 Investigation 6 Day 2 Small Group p. 091 Investigation 6 Day 3 Small Group p. 105 Celebrating Learning Outdoor Experiences p. 107 Celebrating Learning Day 1 Small Group
DESCRIPTOR	3.2.PK.B.7.4.	Make predictions about an outcome (e.g. "What might happen to a kite when the wind blows or slows down?").  <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
<b>STANDARD AREA / STATEMENT</b>	3.3.PK.A.	Earth and Space Sciences: Earth Structure, Processes and Cycles
<b>STANDARD</b>		Big Idea: The earth, which is part of a larger solar system, consists of structures, processes and cycles which affect its inhabitants. Essential Questions: What structures, processes, and cycles make up the earth? How do the various structures, processes and cycles affect the earth's inhabitants? How do we know the earth is part of a larger solar system?
<b>DESCRIPTOR / STANDARD</b>	3.3.PK.A.1.	Earth Features and the Processes that Change it: Sort different types of earth materials.
<b>DESCRIPTOR</b>	3.3.PK.A.1.3.	Use senses and simple tools to explore earth materials.  <u>Trees Study</u> p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 018 Exploring the Topic Day 3 Choice Time p. 021 Exploring the Topic Day 4 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 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. 035 Investigation 1 Day 4 Choice Time p. 036 Investigation 1 Day 5 Choice Time 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. 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. 087 Investigation 6 Day 1 Choice Time p. 088 Investigation 6 Day 2 Choice Time p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Choice Time p. 107 Celebrating Learning Day 1 Small Group
<b>STANDARD AREA / STATEMENT</b>	3.3.PK.A.	Earth and Space Sciences: Earth Structure, Processes and Cycles
<b>STANDARD</b>		Big Idea: The earth, which is part of a larger solar system, consists of structures, processes and cycles which affect its inhabitants. Essential Questions: What structures, processes, and cycles make up the earth? How do the various structures, processes and cycles affect the earth's inhabitants? How do we know the earth is part of a larger solar system?
<b>DESCRIPTOR / STANDARD</b>	3.3.PK.A.7.	Science as Inquiry: Participate in simple investigations of earth structures, processes, and cycles to answer a question or to test a prediction.
<b>DESCRIPTOR</b>	3.3.PK.A.7.2.	Use the five senses and simple equipment to gather data.  <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
<b>DESCRIPTOR</b>	3.3.PK.A.7.3.	Experiment with different types of earth materials.  <u>Trees Study</u>

		<p>p. 016 Exploring the Topic Day 2 Choice Time  p. 017 Exploring the Topic Day 2 Small Group  p. 023 Exploring the Topic Day 5 Small Group  p. 027 Investigation 1 Outdoor Experiences  p. 033 Investigation 1 Day 3 Small Group  p. 039 Investigation 2 Outdoor Experiences  p. 043 Investigation 2 Day 2 Choice Time  p. 045 Investigation 2 Day 3 Choice Time  p. 049 Investigation 2 Day 5 Small Group  p. 051 Investigation 3 Outdoor Experiences  p. 053 Investigation 3 Day 1 Small Group  p. 057 Investigation 3 Day 3 Small Group  p. 069 Investigation 4 Day 3 Small Group  p. 077 Investigation 5 Day 2 Small Group  p. 085 Investigation 6 Outdoor Experience  p. 089 Investigation 6 Day 2 Small Group  p. 091 Investigation 6 Day 3 Small Group  p. 105 Celebrating Learning Outdoor Experiences  p. 107 Celebrating Learning Day 1 Small Group</p>
DESCRIPTOR	3.3.PK.A.7.4.	<p>Make predictions about an outcome (e.g. “What might happen if we go out in the snow without our boots?”).</p> <p><u>Trees Study</u></p> <p>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>
STANDARD AREA / STATEMENT	3.3.PK.B.	Earth and Space Sciences: Origin and Evolution of the Universe
STANDARD		<p>Big Idea: The earth, which is part of a larger solar system, consists of structures, processes and cycles which affect its inhabitants.  Essential Questions: What structures, processes, and cycles make up the earth? How do the various structures, processes and cycles affect the earth’s inhabitants? How do we know the earth is part of a larger solar system?</p>
DESCRIPTOR / STANDARD	3.3.PK.B.3.	Science as Inquiry: Participate in simple investigations of the objects found in the day or night sky to answer a question or to test a prediction.

DESCRIPTOR	3.3.PK.B.3.2.	Use the five senses and simple equipment (e.g. prisms, binoculars) to gather data.  <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
STANDARD AREA / STATEMENT	4.1.PK.	Environment and Ecology: Ecology
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.1.PK.A.	The Environment: Identify living and non-living things in the immediate and surrounding environment.
DESCRIPTOR	4.1.PK.A.1.	Sort objects from the immediate environment by living and non-living.  <u>Trees Study</u> p. 028 Investigation 1 Day 1 Large Group p. 046 Investigation 2 Day 4 Large Group p. 076 Investigation 5 Day 2 Large Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Choice Time p. 082 Investigation 5 Day 5 Choice Time p. 083 Investigation 5 Day 5 Large-Group Roundup p. 083 Investigation 5 Day 5 Read-Aloud p. 086 Investigation 6 Day 1 Large Group
STANDARD AREA / STATEMENT	4.1.PK.	Environment and Ecology: Ecology
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.1.PK.C.	Energy Flow: Identify that plants need the sun to grow.
DESCRIPTOR	4.1.PK.C.1.	Participate in experiments that show the effects on plant growth when the sun is removed as a source of energy.  <u>Trees Study</u> p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 033 Investigation 1 Day 3 Small Group p. 039 Investigation 2 Outdoor Experiences p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 051 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group p. 077 Investigation 5 Day 2 Small Group p. 085 Investigation 6 Outdoor Experience p. 089 Investigation 6 Day 2 Small Group p. 091 Investigation 6 Day 3 Small Group p. 105 Celebrating Learning Outdoor Experiences p. 107 Celebrating Learning Day 1 Small Group

STANDARD AREA / STATEMENT	4.1.PK.	Environment and Ecology: Ecology
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.1.PK.D.	Biodiversity: Identify basic needs of living things.
DESCRIPTOR	4.1.PK.D.1.	Reference 3.1.PK.A.2.  <u>Trees Study</u> p. 028 Investigation 1 Day 1 Large Group p. 046 Investigation 2 Day 4 Large Group p. 076 Investigation 5 Day 2 Large Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Choice Time p. 082 Investigation 5 Day 5 Choice Time p. 083 Investigation 5 Day 5 Large-Group Roundup p. 083 Investigation 5 Day 5 Read-Aloud p. 086 Investigation 6 Day 1 Large Group
STANDARD AREA / STATEMENT	4.2.PK.	Environment and Ecology: Watersheds and Wetlands
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.2.PK.B.	Wetlands: Identify a wetland as an ecosystem in Pennsylvania.
DESCRIPTOR	4.2.PK.B.1.	Understand that an ecosystem is a community of living things and everything that surround them.  <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 028 Investigation 1 Day 1 Large Group p. 032 Investigation 1 Day 3 Large Group p. 035 Investigation 1 Day 4 Read-Aloud p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 2 Large-Group Roundup p. 043 Investigation 2 Day 2 Read-Aloud p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Choice Time p. 045 Investigation 2 Day 3 Large-Group Roundup p. 045 Investigation 2 Day 3 Mighty Minutes p. 045 Investigation 2 Day 3 Read-Aloud p. 046 Investigation 2 Day 4 Choice Time p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Large-Group Roundup p. 049 Investigation 2 Day 5 Small Group p. 055 Investigation 3 Day 2 Read-Aloud p. 079 Investigation 5 Day 3 Read-Aloud p. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Choice Time p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Large-Group Roundup p. 087 Investigation 6 Day 1 Read-Aloud

		<p>p. 089 Investigation 6 Day 2 Read-Aloud  p. 091 Investigation 6 Day 3 Large-Group Roundup  p. 091 Investigation 6 Day 3 Read-Aloud  p. 093 Investigation 6 Day 4 Read-Aloud  p. 109 Celebrating Learning Day 2 Mighty Minutes  p. 109 Celebrating Learning Day 2 Read-Aloud</p>
DESCRIPTOR	4.2.PK.B.2.	<p>Understand that a wetland is an ecosystem in which the living things depend on a large amount of water for survival.</p> <p><u>Trees Study</u>  p. 014 Exploring the Topic Day 1 Large Group  p. 028 Investigation 1 Day 1 Large Group  p. 032 Investigation 1 Day 3 Large Group  p. 035 Investigation 1 Day 4 Read-Aloud  p. 039 Investigation 2 Outdoor Experiences  p. 040 Investigation 2 Day 1 Large Group  p. 041 Investigation 2 Day 1 Read-Aloud  p. 042 Investigation 2 Day 2 Large Group  p. 043 Investigation 2 Day 2 Choice Time  p. 043 Investigation 2 Day 2 Large-Group Roundup  p. 043 Investigation 2 Day 2 Read-Aloud  p. 044 Investigation 2 Day 3 Large Group  p. 045 Investigation 2 Day 3 Choice Time  p. 045 Investigation 2 Day 3 Large-Group Roundup  p. 045 Investigation 2 Day 3 Mighty Minutes  p. 045 Investigation 2 Day 3 Read-Aloud  p. 046 Investigation 2 Day 4 Choice Time  p. 046 Investigation 2 Day 4 Large Group  p. 047 Investigation 2 Day 4 Read-Aloud  p. 049 Investigation 2 Day 5 Choice Time  p. 049 Investigation 2 Day 5 Large-Group Roundup  p. 049 Investigation 2 Day 5 Small Group  p. 055 Investigation 3 Day 2 Read-Aloud  p. 079 Investigation 5 Day 3 Read-Aloud  p. 080 Investigation 5 Day 4 Large Group  p. 081 Investigation 5 Day 4 Choice Time  p. 082 Investigation 5 Day 5 Large Group  p. 083 Investigation 5 Day 5 Large-Group Roundup  p. 087 Investigation 6 Day 1 Read-Aloud  p. 089 Investigation 6 Day 2 Read-Aloud  p. 091 Investigation 6 Day 3 Large-Group Roundup  p. 091 Investigation 6 Day 3 Read-Aloud  p. 093 Investigation 6 Day 4 Read-Aloud  p. 109 Celebrating Learning Day 2 Mighty Minutes  p. 109 Celebrating Learning Day 2 Read-Aloud</p>
DESCRIPTOR	4.2.PK.B.3.	<p>Participate in classroom activities about wetlands.</p> <p><u>Trees Study</u>  p. 014 Exploring the Topic Day 1 Large Group  p. 028 Investigation 1 Day 1 Large Group  p. 032 Investigation 1 Day 3 Large Group  p. 035 Investigation 1 Day 4 Read-Aloud  p. 039 Investigation 2 Outdoor Experiences  p. 040 Investigation 2 Day 1 Large Group  p. 041 Investigation 2 Day 1 Read-Aloud  p. 042 Investigation 2 Day 2 Large Group  p. 043 Investigation 2 Day 2 Choice Time  p. 043 Investigation 2 Day 2 Large-Group Roundup  p. 043 Investigation 2 Day 2 Read-Aloud  p. 044 Investigation 2 Day 3 Large Group  p. 045 Investigation 2 Day 3 Choice Time  p. 045 Investigation 2 Day 3 Large-Group Roundup  p. 045 Investigation 2 Day 3 Mighty Minutes  p. 045 Investigation 2 Day 3 Read-Aloud</p>

		<p>p. 046 Investigation 2 Day 4 Choice Time  p. 046 Investigation 2 Day 4 Large Group  p. 047 Investigation 2 Day 4 Read-Aloud  p. 049 Investigation 2 Day 5 Choice Time  p. 049 Investigation 2 Day 5 Large-Group Roundup  p. 049 Investigation 2 Day 5 Small Group  p. 055 Investigation 3 Day 2 Read-Aloud  p. 079 Investigation 5 Day 3 Read-Aloud  p. 080 Investigation 5 Day 4 Large Group  p. 081 Investigation 5 Day 4 Choice Time  p. 082 Investigation 5 Day 5 Large Group  p. 083 Investigation 5 Day 5 Large-Group Roundup  p. 087 Investigation 6 Day 1 Read-Aloud  p. 089 Investigation 6 Day 2 Read-Aloud  p. 091 Investigation 6 Day 3 Large-Group Roundup  p. 091 Investigation 6 Day 3 Read-Aloud  p. 093 Investigation 6 Day 4 Read-Aloud  p. 109 Celebrating Learning Day 2 Mighty Minutes  p. 109 Celebrating Learning Day 2 Read-Aloud</p>
<b>STANDARD AREA / STATEMENT</b>	<b>4.2.PK.</b>	<b>Environment and Ecology: Watersheds and Wetlands</b>
<b>STANDARD</b>		<p>Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>4.2.PK.C.</b>	<b>Aquatic Ecosystem: Describe an aquatic (water) and terrestrial (land) habitat.</b>
<b>DESCRIPTOR</b>	<b>4.2.PK.C.1.</b>	<p>Understand that a habitat is where a living thing finds its basic needs for survival.</p> <p><u>Trees Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group  p. 028 Investigation 1 Day 1 Large Group  p. 032 Investigation 1 Day 3 Large Group  p. 035 Investigation 1 Day 4 Read-Aloud  p. 039 Investigation 2 Outdoor Experiences  p. 040 Investigation 2 Day 1 Large Group  p. 041 Investigation 2 Day 1 Read-Aloud  p. 042 Investigation 2 Day 2 Large Group  p. 043 Investigation 2 Day 2 Choice Time  p. 043 Investigation 2 Day 2 Large-Group Roundup  p. 043 Investigation 2 Day 2 Read-Aloud  p. 044 Investigation 2 Day 3 Large Group  p. 045 Investigation 2 Day 3 Choice Time  p. 045 Investigation 2 Day 3 Large-Group Roundup  p. 045 Investigation 2 Day 3 Mighty Minutes  p. 045 Investigation 2 Day 3 Read-Aloud  p. 046 Investigation 2 Day 4 Choice Time  p. 046 Investigation 2 Day 4 Large Group  p. 047 Investigation 2 Day 4 Read-Aloud  p. 049 Investigation 2 Day 5 Choice Time  p. 049 Investigation 2 Day 5 Large-Group Roundup  p. 049 Investigation 2 Day 5 Small Group  p. 055 Investigation 3 Day 2 Read-Aloud  p. 079 Investigation 5 Day 3 Read-Aloud  p. 080 Investigation 5 Day 4 Large Group  p. 081 Investigation 5 Day 4 Choice Time  p. 082 Investigation 5 Day 5 Large Group  p. 083 Investigation 5 Day 5 Large-Group Roundup  p. 087 Investigation 6 Day 1 Read-Aloud  p. 089 Investigation 6 Day 2 Read-Aloud  p. 091 Investigation 6 Day 3 Large-Group Roundup</p>

		<p>p. 091 Investigation 6 Day 3 Read-Aloud  p. 093 Investigation 6 Day 4 Read-Aloud  p. 109 Celebrating Learning Day 2 Mighty Minutes  p. 109 Celebrating Learning Day 2 Read-Aloud</p>
DESCRIPTOR	4.2.PK.C.2.	<p>Describe different places animals can live.</p> <p><u>Trees Study</u>  p. 014 Exploring the Topic Day 1 Large Group  p. 028 Investigation 1 Day 1 Large Group  p. 032 Investigation 1 Day 3 Large Group  p. 035 Investigation 1 Day 4 Read-Aloud  p. 039 Investigation 2 Outdoor Experiences  p. 040 Investigation 2 Day 1 Large Group  p. 041 Investigation 2 Day 1 Read-Aloud  p. 042 Investigation 2 Day 2 Large Group  p. 043 Investigation 2 Day 2 Choice Time  p. 043 Investigation 2 Day 2 Large-Group Roundup  p. 043 Investigation 2 Day 2 Read-Aloud  p. 044 Investigation 2 Day 3 Large Group  p. 045 Investigation 2 Day 3 Choice Time  p. 045 Investigation 2 Day 3 Large-Group Roundup  p. 045 Investigation 2 Day 3 Mighty Minutes  p. 045 Investigation 2 Day 3 Read-Aloud  p. 046 Investigation 2 Day 4 Choice Time  p. 046 Investigation 2 Day 4 Large Group  p. 047 Investigation 2 Day 4 Read-Aloud  p. 049 Investigation 2 Day 5 Choice Time  p. 049 Investigation 2 Day 5 Large-Group Roundup  p. 049 Investigation 2 Day 5 Small Group  p. 055 Investigation 3 Day 2 Read-Aloud  p. 079 Investigation 5 Day 3 Read-Aloud  p. 080 Investigation 5 Day 4 Large Group  p. 081 Investigation 5 Day 4 Choice Time  p. 082 Investigation 5 Day 5 Large Group  p. 083 Investigation 5 Day 5 Large-Group Roundup  p. 087 Investigation 6 Day 1 Read-Aloud  p. 089 Investigation 6 Day 2 Read-Aloud  p. 091 Investigation 6 Day 3 Large-Group Roundup  p. 091 Investigation 6 Day 3 Read-Aloud  p. 093 Investigation 6 Day 4 Read-Aloud  p. 109 Celebrating Learning Day 2 Mighty Minutes  p. 109 Celebrating Learning Day 2 Read-Aloud</p>
DESCRIPTOR	4.2.PK.C.3.	<p>Match animals to an aquatic (water) or terrestrial (land) habitat.</p> <p><u>Trees Study</u>  p. 014 Exploring the Topic Day 1 Large Group  p. 028 Investigation 1 Day 1 Large Group  p. 032 Investigation 1 Day 3 Large Group  p. 035 Investigation 1 Day 4 Read-Aloud  p. 039 Investigation 2 Outdoor Experiences  p. 040 Investigation 2 Day 1 Large Group  p. 041 Investigation 2 Day 1 Read-Aloud  p. 042 Investigation 2 Day 2 Large Group  p. 043 Investigation 2 Day 2 Choice Time  p. 043 Investigation 2 Day 2 Large-Group Roundup  p. 043 Investigation 2 Day 2 Read-Aloud  p. 044 Investigation 2 Day 3 Large Group  p. 045 Investigation 2 Day 3 Choice Time  p. 045 Investigation 2 Day 3 Large-Group Roundup  p. 045 Investigation 2 Day 3 Mighty Minutes  p. 045 Investigation 2 Day 3 Read-Aloud  p. 046 Investigation 2 Day 4 Choice Time  p. 046 Investigation 2 Day 4 Large Group  p. 047 Investigation 2 Day 4 Read-Aloud</p>



		<p>p. 049 Investigation 2 Day 5 Choice Time</p> <p>p. 049 Investigation 2 Day 5 Large-Group Roundup</p> <p>p. 049 Investigation 2 Day 5 Small Group</p> <p>p. 055 Investigation 3 Day 2 Read-Aloud</p> <p>p. 079 Investigation 5 Day 3 Read-Aloud</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 Large Group</p> <p>p. 083 Investigation 5 Day 5 Large-Group Roundup</p> <p>p. 087 Investigation 6 Day 1 Read-Aloud</p> <p>p. 089 Investigation 6 Day 2 Read-Aloud</p> <p>p. 091 Investigation 6 Day 3 Large-Group Roundup</p> <p>p. 091 Investigation 6 Day 3 Read-Aloud</p> <p>p. 093 Investigation 6 Day 4 Read-Aloud</p> <p>p. 109 Celebrating Learning Day 2 Mighty Minutes</p> <p>p. 109 Celebrating Learning Day 2 Read-Aloud</p>
DESCRIPTOR	4.2.PK.C.4.	<p>Include a description of a specific habitat in drawing, creations, or dictations.</p> <p><u>Trees Study</u></p> <p>p. 014 Exploring the Topic Day 1 Large Group</p> <p>p. 028 Investigation 1 Day 1 Large Group</p> <p>p. 032 Investigation 1 Day 3 Large Group</p> <p>p. 035 Investigation 1 Day 4 Read-Aloud</p> <p>p. 039 Investigation 2 Outdoor Experiences</p> <p>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 041 Investigation 2 Day 1 Read-Aloud</p> <p>p. 042 Investigation 2 Day 2 Large Group</p> <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 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. 045 Investigation 2 Day 3 Large-Group Roundup</p> <p>p. 045 Investigation 2 Day 3 Mighty Minutes</p> <p>p. 045 Investigation 2 Day 3 Read-Aloud</p> <p>p. 046 Investigation 2 Day 4 Choice Time</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 047 Investigation 2 Day 4 Read-Aloud</p> <p>p. 049 Investigation 2 Day 5 Choice Time</p> <p>p. 049 Investigation 2 Day 5 Large-Group Roundup</p> <p>p. 049 Investigation 2 Day 5 Small Group</p> <p>p. 055 Investigation 3 Day 2 Read-Aloud</p> <p>p. 079 Investigation 5 Day 3 Read-Aloud</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 Large Group</p> <p>p. 083 Investigation 5 Day 5 Large-Group Roundup</p> <p>p. 087 Investigation 6 Day 1 Read-Aloud</p> <p>p. 089 Investigation 6 Day 2 Read-Aloud</p> <p>p. 091 Investigation 6 Day 3 Large-Group Roundup</p> <p>p. 091 Investigation 6 Day 3 Read-Aloud</p> <p>p. 093 Investigation 6 Day 4 Read-Aloud</p> <p>p. 109 Celebrating Learning Day 2 Mighty Minutes</p> <p>p. 109 Celebrating Learning Day 2 Read-Aloud</p>
STANDARD AREA / STATEMENT	4.3.PK.	Environment and Ecology: Natural Resources
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.3.PK.A.	Use of Natural Resources: Identify how the environment provides for

		the needs of people in their daily lives.
DESCRIPTOR	4.3.PK.A.1.	Understand that the things we use can be made from things found in the environment.  <u>Trees Study</u> p. 060 Investigation 3 Day 5 Large Group
DESCRIPTOR	4.3.PK.A.2.	Match simple items used by people to its natural resource (e.g. milk to cow, wood for building to tree, wool to sheep).  <u>Trees Study</u> p. 060 Investigation 3 Day 5 Large Group
STANDARD AREA / STATEMENT	4.3.PK.	Environment and Ecology: Natural Resources
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.3.PK.B.	Availability of Natural: Identify natural resources available to people in their daily life.
DESCRIPTOR	4.3.PK.B.1.	Understand that natural resources are materials that come from the environment and are used by people.  <u>Trees Study</u> p. 060 Investigation 3 Day 5 Large Group
DESCRIPTOR	4.3.PK.B.2.	Discuss and use natural items collected from the immediate environment.  <u>Trees Study</u> p. 060 Investigation 3 Day 5 Large Group
STANDARD AREA / STATEMENT	4.4.PK.	Environment and Ecology: Agriculture and Society
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.4.PK.C.	Applying Sciences to: Recognize that plants and animals grow and change.
DESCRIPTOR	4.4.PK.C.1.	Reference 3.1.PK.A.3.  <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 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. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 046 Investigation 2 Day 4 Large Group p. 059 Investigation 3 Day 4 Read-Aloud p. 076 Investigation 5 Day 2 Large Group p. 080 Investigation 5 Day 4 Large Group p. 083 Investigation 5 Day 5 Read-Aloud p. 109 Celebrating Learning Day 2 Mighty Minutes
STANDARD AREA / STATEMENT	4.5.PK.	Environment and Ecology: Humans and the Environment
STANDARD		Big Idea: People live in an environment. People share the

		environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.5.PK.A.	Sustainability: Identify what people need to survive.
DESCRIPTOR	4.5.PK.A.1.	State that people are living things.  <u>Trees Study</u> p. 028 Investigation 1 Day 1 Large Group p. 046 Investigation 2 Day 4 Large Group p. 076 Investigation 5 Day 2 Large Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Choice Time p. 082 Investigation 5 Day 5 Choice Time p. 083 Investigation 5 Day 5 Large-Group Roundup p. 083 Investigation 5 Day 5 Read-Aloud p. 086 Investigation 6 Day 1 Large Group
STANDARD AREA / STATEMENT	4.5.PK.	Environment and Ecology: Humans and the Environment
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.5.PK.B.	Integrated Pest Management: Identify things in the natural environment that can be harmful to people, pets and other living things.
DESCRIPTOR	4.5.PK.B.2.	Discuss plants, insects and animals that could be harmful; share personal experiences when relevant.  <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 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. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 046 Investigation 2 Day 4 Large Group p. 059 Investigation 3 Day 4 Read-Aloud p. 076 Investigation 5 Day 2 Large Group p. 080 Investigation 5 Day 4 Large Group p. 083 Investigation 5 Day 5 Read-Aloud p. 109 Celebrating Learning Day 2 Mighty Minutes
STANDARD AREA / STATEMENT	4.5.PK.	Environment and Ecology: Humans and the Environment
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.5.PK.C.	Pollution: Identify ways people pollute the environment.
DESCRIPTOR	4.5.PK.C.1.	Identify how litter can have a negative impact on the environment.  <u>Trees Study</u> p. 064 Investigation 4 Day 1 Large Group
DESCRIPTOR	4.5.PK.C.2.	Participate in experiments that show how litter can impact the environment.

		<u>Trees Study</u> p. 064 Investigation 4 Day 1 Large Group
<b>STANDARD AREA / STATEMENT</b>	15.4.PK.	Computer and Information Technology:
<b>STANDARD</b>		Big Idea: Technology impacts daily living and can be used as a tool for exploring and understanding the world, as well as communicating with one another. The media (e.g. music, books, maps, TV programming, newspapers, magazines, movies, Internet, applications, advertising) constructed with available technology conveys a message that can be read, interpreted, and evaluated. Essential Questions: How do I choose the correct technology for a task? Can I use various technologies appropriately? How do I read, interpret, and evaluate media?
<b>DESCRIPTOR / STANDARD</b>	15.4.PK.L.	Technology Research: With help and support, use web browser to locate content-specific websites.
<b>DESCRIPTOR</b>	15.4.PK.L.1.	Generate or choose a topic to learn about.  <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
<b>SUBJECT / STANDARD AREA</b>	PA.SS.	Social Studies Thinking (Pre-kindergarten)
<b>STANDARD AREA / STATEMENT</b>	5.1.PK.	Civics and Government: Principles and Documents of Government
<b>STANDARD</b>		Big Idea: Learning to be a good citizen helps one contribute to society in a meaningful way. Essential Questions: What rules and consequences are important? Can I identify some American symbols?
<b>DESCRIPTOR / STANDARD</b>	5.1.PK.A.	Rule of Law: State rules and their consequences.
<b>DESCRIPTOR</b>	5.1.PK.A.1.	Describe classroom rules.  <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group
<b>DESCRIPTOR</b>	5.1.PK.A.2.	Explain a consequence for breaking a classroom rule.  <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group
<b>STANDARD AREA / STATEMENT</b>	5.2.PK.	Civics and Government: Rights and Responsibilities of Citizenship
<b>STANDARD</b>		Big Idea: Learning to be a good citizen helps one contribute to society in a meaningful way. Essential Questions: What rules and consequences are important? Can I identify some American symbols?
<b>DESCRIPTOR / STANDARD</b>	5.2.PK.A.	Civics Rights and Responsibilities: Identify self-membership of a group such as the class or family.
<b>DESCRIPTOR</b>	5.2.PK.A.1.	Display awareness of role as member of a group.  <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>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>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 041 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 041 Investigation 2 Day 1 Read-Aloud</p> <p>p. 041 Investigation 2 Day 1 Small Group</p> <p>p. 042 Investigation 2 Day 2 Large Group</p> <p>p. 043 Investigation 2 Day 2 Choice Time</p> <p>p. 043 Investigation 2 Day 2 Large-Group Roundup</p> <p>p. 043 Investigation 2 Day 2 Small Group</p> <p>p. 044 Investigation 2 Day 3 Large Group</p> <p>p. 045 Investigation 2 Day 3 Choice Time</p> <p>p. 045 Investigation 2 Day 3 Large-Group Roundup</p> <p>p. 045 Investigation 2 Day 3 Read-Aloud</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 046 Investigation 2 Day 4 Choice Time</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 047 Investigation 2 Day 4 Large-Group Roundup</p> <p>p. 047 Investigation 2 Day 4 Small Group</p> <p>p. 048 Investigation 2 Day 5 Large Group</p> <p>p. 049 Investigation 2 Day 5 Choice Time</p> <p>p. 049 Investigation 2 Day 5 Large-Group Roundup</p> <p>p. 049 Investigation 2 Day 5 Read-Aloud</p> <p>p. 049 Investigation 2 Day 5 Small Group</p> <p>p. 051 Investigation 3 Outdoor Experiences</p> <p>p. 052 Investigation 3 Day 1 Choice Time</p>
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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. 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 Large-Group Roundup  
 p. 075 Investigation 5 Day 1 Read-Aloud  
 p. 075 Investigation 5 Day 1 Small Group  
 p. 076 Investigation 5 Day 2 Choice Time  
 p. 076 Investigation 5 Day 2 Large Group  
 p. 077 Investigation 5 Day 2 Large-Group Roundup  
 p. 077 Investigation 5 Day 2 Small Group  
 p. 078 Investigation 5 Day 3 Large Group  
 p. 079 Investigation 5 Day 3 Choice Time  
 p. 079 Investigation 5 Day 3 Large-Group Roundup  
 p. 079 Investigation 5 Day 3 Small Group  
 p. 080 Investigation 5 Day 4 Large Group  
 p. 081 Investigation 5 Day 4 Choice Time  
 p. 081 Investigation 5 Day 4 Large-Group Roundup  
 p. 081 Investigation 5 Day 4 Small Group  
 p. 082 Investigation 5 Day 5 Choice Time  
 p. 082 Investigation 5 Day 5 Large Group  
 p. 083 Investigation 5 Day 5 Large-Group Roundup  
 p. 083 Investigation 5 Day 5 Read-Aloud  
 p. 083 Investigation 5 Day 5 Small Group  
 p. 085 Investigation 6 Outdoor Experience  
 p. 086 Investigation 6 Day 1 Large Group  
 p. 087 Investigation 6 Day 1 Choice Time  
 p. 087 Investigation 6 Day 1 Large-Group Roundup  
 p. 087 Investigation 6 Day 1 Mighty Minutes

		<p>p. 087 Investigation 6 Day 1 Small Group  p. 088 Investigation 6 Day 2 Choice Time  p. 088 Investigation 6 Day 2 Large Group  p. 089 Investigation 6 Day 2 Large-Group Roundup  p. 089 Investigation 6 Day 2 Read-Aloud  p. 089 Investigation 6 Day 2 Small Group  p. 090 Investigation 6 Day 3 Choice Time  p. 090 Investigation 6 Day 3 Large Group  p. 091 Investigation 6 Day 3 Large-Group Roundup  p. 091 Investigation 6 Day 3 Small Group  p. 092 Investigation 6 Day 4 Large Group  p. 093 Investigation 6 Day 4 Choice Time  p. 093 Investigation 6 Day 4 Large-Group Roundup  p. 093 Investigation 6 Day 4 Read-Aloud  p. 093 Investigation 6 Day 4 Small Group  p. 105 Celebrating Learning Outdoor Experiences  p. 106 Celebrating Learning Day 1 Choice Time  p. 106 Celebrating Learning Day 1 Large Group  p. 107 Celebrating Learning Day 1 Large-Group Roundup  p. 107 Celebrating Learning Day 1 Small Group  p. 108 Celebrating Learning Day 2 Choice Time  p. 108 Celebrating Learning Day 2 Large Group  p. 109 Celebrating Learning Day 2 Large-Group Roundup  p. 109 Celebrating Learning Day 2 Read-Aloud  p. 109 Celebrating Learning Day 2 Small Group</p>
<p>DESCRIPTOR</p>	<p>5.2.PK.A.2.</p>	<p>Participate in group decision-making.</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>

p. 033 Investigation 1 Day 3 Small Group  
 p. 034 Investigation 1 Day 4 Large Group  
 p. 035 Investigation 1 Day 4 Choice Time  
 p. 035 Investigation 1 Day 4 Large-Group Roundup  
 p. 035 Investigation 1 Day 4 Read-Aloud  
 p. 035 Investigation 1 Day 4 Small Group  
 p. 036 Investigation 1 Day 5 Choice Time  
 p. 036 Investigation 1 Day 5 Large Group  
 p. 037 Investigation 1 Day 5 Large-Group Roundup  
 p. 037 Investigation 1 Day 5 Mighty Minutes  
 p. 037 Investigation 1 Day 5 Small Group  
 p. 040 Investigation 2 Day 1 Choice Time  
 p. 040 Investigation 2 Day 1 Large Group  
 p. 041 Investigation 2 Day 1 Large-Group Roundup  
 p. 041 Investigation 2 Day 1 Read-Aloud  
 p. 041 Investigation 2 Day 1 Small Group  
 p. 042 Investigation 2 Day 2 Large Group  
 p. 043 Investigation 2 Day 2 Choice Time  
 p. 043 Investigation 2 Day 2 Large-Group Roundup  
 p. 043 Investigation 2 Day 2 Small Group  
 p. 044 Investigation 2 Day 3 Large Group  
 p. 045 Investigation 2 Day 3 Choice Time  
 p. 045 Investigation 2 Day 3 Large-Group Roundup  
 p. 045 Investigation 2 Day 3 Read-Aloud  
 p. 045 Investigation 2 Day 3 Small Group  
 p. 046 Investigation 2 Day 4 Choice Time  
 p. 046 Investigation 2 Day 4 Large Group  
 p. 047 Investigation 2 Day 4 Large-Group Roundup  
 p. 047 Investigation 2 Day 4 Small Group  
 p. 048 Investigation 2 Day 5 Large Group  
 p. 049 Investigation 2 Day 5 Choice Time  
 p. 049 Investigation 2 Day 5 Large-Group Roundup  
 p. 049 Investigation 2 Day 5 Read-Aloud  
 p. 049 Investigation 2 Day 5 Small Group  
 p. 051 Investigation 3 Outdoor Experiences  
 p. 052 Investigation 3 Day 1 Choice Time  
 p. 052 Investigation 3 Day 1 Large Group  
 p. 053 Investigation 3 Day 1 Large-Group Roundup  
 p. 053 Investigation 3 Day 1 Read-Aloud  
 p. 053 Investigation 3 Day 1 Small Group  
 p. 054 Investigation 3 Day 2 Choice Time  
 p. 054 Investigation 3 Day 2 Large Group  
 p. 055 Investigation 3 Day 2 Large-Group Roundup  
 p. 055 Investigation 3 Day 2 Small Group  
 p. 056 Investigation 3 Day 3 Choice Time  
 p. 056 Investigation 3 Day 3 Large Group  
 p. 057 Investigation 3 Day 3 Large-Group Roundup  
 p. 057 Investigation 3 Day 3 Read-Aloud  
 p. 057 Investigation 3 Day 3 Small Group  
 p. 058 Investigation 3 Day 4 Large Group  
 p. 059 Investigation 3 Day 4 Choice Time  
 p. 059 Investigation 3 Day 4 Large-Group Roundup  
 p. 059 Investigation 3 Day 4 Small Group  
 p. 060 Investigation 3 Day 5 Choice Time  
 p. 060 Investigation 3 Day 5 Large Group  
 p. 061 Investigation 3 Day 5 Large-Group Roundup  
 p. 061 Investigation 3 Day 5 Small Group  
 p. 064 Investigation 4 Day 1 Large Group  
 p. 065 Investigation 4 Day 1 Choice Time  
 p. 065 Investigation 4 Day 1 Large-Group Roundup  
 p. 065 Investigation 4 Day 1 Small Group  
 p. 066 Investigation 4 Day 2 Choice Time  
 p. 066 Investigation 4 Day 2 Large Group  
 p. 067 Investigation 4 Day 2 Large-Group Roundup  
 p. 067 Investigation 4 Day 2 Small Group



		<p>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. 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 Large-Group Roundup  p. 075 Investigation 5 Day 1 Read-Aloud  p. 075 Investigation 5 Day 1 Small Group  p. 076 Investigation 5 Day 2 Choice Time  p. 076 Investigation 5 Day 2 Large Group  p. 077 Investigation 5 Day 2 Large-Group Roundup  p. 077 Investigation 5 Day 2 Small Group  p. 078 Investigation 5 Day 3 Large Group  p. 079 Investigation 5 Day 3 Choice Time  p. 079 Investigation 5 Day 3 Large-Group Roundup  p. 079 Investigation 5 Day 3 Small Group  p. 080 Investigation 5 Day 4 Large Group  p. 081 Investigation 5 Day 4 Choice Time  p. 081 Investigation 5 Day 4 Large-Group Roundup  p. 081 Investigation 5 Day 4 Small Group  p. 082 Investigation 5 Day 5 Choice Time  p. 082 Investigation 5 Day 5 Large Group  p. 083 Investigation 5 Day 5 Large-Group Roundup  p. 083 Investigation 5 Day 5 Read-Aloud  p. 083 Investigation 5 Day 5 Small Group  p. 085 Investigation 6 Outdoor Experience  p. 086 Investigation 6 Day 1 Large Group  p. 087 Investigation 6 Day 1 Choice Time  p. 087 Investigation 6 Day 1 Large-Group Roundup  p. 087 Investigation 6 Day 1 Mighty Minutes  p. 087 Investigation 6 Day 1 Small Group  p. 088 Investigation 6 Day 2 Choice Time  p. 088 Investigation 6 Day 2 Large Group  p. 089 Investigation 6 Day 2 Large-Group Roundup  p. 089 Investigation 6 Day 2 Read-Aloud  p. 089 Investigation 6 Day 2 Small Group  p. 090 Investigation 6 Day 3 Choice Time  p. 090 Investigation 6 Day 3 Large Group  p. 091 Investigation 6 Day 3 Large-Group Roundup  p. 091 Investigation 6 Day 3 Small Group  p. 092 Investigation 6 Day 4 Large Group  p. 093 Investigation 6 Day 4 Choice Time  p. 093 Investigation 6 Day 4 Large-Group Roundup  p. 093 Investigation 6 Day 4 Read-Aloud  p. 093 Investigation 6 Day 4 Small Group  p. 105 Celebrating Learning Outdoor Experiences  p. 106 Celebrating Learning Day 1 Choice Time  p. 106 Celebrating Learning Day 1 Large Group  p. 107 Celebrating Learning Day 1 Large-Group Roundup  p. 107 Celebrating Learning Day 1 Small Group  p. 108 Celebrating Learning Day 2 Choice Time  p. 108 Celebrating Learning Day 2 Large Group  p. 109 Celebrating Learning Day 2 Large-Group Roundup  p. 109 Celebrating Learning Day 2 Read-Aloud  p. 109 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	5.2.PK.A.3.	Participate in classroom and family responsibilities.  <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group

DESCRIPTOR	5.2.PK.A.5.	<p>Work cooperatively with other children to achieve an outcome.</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>p. 040 Investigation 2 Day 1 Large Group</p> <p>p. 041 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 041 Investigation 2 Day 1 Read-Aloud</p> <p>p. 041 Investigation 2 Day 1 Small Group</p> <p>p. 042 Investigation 2 Day 2 Large Group</p> <p>p. 043 Investigation 2 Day 2 Choice Time</p> <p>p. 043 Investigation 2 Day 2 Large-Group Roundup</p> <p>p. 043 Investigation 2 Day 2 Small Group</p> <p>p. 044 Investigation 2 Day 3 Large Group</p> <p>p. 045 Investigation 2 Day 3 Choice Time</p> <p>p. 045 Investigation 2 Day 3 Large-Group Roundup</p> <p>p. 045 Investigation 2 Day 3 Read-Aloud</p> <p>p. 045 Investigation 2 Day 3 Small Group</p>
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<b>STANDARD AREA / STATEMENT</b>	<b>5.3.PK.</b>	<b>Civics and Government: How Government Works</b>
<b>STANDARD</b>		<b>Big Idea: Learning to be a good citizen helps one contribute to society in a meaningful way. Essential Questions: What rules and consequences are important? Can I identify some American symbols?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>5.3.PK.F.</b>	<b>Conflict and the Court System: Identify appropriate behaviors for responsible classroom citizens.</b>
<b>DESCRIPTOR</b>	<b>5.3.PK.F.1.</b>	<p>Use inside voices while indoors and outside voices when outdoors.</p> <p><u>Trees Study</u>  p. 047 Investigation 2 Day 4 Mighty Minutes</p>
<b>DESCRIPTOR</b>	<b>5.3.PK.F.2.</b>	<p>Cooperate in both large and small group activities that are facilitated by adult.</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. 018 Exploring the Topic Day 3 Choice Time  p. 018 Exploring the Topic Day 3 Large Group</p>

p. 019 Exploring the Topic Day 3 Large-Group Roundup  
 p. 019 Exploring the Topic Day 3 Small Group  
 p. 020 Exploring the Topic Day 4 Large Group  
 p. 021 Exploring the Topic Day 4 Choice Time  
 p. 021 Exploring the Topic Day 4 Large-Group Roundup  
 p. 021 Exploring the Topic Day 4 Small Group  
 p. 022 Exploring the Topic Day 5 Large Group  
 p. 023 Exploring the Topic Day 5 Large-Group Roundup  
 p. 023 Exploring the Topic Day 5 Choice Time  
 p. 023 Exploring the Topic Day 5 Read-Aloud  
 p. 023 Exploring the Topic Day 5 Small Group  
 p. 028 Investigation 1 Day 1 Large Group  
 p. 029 Investigation 1 Day 1 Choice Time  
 p. 029 Investigation 1 Day 1 Large-Group Roundup  
 p. 029 Investigation 1 Day 1 Small Group  
 p. 030 Investigation 1 Day 2 Large Group  
 p. 031 Investigation 1 Day 2 Choice Time  
 p. 031 Investigation 1 Day 2 Large-Group Roundup  
 p. 031 Investigation 1 Day 2 Mighty Minutes  
 p. 031 Investigation 1 Day 2 Read-Aloud  
 p. 031 Investigation 1 Day 2 Small Group  
 p. 032 Investigation 1 Day 3 Large Group  
 p. 033 Investigation 1 Day 3 Choice Time  
 p. 033 Investigation 1 Day 3 Large-Group Roundup  
 p. 033 Investigation 1 Day 3 Read-Aloud  
 p. 033 Investigation 1 Day 3 Small Group  
 p. 034 Investigation 1 Day 4 Large Group  
 p. 035 Investigation 1 Day 4 Choice Time  
 p. 035 Investigation 1 Day 4 Large-Group Roundup  
 p. 035 Investigation 1 Day 4 Read-Aloud  
 p. 035 Investigation 1 Day 4 Small Group  
 p. 036 Investigation 1 Day 5 Choice Time  
 p. 036 Investigation 1 Day 5 Large Group  
 p. 037 Investigation 1 Day 5 Large-Group Roundup  
 p. 037 Investigation 1 Day 5 Mighty Minutes  
 p. 037 Investigation 1 Day 5 Small Group  
 p. 040 Investigation 2 Day 1 Choice Time  
 p. 040 Investigation 2 Day 1 Large Group  
 p. 041 Investigation 2 Day 1 Large-Group Roundup  
 p. 041 Investigation 2 Day 1 Read-Aloud  
 p. 041 Investigation 2 Day 1 Small Group  
 p. 042 Investigation 2 Day 2 Large Group  
 p. 043 Investigation 2 Day 2 Choice Time  
 p. 043 Investigation 2 Day 2 Large-Group Roundup  
 p. 043 Investigation 2 Day 2 Small Group  
 p. 044 Investigation 2 Day 3 Large Group  
 p. 045 Investigation 2 Day 3 Choice Time  
 p. 045 Investigation 2 Day 3 Large-Group Roundup  
 p. 045 Investigation 2 Day 3 Read-Aloud  
 p. 045 Investigation 2 Day 3 Small Group  
 p. 046 Investigation 2 Day 4 Choice Time  
 p. 046 Investigation 2 Day 4 Large Group  
 p. 047 Investigation 2 Day 4 Large-Group Roundup  
 p. 047 Investigation 2 Day 4 Small Group  
 p. 048 Investigation 2 Day 5 Large Group  
 p. 049 Investigation 2 Day 5 Choice Time  
 p. 049 Investigation 2 Day 5 Large-Group Roundup  
 p. 049 Investigation 2 Day 5 Read-Aloud  
 p. 049 Investigation 2 Day 5 Small Group  
 p. 051 Investigation 3 Outdoor Experiences  
 p. 052 Investigation 3 Day 1 Choice Time  
 p. 052 Investigation 3 Day 1 Large Group  
 p. 053 Investigation 3 Day 1 Large-Group Roundup  
 p. 053 Investigation 3 Day 1 Read-Aloud  
 p. 053 Investigation 3 Day 1 Small Group

p. 054 Investigation 3 Day 2 Choice Time  
p. 054 Investigation 3 Day 2 Large Group  
p. 055 Investigation 3 Day 2 Large-Group Roundup  
p. 055 Investigation 3 Day 2 Small Group  
p. 056 Investigation 3 Day 3 Choice Time  
p. 056 Investigation 3 Day 3 Large Group  
p. 057 Investigation 3 Day 3 Large-Group Roundup  
p. 057 Investigation 3 Day 3 Read-Aloud  
p. 057 Investigation 3 Day 3 Small Group  
p. 058 Investigation 3 Day 4 Large Group  
p. 059 Investigation 3 Day 4 Choice Time  
p. 059 Investigation 3 Day 4 Large-Group Roundup  
p. 059 Investigation 3 Day 4 Small Group  
p. 060 Investigation 3 Day 5 Choice Time  
p. 060 Investigation 3 Day 5 Large Group  
p. 061 Investigation 3 Day 5 Large-Group Roundup  
p. 061 Investigation 3 Day 5 Small Group  
p. 064 Investigation 4 Day 1 Large Group  
p. 065 Investigation 4 Day 1 Choice Time  
p. 065 Investigation 4 Day 1 Large-Group Roundup  
p. 065 Investigation 4 Day 1 Small Group  
p. 066 Investigation 4 Day 2 Choice Time  
p. 066 Investigation 4 Day 2 Large Group  
p. 067 Investigation 4 Day 2 Large-Group Roundup  
p. 067 Investigation 4 Day 2 Small Group  
p. 068 Investigation 4 Day 3 Large Group  
p. 069 Investigation 4 Day 3 Choice Time  
p. 069 Investigation 4 Day 3 Large-Group Roundup  
p. 069 Investigation 4 Day 3 Small Group  
p. 070 Investigation 4 Day 4 Choice Time  
p. 070 Investigation 4 Day 4 Large Group  
p. 070 Investigation 4 Day 4 Large-Group Roundup  
p. 070 Investigation 4 Day 4 Small Group  
p. 074 Investigation 5 Day 1 Large Group  
p. 075 Investigation 5 Day 1 Choice Time  
p. 075 Investigation 5 Day 1 Large-Group Roundup  
p. 075 Investigation 5 Day 1 Read-Aloud  
p. 075 Investigation 5 Day 1 Small Group  
p. 076 Investigation 5 Day 2 Choice Time  
p. 076 Investigation 5 Day 2 Large Group  
p. 077 Investigation 5 Day 2 Large-Group Roundup  
p. 077 Investigation 5 Day 2 Small Group  
p. 078 Investigation 5 Day 3 Large Group  
p. 079 Investigation 5 Day 3 Choice Time  
p. 079 Investigation 5 Day 3 Large-Group Roundup  
p. 079 Investigation 5 Day 3 Small Group  
p. 080 Investigation 5 Day 4 Large Group  
p. 081 Investigation 5 Day 4 Choice Time  
p. 081 Investigation 5 Day 4 Large-Group Roundup  
p. 081 Investigation 5 Day 4 Small Group  
p. 082 Investigation 5 Day 5 Choice Time  
p. 082 Investigation 5 Day 5 Large Group  
p. 083 Investigation 5 Day 5 Large-Group Roundup  
p. 083 Investigation 5 Day 5 Read-Aloud  
p. 083 Investigation 5 Day 5 Small Group  
p. 085 Investigation 6 Outdoor Experience  
p. 086 Investigation 6 Day 1 Large Group  
p. 087 Investigation 6 Day 1 Choice Time  
p. 087 Investigation 6 Day 1 Large-Group Roundup  
p. 087 Investigation 6 Day 1 Mighty Minutes  
p. 087 Investigation 6 Day 1 Small Group  
p. 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>p. 089 Investigation 6 Day 2 Small Group  p. 090 Investigation 6 Day 3 Choice Time  p. 090 Investigation 6 Day 3 Large Group  p. 091 Investigation 6 Day 3 Large-Group Roundup  p. 091 Investigation 6 Day 3 Small Group  p. 092 Investigation 6 Day 4 Large Group  p. 093 Investigation 6 Day 4 Choice Time  p. 093 Investigation 6 Day 4 Large-Group Roundup  p. 093 Investigation 6 Day 4 Read-Aloud  p. 093 Investigation 6 Day 4 Small Group  p. 105 Celebrating Learning Outdoor Experiences  p. 106 Celebrating Learning Day 1 Choice Time  p. 106 Celebrating Learning Day 1 Large Group  p. 107 Celebrating Learning Day 1 Large-Group Roundup  p. 107 Celebrating Learning Day 1 Small Group  p. 108 Celebrating Learning Day 2 Choice Time  p. 108 Celebrating Learning Day 2 Large Group  p. 109 Celebrating Learning Day 2 Large-Group Roundup  p. 109 Celebrating Learning Day 2 Read-Aloud  p. 109 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	5.3.PK.F.3.	<p>Follow rules and routines in classroom.</p> <p><u>Trees Study</u>  p. 014 Exploring the Topic Day 1 Large Group</p>
STANDARD AREA / STATEMENT	6.1.PK.	Economics: Scarcity and Choice
STANDARD		<p>Big Idea: Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money based on different influences. Essential Questions: How can I use money? What influences the choices I make about spending what I have earned?</p>
DESCRIPTOR / STANDARD	6.1.PK.A.	Scarcity and Choice: Emerging to...Identify how scarcity influences choice.
DESCRIPTOR	6.1.PK.A.2.	<p>Notice when materials are running low (e.g. we need more paper in the art area).</p> <p><u>Trees Study</u>  p. 030 Investigation 1 Day 2 Large Group  p. 031 Investigation 1 Day 2 Choice Time  p. 032 Investigation 1 Day 3 Large Group  p. 040 Investigation 2 Day 1 Choice Time  p. 048 Investigation 2 Day 5 Large Group  p. 049 Investigation 2 Day 5 Choice Time  p. 069 Investigation 4 Day 3 Small Group  p. 077 Investigation 5 Day 2 Small Group  p. 109 Celebrating Learning Day 2 Large-Group Roundup</p>
DESCRIPTOR	6.1.PK.A.3.	<p>Offer to share materials when materials are scarce (e.g. one shovel in sensory table).</p> <p><u>Trees Study</u>  p. 030 Investigation 1 Day 2 Large Group  p. 031 Investigation 1 Day 2 Choice Time  p. 032 Investigation 1 Day 3 Large Group  p. 040 Investigation 2 Day 1 Choice Time  p. 048 Investigation 2 Day 5 Large Group  p. 049 Investigation 2 Day 5 Choice Time  p. 069 Investigation 4 Day 3 Small Group  p. 077 Investigation 5 Day 2 Small Group  p. 109 Celebrating Learning Day 2 Large-Group Roundup</p>
DESCRIPTOR	6.1.PK.A.4.	<p>Show preference for one material/center, but choose a different material/center when materials are scarce or center is full.</p> <p><u>Trees Study</u></p>

		<p>p. 030 Investigation 1 Day 2 Large Group  p. 031 Investigation 1 Day 2 Choice Time  p. 032 Investigation 1 Day 3 Large Group  p. 040 Investigation 2 Day 1 Choice Time  p. 048 Investigation 2 Day 5 Large Group  p. 049 Investigation 2 Day 5 Choice Time  p. 069 Investigation 4 Day 3 Small Group  p. 077 Investigation 5 Day 2 Small Group  p. 109 Celebrating Learning Day 2 Large-Group Roundup</p>
<b>STANDARD AREA / STATEMENT</b>	6.2.PK.	<b>Economics: Market and Economic Systems</b>
<b>STANDARD</b>		<b>Big Idea:</b> Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money based on different influences. <b>Essential Questions:</b> How can I use money? What influences the choices I make about spending what I have earned?
<b>DESCRIPTOR / STANDARD</b>	6.2.PK.C.	<b>Advertising and Media: Emerging to...Identify advertisements that encourage us to buy things.</b>
<b>DESCRIPTOR</b>	6.2.PK.C.1.	<p>Recognize logos (environmental print) from local businesses.</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>
<b>STANDARD AREA / STATEMENT</b>	7.1.PK.	<b>Geography: Basic Geographic Literacy</b>
<b>STANDARD</b>		<b>Big Idea:</b> Location can be represented using a variety of tools. <b>Essential Questions:</b> What tools help me to understand the location of places and things? How can I represent the location of places and things?
<b>DESCRIPTOR / STANDARD</b>	7.1.PK.B.	<b>Location of Places and Regions: Emerging to...Describe the location of places in the home, school, and community to gain an understanding of relative location.</b>
<b>DESCRIPTOR</b>	7.1.PK.B.4.	<p>Listen to directions and retrieve items.</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>
<b>STANDARD AREA / STATEMENT</b>	8.1.PK.	<b>History: Historical Analysis and Skills Development</b>
<b>STANDARD</b>		<b>Big Idea:</b> Past experiences and ideas help us make sense of the world. <b>Essential Questions:</b> In what ways can events be sequenced? How do I use past experiences and events to understand the present?
<b>DESCRIPTOR / STANDARD</b>	8.1.PK.C.	<b>Research: Understand that information comes from many sources such as books, computers, and newspapers.</b>



DESCRIPTOR	8.1.PK.C.2.	Locate information on identified topics using media (e.g. music, books, maps, TV programming, newspapers, magazines, movies, Internet, applications, advertising).  <u>Trees Study</u> p. 048 Investigation 2 Day 5 Large Group
SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Pre-kindergarten)
STANDARD AREA / STATEMENT	9.1.M.PK.	Production and Performance: Music and Movement
STANDARD		Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?
DESCRIPTOR / STANDARD	9.1.M.PK.A.	Elements and Principles: Know and use basic elements and principles of music and movement.
DESCRIPTOR	9.1.M.PK.A.1.	Practice rhythms in different forms of music and dance.  <u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes
DESCRIPTOR	9.1.M.PK.A.4.	Participate in teacher-guided music and movement activities.  <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. 018 Exploring the Topic Day 3 Choice Time p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 3 Small Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Choice Time p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Read-Aloud p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup p. 031 Investigation 1 Day 2 Mighty Minutes p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 033 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 3 Small Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 035 Investigation 1 Day 4 Large-Group Roundup

p. 035 Investigation 1 Day 4 Read-Aloud  
 p. 035 Investigation 1 Day 4 Small Group  
 p. 036 Investigation 1 Day 5 Choice Time  
 p. 036 Investigation 1 Day 5 Large Group  
 p. 037 Investigation 1 Day 5 Large-Group Roundup  
 p. 037 Investigation 1 Day 5 Mighty Minutes  
 p. 037 Investigation 1 Day 5 Small Group  
 p. 040 Investigation 2 Day 1 Choice Time  
 p. 040 Investigation 2 Day 1 Large Group  
 p. 041 Investigation 2 Day 1 Large-Group Roundup  
 p. 041 Investigation 2 Day 1 Read-Aloud  
 p. 041 Investigation 2 Day 1 Small Group  
 p. 042 Investigation 2 Day 2 Large Group  
 p. 043 Investigation 2 Day 2 Choice Time  
 p. 043 Investigation 2 Day 2 Large-Group Roundup  
 p. 043 Investigation 2 Day 2 Small Group  
 p. 044 Investigation 2 Day 3 Large Group  
 p. 045 Investigation 2 Day 3 Choice Time  
 p. 045 Investigation 2 Day 3 Large-Group Roundup  
 p. 045 Investigation 2 Day 3 Read-Aloud  
 p. 045 Investigation 2 Day 3 Small Group  
 p. 046 Investigation 2 Day 4 Choice Time  
 p. 046 Investigation 2 Day 4 Large Group  
 p. 047 Investigation 2 Day 4 Large-Group Roundup  
 p. 047 Investigation 2 Day 4 Small Group  
 p. 048 Investigation 2 Day 5 Large Group  
 p. 049 Investigation 2 Day 5 Choice Time  
 p. 049 Investigation 2 Day 5 Large-Group Roundup  
 p. 049 Investigation 2 Day 5 Read-Aloud  
 p. 049 Investigation 2 Day 5 Small Group  
 p. 051 Investigation 3 Outdoor Experiences  
 p. 052 Investigation 3 Day 1 Choice Time  
 p. 052 Investigation 3 Day 1 Large Group  
 p. 053 Investigation 3 Day 1 Large-Group Roundup  
 p. 053 Investigation 3 Day 1 Read-Aloud  
 p. 053 Investigation 3 Day 1 Small Group  
 p. 054 Investigation 3 Day 2 Choice Time  
 p. 054 Investigation 3 Day 2 Large Group  
 p. 055 Investigation 3 Day 2 Large-Group Roundup  
 p. 055 Investigation 3 Day 2 Small Group  
 p. 056 Investigation 3 Day 3 Choice Time  
 p. 056 Investigation 3 Day 3 Large Group  
 p. 057 Investigation 3 Day 3 Large-Group Roundup  
 p. 057 Investigation 3 Day 3 Read-Aloud  
 p. 057 Investigation 3 Day 3 Small Group  
 p. 058 Investigation 3 Day 4 Large Group  
 p. 059 Investigation 3 Day 4 Choice Time  
 p. 059 Investigation 3 Day 4 Large-Group Roundup  
 p. 059 Investigation 3 Day 4 Small Group  
 p. 060 Investigation 3 Day 5 Choice Time  
 p. 060 Investigation 3 Day 5 Large Group  
 p. 061 Investigation 3 Day 5 Large-Group Roundup  
 p. 061 Investigation 3 Day 5 Small Group  
 p. 064 Investigation 4 Day 1 Large Group  
 p. 065 Investigation 4 Day 1 Choice Time  
 p. 065 Investigation 4 Day 1 Large-Group Roundup  
 p. 065 Investigation 4 Day 1 Small Group  
 p. 066 Investigation 4 Day 2 Choice Time  
 p. 066 Investigation 4 Day 2 Large Group  
 p. 067 Investigation 4 Day 2 Large-Group Roundup  
 p. 067 Investigation 4 Day 2 Small Group  
 p. 068 Investigation 4 Day 3 Large Group  
 p. 069 Investigation 4 Day 3 Choice Time  
 p. 069 Investigation 4 Day 3 Large-Group Roundup  
 p. 069 Investigation 4 Day 3 Small Group

		<p>p. 070 Investigation 4 Day 4 Choice Time  p. 070 Investigation 4 Day 4 Large Group  p. 070 Investigation 4 Day 4 Large-Group Roundup  p. 070 Investigation 4 Day 4 Small Group  p. 074 Investigation 5 Day 1 Large Group  p. 075 Investigation 5 Day 1 Choice Time  p. 075 Investigation 5 Day 1 Large-Group Roundup  p. 075 Investigation 5 Day 1 Read-Aloud  p. 075 Investigation 5 Day 1 Small Group  p. 076 Investigation 5 Day 2 Choice Time  p. 076 Investigation 5 Day 2 Large Group  p. 077 Investigation 5 Day 2 Large-Group Roundup  p. 077 Investigation 5 Day 2 Small Group  p. 078 Investigation 5 Day 3 Large Group  p. 079 Investigation 5 Day 3 Choice Time  p. 079 Investigation 5 Day 3 Large-Group Roundup  p. 079 Investigation 5 Day 3 Small Group  p. 080 Investigation 5 Day 4 Large Group  p. 081 Investigation 5 Day 4 Choice Time  p. 081 Investigation 5 Day 4 Large-Group Roundup  p. 081 Investigation 5 Day 4 Small Group  p. 082 Investigation 5 Day 5 Choice Time  p. 082 Investigation 5 Day 5 Large Group  p. 083 Investigation 5 Day 5 Large-Group Roundup  p. 083 Investigation 5 Day 5 Read-Aloud  p. 083 Investigation 5 Day 5 Small Group  p. 085 Investigation 6 Outdoor Experience  p. 086 Investigation 6 Day 1 Large Group  p. 087 Investigation 6 Day 1 Choice Time  p. 087 Investigation 6 Day 1 Large-Group Roundup  p. 087 Investigation 6 Day 1 Mighty Minutes  p. 087 Investigation 6 Day 1 Small Group  p. 088 Investigation 6 Day 2 Choice Time  p. 088 Investigation 6 Day 2 Large Group  p. 089 Investigation 6 Day 2 Large-Group Roundup  p. 089 Investigation 6 Day 2 Read-Aloud  p. 089 Investigation 6 Day 2 Small Group  p. 090 Investigation 6 Day 3 Choice Time  p. 090 Investigation 6 Day 3 Large Group  p. 091 Investigation 6 Day 3 Large-Group Roundup  p. 091 Investigation 6 Day 3 Small Group  p. 092 Investigation 6 Day 4 Large Group  p. 093 Investigation 6 Day 4 Choice Time  p. 093 Investigation 6 Day 4 Large-Group Roundup  p. 093 Investigation 6 Day 4 Read-Aloud  p. 093 Investigation 6 Day 4 Small Group  p. 105 Celebrating Learning Outdoor Experiences  p. 106 Celebrating Learning Day 1 Choice Time  p. 106 Celebrating Learning Day 1 Large Group  p. 107 Celebrating Learning Day 1 Large-Group Roundup  p. 107 Celebrating Learning Day 1 Small Group  p. 108 Celebrating Learning Day 2 Choice Time  p. 108 Celebrating Learning Day 2 Large Group  p. 109 Celebrating Learning Day 2 Large-Group Roundup  p. 109 Celebrating Learning Day 2 Read-Aloud  p. 109 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	9.1.M.PK.A.5.	<p>Participate in group movement activities demonstrating an awareness of shared space.</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>

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. 037 Investigation 1 Day 5 Large-Group Roundup  
p. 037 Investigation 1 Day 5 Mighty Minutes  
p. 037 Investigation 1 Day 5 Small Group  
p. 040 Investigation 2 Day 1 Choice Time  
p. 040 Investigation 2 Day 1 Large Group  
p. 041 Investigation 2 Day 1 Large-Group Roundup  
p. 041 Investigation 2 Day 1 Read-Aloud  
p. 041 Investigation 2 Day 1 Small Group  
p. 042 Investigation 2 Day 2 Large Group  
p. 043 Investigation 2 Day 2 Choice Time  
p. 043 Investigation 2 Day 2 Large-Group Roundup  
p. 043 Investigation 2 Day 2 Small Group  
p. 044 Investigation 2 Day 3 Large Group  
p. 045 Investigation 2 Day 3 Choice Time  
p. 045 Investigation 2 Day 3 Large-Group Roundup  
p. 045 Investigation 2 Day 3 Read-Aloud  
p. 045 Investigation 2 Day 3 Small Group  
p. 046 Investigation 2 Day 4 Choice Time  
p. 046 Investigation 2 Day 4 Large Group  
p. 047 Investigation 2 Day 4 Large-Group Roundup  
p. 047 Investigation 2 Day 4 Small Group  
p. 048 Investigation 2 Day 5 Large Group  
p. 049 Investigation 2 Day 5 Choice Time  
p. 049 Investigation 2 Day 5 Large-Group Roundup  
p. 049 Investigation 2 Day 5 Read-Aloud

p. 049 Investigation 2 Day 5 Small Group  
 p. 051 Investigation 3 Outdoor Experiences  
 p. 052 Investigation 3 Day 1 Choice Time  
 p. 052 Investigation 3 Day 1 Large Group  
 p. 053 Investigation 3 Day 1 Large-Group Roundup  
 p. 053 Investigation 3 Day 1 Read-Aloud  
 p. 053 Investigation 3 Day 1 Small Group  
 p. 054 Investigation 3 Day 2 Choice Time  
 p. 054 Investigation 3 Day 2 Large Group  
 p. 055 Investigation 3 Day 2 Large-Group Roundup  
 p. 055 Investigation 3 Day 2 Small Group  
 p. 056 Investigation 3 Day 3 Choice Time  
 p. 056 Investigation 3 Day 3 Large Group  
 p. 057 Investigation 3 Day 3 Large-Group Roundup  
 p. 057 Investigation 3 Day 3 Read-Aloud  
 p. 057 Investigation 3 Day 3 Small Group  
 p. 058 Investigation 3 Day 4 Large Group  
 p. 059 Investigation 3 Day 4 Choice Time  
 p. 059 Investigation 3 Day 4 Large-Group Roundup  
 p. 059 Investigation 3 Day 4 Small Group  
 p. 060 Investigation 3 Day 5 Choice Time  
 p. 060 Investigation 3 Day 5 Large Group  
 p. 061 Investigation 3 Day 5 Large-Group Roundup  
 p. 061 Investigation 3 Day 5 Small Group  
 p. 064 Investigation 4 Day 1 Large Group  
 p. 065 Investigation 4 Day 1 Choice Time  
 p. 065 Investigation 4 Day 1 Large-Group Roundup  
 p. 065 Investigation 4 Day 1 Small Group  
 p. 066 Investigation 4 Day 2 Choice Time  
 p. 066 Investigation 4 Day 2 Large Group  
 p. 067 Investigation 4 Day 2 Large-Group Roundup  
 p. 067 Investigation 4 Day 2 Small Group  
 p. 068 Investigation 4 Day 3 Large Group  
 p. 069 Investigation 4 Day 3 Choice Time  
 p. 069 Investigation 4 Day 3 Large-Group Roundup  
 p. 069 Investigation 4 Day 3 Small Group  
 p. 070 Investigation 4 Day 4 Choice Time  
 p. 070 Investigation 4 Day 4 Large Group  
 p. 070 Investigation 4 Day 4 Large-Group Roundup  
 p. 070 Investigation 4 Day 4 Small Group  
 p. 074 Investigation 5 Day 1 Large Group  
 p. 075 Investigation 5 Day 1 Choice Time  
 p. 075 Investigation 5 Day 1 Large-Group Roundup  
 p. 075 Investigation 5 Day 1 Read-Aloud  
 p. 075 Investigation 5 Day 1 Small Group  
 p. 076 Investigation 5 Day 2 Choice Time  
 p. 076 Investigation 5 Day 2 Large Group  
 p. 077 Investigation 5 Day 2 Large-Group Roundup  
 p. 077 Investigation 5 Day 2 Small Group  
 p. 078 Investigation 5 Day 3 Large Group  
 p. 079 Investigation 5 Day 3 Choice Time  
 p. 079 Investigation 5 Day 3 Large-Group Roundup  
 p. 079 Investigation 5 Day 3 Small Group  
 p. 080 Investigation 5 Day 4 Large Group  
 p. 081 Investigation 5 Day 4 Choice Time  
 p. 081 Investigation 5 Day 4 Large-Group Roundup  
 p. 081 Investigation 5 Day 4 Small Group  
 p. 082 Investigation 5 Day 5 Choice Time  
 p. 082 Investigation 5 Day 5 Large Group  
 p. 083 Investigation 5 Day 5 Large-Group Roundup  
 p. 083 Investigation 5 Day 5 Read-Aloud  
 p. 083 Investigation 5 Day 5 Small Group  
 p. 085 Investigation 6 Outdoor Experience  
 p. 086 Investigation 6 Day 1 Large Group  
 p. 087 Investigation 6 Day 1 Choice Time

		<p>p. 087 Investigation 6 Day 1 Large-Group Roundup  p. 087 Investigation 6 Day 1 Mighty Minutes  p. 087 Investigation 6 Day 1 Small Group  p. 088 Investigation 6 Day 2 Choice Time  p. 088 Investigation 6 Day 2 Large Group  p. 089 Investigation 6 Day 2 Large-Group Roundup  p. 089 Investigation 6 Day 2 Read-Aloud  p. 089 Investigation 6 Day 2 Small Group  p. 090 Investigation 6 Day 3 Choice Time  p. 090 Investigation 6 Day 3 Large Group  p. 091 Investigation 6 Day 3 Large-Group Roundup  p. 091 Investigation 6 Day 3 Small Group  p. 092 Investigation 6 Day 4 Large Group  p. 093 Investigation 6 Day 4 Choice Time  p. 093 Investigation 6 Day 4 Large-Group Roundup  p. 093 Investigation 6 Day 4 Read-Aloud  p. 093 Investigation 6 Day 4 Small Group  p. 105 Celebrating Learning Outdoor Experiences  p. 106 Celebrating Learning Day 1 Choice Time  p. 106 Celebrating Learning Day 1 Large Group  p. 107 Celebrating Learning Day 1 Large-Group Roundup  p. 107 Celebrating Learning Day 1 Small Group  p. 108 Celebrating Learning Day 2 Choice Time  p. 108 Celebrating Learning Day 2 Large Group  p. 109 Celebrating Learning Day 2 Large-Group Roundup  p. 109 Celebrating Learning Day 2 Read-Aloud  p. 109 Celebrating Learning Day 2 Small Group</p>
<b>STANDARD AREA / STATEMENT</b>	<b>9.1.M.PK.</b>	<b>Production and Performance: Music and Movement</b>
<b>STANDARD</b>		<b>Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>9.1.M.PK.B.</b>	<b>Demonstration: Respond to different types of music and dance through participation and discussion.</b>
<b>DESCRIPTOR</b>	<b>9.1.M.PK.B.2.</b>	<p>Sing familiar songs, chants, and finger plays.</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 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>

		<p>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>
DESCRIPTOR	9.1.M.PK.B.3.	<p>Dance to different types of music.</p> <p><u>Trees Study</u>  p. 055 Investigation 3 Day 2 Mighty Minutes</p>
STANDARD AREA / STATEMENT	9.1.M.PK.	Production and Performance: Music and Movement
STANDARD		Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?
DESCRIPTOR / STANDARD	9.1.M.PK.E.	Representation: Use imagination and creativity to express self through music and dance.
DESCRIPTOR	9.1.M.PK.E.3.	<p>Improvise songs and rhythmic patterns.</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 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>

		<p>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>
<p>DESCRIPTOR</p>	<p>9.1.M.PK.E.4.</p>	<p>Change words or tune of familiar songs to make new songs.</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>



		<p>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>
<b>STANDARD AREA / STATEMENT</b>	<b>9.1.M.PK.</b>	<b>Production and Performance: Music and Movement</b>
<b>STANDARD</b>		<b>Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>9.1.M.PK.J.</b>	<b>Technologies: Use a variety of technologies for producing or performing works of art.</b>
<b>DESCRIPTOR</b>	<b>9.1.M.PK.J.5.</b>	<p>Use a variety of props to enhance movement activities (e.g. scarves, bean bags, ribbons).</p> <p><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</p>
<b>DESCRIPTOR</b>	<b>9.1.M.PK.J.6.</b>	<p>Use recording devices (e.g. voice recorder, video recorder) to capture music and/or movement performances.</p> <p><u>Trees Study</u>  p. 048 Investigation 2 Day 5 Large Group</p>
<b>STANDARD AREA / STATEMENT</b>	<b>9.1.D.PK.</b>	<b>Production and Performance: Dramatic and Performance Play</b>
<b>STANDARD</b>		<b>Big Idea: Dramatic and performance play is a way to act out reality and fantasy. Essential Question: How can I express my thoughts, feelings, and ideas through dramatic play?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>9.1.D.PK.B.</b>	<b>Demonstrations: Recreate a dramatic play experience for an audience.</b>
<b>DESCRIPTOR</b>	<b>9.1.D.PK.B.1.</b>	<p>Create various voice inflections and facial expressions in play.</p> <p><u>Trees Study</u>  p. 013 Exploring the Topic Outdoor Experiences  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 Mighty Minutes  p. 033 Investigation 1 Day 3 Read-Aloud  p. 039 Investigation 2 Outdoor Experiences  p. 045 Investigation 2 Day 3 Small Group  p. 047 Investigation 2 Day 4 Mighty Minutes  p. 052 Investigation 3 Day 1 Large Group  p. 055 Investigation 3 Day 2 Small Group  p. 057 Investigation 3 Day 3 Small Group  p. 065 Investigation 4 Day 1 Small Group  p. 067 Investigation 4 Day 2 Small Group  p. 068 Investigation 4 Day 3 Large Group  p. 070 Investigation 4 Day 4 Mighty Minutes  p. 075 Investigation 5 Day 1 Read-Aloud</p>

		<p>p. 075 Investigation 5 Day 1 Small Group  p. 079 Investigation 5 Day 3 Small Group  p. 081 Investigation 5 Day 4 Mighty Minutes  p. 083 Investigation 5 Day 5 Read-Aloud  p. 087 Investigation 6 Day 1 Mighty Minutes  p. 088 Investigation 6 Day 2 Large Group  p. 092 Investigation 6 Day 4 Large Group  p. 107 Celebrating Learning Day 1 Mighty Minutes  p. 107 Celebrating Learning Day 1 Small Group</p>
DESCRIPTOR	9.1.D.PK.B.2.	<p>Change voice inflections when recreating various characters.</p> <p><u>Trees Study</u>  p. 047 Investigation 2 Day 4 Mighty Minutes</p>
STANDARD AREA / STATEMENT	9.1.D.PK.	Production and Performance: Dramatic and Performance Play
STANDARD		Big Idea: Dramatic and performance play is a way to act out reality and fantasy. Essential Question: How can I express my thoughts, feelings, and ideas through dramatic play?
DESCRIPTOR / STANDARD	9.1.D.PK.E.	Representation: Use imagination and creativity to express self through dramatic play.
DESCRIPTOR	9.1.D.PK.E.3.	<p>Imitate roles of people, animals, or objects observed in life experiences.</p> <p><u>Trees Study</u>  p. 014 Exploring the Topic Day 1 Large Group  p. 015 Exploring the Topic Day 1 Mighty Minutes  p. 018 Exploring the Topic Day 3 Large Group  p. 019 Exploring the Topic Day 3 Mighty Minutes  p. 023 Exploring the Topic Day 5 Mighty Minutes  p. 028 Investigation 1 Day 1 Large Group  p. 033 Investigation 1 Day 3 Read-Aloud  p. 034 Investigation 1 Day 4 Large Group  p. 036 Investigation 1 Day 5 Large Group  p. 041 Investigation 2 Day 1 Mighty Minutes  p. 041 Investigation 2 Day 1 Small Group  p. 043 Investigation 2 Day 2 Mighty Minutes  p. 044 Investigation 2 Day 3 Large Group  p. 046 Investigation 2 Day 4 Choice Time  p. 046 Investigation 2 Day 4 Large Group  p. 047 Investigation 2 Day 4 Mighty Minutes  p. 048 Investigation 2 Day 5 Large Group  p. 049 Investigation 2 Day 5 Choice Time  p. 051 Investigation 3 Outdoor Experiences  p. 053 Investigation 3 Day 1 Small Group  p. 054 Investigation 3 Day 2 Large Group  p. 055 Investigation 3 Day 2 Mighty Minutes  p. 059 Investigation 3 Day 4 Large-Group Roundup  p. 061 Investigation 3 Day 5 Large-Group Roundup  p. 061 Investigation 3 Day 5 Mighty Minutes  p. 061 Investigation 3 Day 5 Small Group  p. 063 Investigation 4 Outdoor Experiences  p. 065 Investigation 4 Day 1 Small Group  p. 066 Investigation 4 Day 2 Large Group  p. 069 Investigation 4 Day 3 Small Group  p. 070 Investigation 4 Day 4 Large Group  p. 073 Investigation 5 Outdoor Experiences  p. 075 Investigation 5 Day 1 Read-Aloud  p. 075 Investigation 5 Day 1 Small Group  p. 077 Investigation 5 Day 2 Mighty Minutes  p. 079 Investigation 5 Day 3 Small Group  p. 080 Investigation 5 Day 4 Large Group  p. 082 Investigation 5 Day 5 Large Group  p. 083 Investigation 5 Day 5 Mighty Minutes  p. 085 Investigation 6 Outdoor Experience</p>

		<p>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>
DESCRIPTOR	9.1.D.PK.E.4.	<p>Use props and costumes during dramatic play.</p> <p><u>Trees Study</u>  p. 014 Exploring the Topic Day 1 Large Group  p. 015 Exploring the Topic Day 1 Mighty Minutes  p. 017 Exploring the Topic Day 2 Read-Aloud  p. 018 Exploring the Topic Day 3 Large Group  p. 019 Exploring the Topic Day 3 Mighty Minutes  p. 023 Exploring the Topic Day 5 Mighty Minutes  p. 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. 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. 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. 055 Investigation 3 Day 2 Small Group  p. 059 Investigation 3 Day 4 Large-Group Roundup  p. 060 Investigation 3 Day 5 Large Group  p. 061 Investigation 3 Day 5 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 Read-Aloud  p. 079 Investigation 5 Day 3 Small Group  p. 080 Investigation 5 Day 4 Large Group  p. 081 Investigation 5 Day 4 Small Group  p. 082 Investigation 5 Day 5 Large Group  p. 083 Investigation 5 Day 5 Mighty Minutes  p. 083 Investigation 5 Day 5 Small Group  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>
DESCRIPTOR	9.1.D.PK.E.5.	<p>Create props from available materials.</p> <p><u>Trees Study</u>  p. 014 Exploring the Topic Day 1 Large Group</p>

		<p>p. 015 Exploring the Topic Day 1 Mighty Minutes</p> <p>p. 017 Exploring the Topic Day 2 Read-Aloud</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. 045 Investigation 2 Day 3 Small Group</p> <p>p. 046 Investigation 2 Day 4 Choice Time</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 047 Investigation 2 Day 4 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. 055 Investigation 3 Day 2 Small Group</p> <p>p. 059 Investigation 3 Day 4 Large-Group Roundup</p> <p>p. 060 Investigation 3 Day 5 Large Group</p> <p>p. 061 Investigation 3 Day 5 Large-Group Roundup</p> <p>p. 061 Investigation 3 Day 5 Mighty Minutes</p> <p>p. 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 Read-Aloud</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 Small Group</p> <p>p. 082 Investigation 5 Day 5 Large Group</p> <p>p. 083 Investigation 5 Day 5 Mighty Minutes</p> <p>p. 083 Investigation 5 Day 5 Small Group</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>
<b>STANDARD AREA / STATEMENT</b>	<b>9.1.V.PK.</b>	<b>Production and Performance: Visual Arts</b>
<b>STANDARD</b>		<b>Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts, feelings, and ideas through visual arts?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>9.1.V.PK.A.</b>	<b>Elements and Principles: Know and use basic elements of visual arts.</b>
<b>DESCRIPTOR</b>	<b>9.1.V.PK.A.1.</b>	<p>Participate in teacher-guided visual arts activities.</p> <p><u>Trees Study</u></p> <p>p. 016 Exploring the Topic Day 2 Large Group</p> <p>p. 021 Exploring the Topic Day 4 Small Group</p> <p>p. 028 Investigation 1 Day 1 Large Group</p>

		<p>p. 029 Investigation 1 Day 1 Choice Time  p. 029 Investigation 1 Day 1 Large-Group Roundup  p. 030 Investigation 1 Day 2 Large Group  p. 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. 047 Investigation 2 Day 4 Small Group  p. 049 Investigation 2 Day 5 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. 059 Investigation 3 Day 4 Choice Time  p. 059 Investigation 3 Day 4 Large-Group Roundup  p. 064 Investigation 4 Day 1 Large Group  p. 065 Investigation 4 Day 1 Choice Time  p. 066 Investigation 4 Day 2 Choice Time  p. 066 Investigation 4 Day 2 Large Group  p. 067 Investigation 4 Day 2 Large-Group Roundup  p. 068 Investigation 4 Day 3 Large Group  p. 069 Investigation 4 Day 3 Choice Time  p. 069 Investigation 4 Day 3 Large-Group Roundup  p. 069 Investigation 4 Day 3 Small Group  p. 070 Investigation 4 Day 4 Choice Time  p. 070 Investigation 4 Day 4 Large Group  p. 070 Investigation 4 Day 4 Large-Group Roundup  p. 070 Investigation 4 Day 4 Small Group  p. 074 Investigation 5 Day 1 Large Group  p. 075 Investigation 5 Day 1 Choice Time  p. 075 Investigation 5 Day 1 Large-Group Roundup  p. 076 Investigation 5 Day 2 Large Group  p. 077 Investigation 5 Day 2 Small Group  p. 078 Investigation 5 Day 3 Large Group  p. 080 Investigation 5 Day 4 Large Group  p. 081 Investigation 5 Day 4 Choice Time  p. 081 Investigation 5 Day 4 Large-Group Roundup  p. 087 Investigation 6 Day 1 Large-Group Roundup  p. 087 Investigation 6 Day 1 Small Group  p. 088 Investigation 6 Day 2 Choice Time  p. 091 Investigation 6 Day 3 Small Group  p. 109 Celebrating Learning Day 2 Large-Group Roundup  p. 109 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	9.1.V.PK.A.2.	<p>Choose art center during free choice.</p> <p><u>Trees Study</u>  p. 016 Exploring the Topic Day 2 Large Group  p. 021 Exploring the Topic Day 4 Small Group  p. 028 Investigation 1 Day 1 Large Group  p. 029 Investigation 1 Day 1 Choice Time  p. 029 Investigation 1 Day 1 Large-Group Roundup  p. 030 Investigation 1 Day 2 Large Group  p. 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. 047 Investigation 2 Day 4 Small Group  p. 049 Investigation 2 Day 5 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. 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>

		<p>p. 065 Investigation 4 Day 1 Choice Time  p. 066 Investigation 4 Day 2 Choice Time  p. 066 Investigation 4 Day 2 Large Group  p. 067 Investigation 4 Day 2 Large-Group Roundup  p. 068 Investigation 4 Day 3 Large Group  p. 069 Investigation 4 Day 3 Choice Time  p. 069 Investigation 4 Day 3 Large-Group Roundup  p. 069 Investigation 4 Day 3 Small Group  p. 070 Investigation 4 Day 4 Choice Time  p. 070 Investigation 4 Day 4 Large Group  p. 070 Investigation 4 Day 4 Large-Group Roundup  p. 070 Investigation 4 Day 4 Small Group  p. 074 Investigation 5 Day 1 Large Group  p. 075 Investigation 5 Day 1 Choice Time  p. 075 Investigation 5 Day 1 Large-Group Roundup  p. 076 Investigation 5 Day 2 Large Group  p. 077 Investigation 5 Day 2 Small Group  p. 078 Investigation 5 Day 3 Large Group  p. 080 Investigation 5 Day 4 Large Group  p. 081 Investigation 5 Day 4 Choice Time  p. 081 Investigation 5 Day 4 Large-Group Roundup  p. 087 Investigation 6 Day 1 Large-Group Roundup  p. 087 Investigation 6 Day 1 Small Group  p. 088 Investigation 6 Day 2 Choice Time  p. 091 Investigation 6 Day 3 Small Group  p. 109 Celebrating Learning Day 2 Large-Group Roundup  p. 109 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	9.1.V.PK.A.3.	<p>Demonstrate an understanding of “color,” “shape,” and “line”.</p> <p><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</p>
DESCRIPTOR	9.1.V.PK.A.4.	<p>Create a picture using different colors, varying the intensity of strokes and combining colors.</p> <p><u>Trees Study</u>  p. 016 Exploring the Topic Day 2 Large Group  p. 021 Exploring the Topic Day 4 Small Group  p. 028 Investigation 1 Day 1 Large Group  p. 029 Investigation 1 Day 1 Choice Time  p. 029 Investigation 1 Day 1 Large-Group Roundup  p. 030 Investigation 1 Day 2 Large Group  p. 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. 047 Investigation 2 Day 4 Small Group  p. 049 Investigation 2 Day 5 Small Group  p. 058 Investigation 3 Day 4 Large Group  p. 059 Investigation 3 Day 4 Choice Time  p. 059 Investigation 3 Day 4 Large-Group Roundup  p. 064 Investigation 4 Day 1 Large Group  p. 065 Investigation 4 Day 1 Choice Time  p. 066 Investigation 4 Day 2 Choice Time  p. 066 Investigation 4 Day 2 Large Group  p. 067 Investigation 4 Day 2 Large-Group Roundup  p. 068 Investigation 4 Day 3 Large Group  p. 069 Investigation 4 Day 3 Choice Time  p. 069 Investigation 4 Day 3 Large-Group Roundup  p. 070 Investigation 4 Day 4 Choice Time  p. 070 Investigation 4 Day 4 Large Group  p. 070 Investigation 4 Day 4 Large-Group Roundup</p>

		<p>p. 070 Investigation 4 Day 4 Small Group  p. 074 Investigation 5 Day 1 Large Group  p. 075 Investigation 5 Day 1 Choice Time  p. 075 Investigation 5 Day 1 Large-Group Roundup  p. 076 Investigation 5 Day 2 Large Group  p. 077 Investigation 5 Day 2 Small Group  p. 078 Investigation 5 Day 3 Large Group  p. 080 Investigation 5 Day 4 Large Group  p. 081 Investigation 5 Day 4 Choice Time  p. 081 Investigation 5 Day 4 Large-Group Roundup  p. 087 Investigation 6 Day 1 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>
<b>STANDARD AREA / STATEMENT</b>	9.1.V.PK.	<b>Production and Performance: Visual Arts</b>
<b>STANDARD</b>		<b>Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts, feelings, and ideas through visual arts?</b>
<b>DESCRIPTOR / STANDARD</b>	9.1.V.PK.B.	<b>Demonstration: Combine a variety of materials to create a work of art.</b>
<b>DESCRIPTOR</b>	9.1.V.PK.B.1.	<p>Participate in teacher-guided visual arts activities.</p> <p><u>Trees Study</u></p> <p>p. 016 Exploring the Topic Day 2 Large Group  p. 021 Exploring the Topic Day 4 Small Group  p. 028 Investigation 1 Day 1 Large Group  p. 029 Investigation 1 Day 1 Choice Time  p. 029 Investigation 1 Day 1 Large-Group Roundup  p. 030 Investigation 1 Day 2 Large Group  p. 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. 047 Investigation 2 Day 4 Small Group  p. 049 Investigation 2 Day 5 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. 059 Investigation 3 Day 4 Choice Time  p. 059 Investigation 3 Day 4 Large-Group Roundup  p. 064 Investigation 4 Day 1 Large Group  p. 065 Investigation 4 Day 1 Choice Time  p. 066 Investigation 4 Day 2 Choice Time  p. 066 Investigation 4 Day 2 Large Group  p. 067 Investigation 4 Day 2 Large-Group Roundup  p. 068 Investigation 4 Day 3 Large Group  p. 069 Investigation 4 Day 3 Choice Time  p. 069 Investigation 4 Day 3 Large-Group Roundup  p. 069 Investigation 4 Day 3 Small Group  p. 070 Investigation 4 Day 4 Choice Time  p. 070 Investigation 4 Day 4 Large Group  p. 070 Investigation 4 Day 4 Large-Group Roundup  p. 070 Investigation 4 Day 4 Small Group  p. 074 Investigation 5 Day 1 Large Group  p. 075 Investigation 5 Day 1 Choice Time  p. 075 Investigation 5 Day 1 Large-Group Roundup  p. 076 Investigation 5 Day 2 Large Group  p. 077 Investigation 5 Day 2 Small Group  p. 078 Investigation 5 Day 3 Large Group  p. 080 Investigation 5 Day 4 Large Group  p. 081 Investigation 5 Day 4 Choice Time</p>

		<p>p. 081 Investigation 5 Day 4 Large-Group Roundup  p. 087 Investigation 6 Day 1 Large-Group Roundup  p. 087 Investigation 6 Day 1 Small Group  p. 088 Investigation 6 Day 2 Choice Time  p. 091 Investigation 6 Day 3 Small Group  p. 109 Celebrating Learning Day 2 Large-Group Roundup  p. 109 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	9.1.V.PK.B.2.	<p>Choose art center during free choice.</p> <p><u>Trees Study</u>  p. 016 Exploring the Topic Day 2 Large Group  p. 021 Exploring the Topic Day 4 Small Group  p. 028 Investigation 1 Day 1 Large Group  p. 029 Investigation 1 Day 1 Choice Time  p. 029 Investigation 1 Day 1 Large-Group Roundup  p. 030 Investigation 1 Day 2 Large Group  p. 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. 047 Investigation 2 Day 4 Small Group  p. 049 Investigation 2 Day 5 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. 059 Investigation 3 Day 4 Choice Time  p. 059 Investigation 3 Day 4 Large-Group Roundup  p. 064 Investigation 4 Day 1 Large Group  p. 065 Investigation 4 Day 1 Choice Time  p. 066 Investigation 4 Day 2 Choice Time  p. 066 Investigation 4 Day 2 Large Group  p. 067 Investigation 4 Day 2 Large-Group Roundup  p. 068 Investigation 4 Day 3 Large Group  p. 069 Investigation 4 Day 3 Choice Time  p. 069 Investigation 4 Day 3 Large-Group Roundup  p. 069 Investigation 4 Day 3 Small Group  p. 070 Investigation 4 Day 4 Choice Time  p. 070 Investigation 4 Day 4 Large Group  p. 070 Investigation 4 Day 4 Large-Group Roundup  p. 070 Investigation 4 Day 4 Small Group  p. 074 Investigation 5 Day 1 Large Group  p. 075 Investigation 5 Day 1 Choice Time  p. 075 Investigation 5 Day 1 Large-Group Roundup  p. 076 Investigation 5 Day 2 Large Group  p. 077 Investigation 5 Day 2 Small Group  p. 078 Investigation 5 Day 3 Large Group  p. 080 Investigation 5 Day 4 Large Group  p. 081 Investigation 5 Day 4 Choice Time  p. 081 Investigation 5 Day 4 Large-Group Roundup  p. 087 Investigation 6 Day 1 Large-Group Roundup  p. 087 Investigation 6 Day 1 Small Group  p. 088 Investigation 6 Day 2 Choice Time  p. 091 Investigation 6 Day 3 Small Group  p. 109 Celebrating Learning Day 2 Large-Group Roundup  p. 109 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	9.1.V.PK.B.3.	<p>Use a variety of materials (e.g. chalk, paint, crayons, pencils, markers, wood, play dough).</p> <p><u>Trees Study</u>  p. 030 Investigation 1 Day 2 Large Group  p. 031 Investigation 1 Day 2 Choice Time  p. 032 Investigation 1 Day 3 Large Group  p. 040 Investigation 2 Day 1 Choice Time</p>



		<p>p. 048 Investigation 2 Day 5 Large Group  p. 049 Investigation 2 Day 5 Choice Time  p. 069 Investigation 4 Day 3 Small Group  p. 077 Investigation 5 Day 2 Small Group  p. 109 Celebrating Learning Day 2 Large-Group Roundup</p>
DESCRIPTOR	9.1.V.PK.B.4.	<p>Draw to explore and extend themes in the classroom.</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>
STANDARD AREA / STATEMENT	9.1.V.PK.	Production and Performance: Visual Arts
STANDARD		Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts, feelings, and ideas through visual arts?
DESCRIPTOR / STANDARD	9.1.V.PK.E.	Representation: Use imagination and creativity to express self through visual arts.
DESCRIPTOR	9.1.V.PK.E.1.	<p>Participate in teacher-guided visual arts activities.</p> <p><u>Trees Study</u>  p. 016 Exploring the Topic Day 2 Large Group  p. 021 Exploring the Topic Day 4 Small Group  p. 028 Investigation 1 Day 1 Large Group  p. 029 Investigation 1 Day 1 Choice Time  p. 029 Investigation 1 Day 1 Large-Group Roundup  p. 030 Investigation 1 Day 2 Large Group  p. 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. 047 Investigation 2 Day 4 Small Group  p. 049 Investigation 2 Day 5 Small Group  p. 056 Investigation 3 Day 3 Choice Time</p>

		<p>p. 056 Investigation 3 Day 3 Large Group  p. 058 Investigation 3 Day 4 Large Group  p. 059 Investigation 3 Day 4 Choice Time  p. 059 Investigation 3 Day 4 Large-Group Roundup  p. 064 Investigation 4 Day 1 Large Group  p. 065 Investigation 4 Day 1 Choice Time  p. 066 Investigation 4 Day 2 Choice Time  p. 066 Investigation 4 Day 2 Large Group  p. 067 Investigation 4 Day 2 Large-Group Roundup  p. 068 Investigation 4 Day 3 Large Group  p. 069 Investigation 4 Day 3 Choice Time  p. 069 Investigation 4 Day 3 Large-Group Roundup  p. 069 Investigation 4 Day 3 Small Group  p. 070 Investigation 4 Day 4 Choice Time  p. 070 Investigation 4 Day 4 Large Group  p. 070 Investigation 4 Day 4 Large-Group Roundup  p. 070 Investigation 4 Day 4 Small Group  p. 074 Investigation 5 Day 1 Large Group  p. 075 Investigation 5 Day 1 Choice Time  p. 075 Investigation 5 Day 1 Large-Group Roundup  p. 076 Investigation 5 Day 2 Large Group  p. 077 Investigation 5 Day 2 Small Group  p. 078 Investigation 5 Day 3 Large Group  p. 080 Investigation 5 Day 4 Large Group  p. 081 Investigation 5 Day 4 Choice Time  p. 081 Investigation 5 Day 4 Large-Group Roundup  p. 087 Investigation 6 Day 1 Large-Group Roundup  p. 087 Investigation 6 Day 1 Small Group  p. 088 Investigation 6 Day 2 Choice Time  p. 091 Investigation 6 Day 3 Small Group  p. 109 Celebrating Learning Day 2 Large-Group Roundup  p. 109 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	9.1.V.PK.E.2.	<p>Choose art center during free choice.</p> <p><u>Trees Study</u>  p. 016 Exploring the Topic Day 2 Large Group  p. 021 Exploring the Topic Day 4 Small Group  p. 028 Investigation 1 Day 1 Large Group  p. 029 Investigation 1 Day 1 Choice Time  p. 029 Investigation 1 Day 1 Large-Group Roundup  p. 030 Investigation 1 Day 2 Large Group  p. 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. 047 Investigation 2 Day 4 Small Group  p. 049 Investigation 2 Day 5 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. 059 Investigation 3 Day 4 Choice Time  p. 059 Investigation 3 Day 4 Large-Group Roundup  p. 064 Investigation 4 Day 1 Large Group  p. 065 Investigation 4 Day 1 Choice Time  p. 066 Investigation 4 Day 2 Choice Time  p. 066 Investigation 4 Day 2 Large Group  p. 067 Investigation 4 Day 2 Large-Group Roundup  p. 068 Investigation 4 Day 3 Large Group  p. 069 Investigation 4 Day 3 Choice Time  p. 069 Investigation 4 Day 3 Large-Group Roundup  p. 069 Investigation 4 Day 3 Small Group  p. 070 Investigation 4 Day 4 Choice Time  p. 070 Investigation 4 Day 4 Large Group  p. 070 Investigation 4 Day 4 Large-Group Roundup</p>

		<p>p. 070 Investigation 4 Day 4 Small Group  p. 074 Investigation 5 Day 1 Large Group  p. 075 Investigation 5 Day 1 Choice Time  p. 075 Investigation 5 Day 1 Large-Group Roundup  p. 076 Investigation 5 Day 2 Large Group  p. 077 Investigation 5 Day 2 Small Group  p. 078 Investigation 5 Day 3 Large Group  p. 080 Investigation 5 Day 4 Large Group  p. 081 Investigation 5 Day 4 Choice Time  p. 081 Investigation 5 Day 4 Large-Group Roundup  p. 087 Investigation 6 Day 1 Large-Group Roundup  p. 087 Investigation 6 Day 1 Small Group  p. 088 Investigation 6 Day 2 Choice Time  p. 091 Investigation 6 Day 3 Small Group  p. 109 Celebrating Learning Day 2 Large-Group Roundup  p. 109 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	9.1.V.PK.E.3.	<p>Draw self-portrait.</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>
DESCRIPTOR	9.1.V.PK.E.4.	<p>Create a work of art to represent a real or imagined object, animal, or person.</p> <p><u>Trees Study</u>  p. 016 Exploring the Topic Day 2 Large Group  p. 021 Exploring the Topic Day 4 Small Group  p. 028 Investigation 1 Day 1 Large Group  p. 029 Investigation 1 Day 1 Choice Time  p. 029 Investigation 1 Day 1 Large-Group Roundup  p. 030 Investigation 1 Day 2 Large Group  p. 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>

		<p>p. 037 Investigation 1 Day 5 Read-Aloud  p. 047 Investigation 2 Day 4 Small Group  p. 049 Investigation 2 Day 5 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. 059 Investigation 3 Day 4 Choice Time  p. 059 Investigation 3 Day 4 Large-Group Roundup  p. 064 Investigation 4 Day 1 Large Group  p. 065 Investigation 4 Day 1 Choice Time  p. 066 Investigation 4 Day 2 Choice Time  p. 066 Investigation 4 Day 2 Large Group  p. 067 Investigation 4 Day 2 Large-Group Roundup  p. 068 Investigation 4 Day 3 Large Group  p. 069 Investigation 4 Day 3 Choice Time  p. 069 Investigation 4 Day 3 Large-Group Roundup  p. 069 Investigation 4 Day 3 Small Group  p. 070 Investigation 4 Day 4 Choice Time  p. 070 Investigation 4 Day 4 Large Group  p. 070 Investigation 4 Day 4 Large-Group Roundup  p. 070 Investigation 4 Day 4 Small Group  p. 074 Investigation 5 Day 1 Large Group  p. 075 Investigation 5 Day 1 Choice Time  p. 075 Investigation 5 Day 1 Large-Group Roundup  p. 076 Investigation 5 Day 2 Large Group  p. 077 Investigation 5 Day 2 Small Group  p. 078 Investigation 5 Day 3 Large Group  p. 080 Investigation 5 Day 4 Large Group  p. 081 Investigation 5 Day 4 Choice Time  p. 081 Investigation 5 Day 4 Large-Group Roundup  p. 087 Investigation 6 Day 1 Large-Group Roundup  p. 087 Investigation 6 Day 1 Small Group  p. 088 Investigation 6 Day 2 Choice Time  p. 091 Investigation 6 Day 3 Small Group  p. 109 Celebrating Learning Day 2 Large-Group Roundup  p. 109 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	9.1.V.PK.E.5.	<p>Use a growing number of details and make more realistic representations.</p> <p><u>Trees Study</u></p> <p>p. 016 Exploring the Topic Day 2 Large Group  p. 021 Exploring the Topic Day 4 Small Group  p. 028 Investigation 1 Day 1 Large Group  p. 029 Investigation 1 Day 1 Choice Time  p. 029 Investigation 1 Day 1 Large-Group Roundup  p. 030 Investigation 1 Day 2 Large Group  p. 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. 047 Investigation 2 Day 4 Small Group  p. 049 Investigation 2 Day 5 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. 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>

		<p>p. 069 Investigation 4 Day 3 Large-Group Roundup  p. 069 Investigation 4 Day 3 Small Group  p. 070 Investigation 4 Day 4 Choice Time  p. 070 Investigation 4 Day 4 Large Group  p. 070 Investigation 4 Day 4 Large-Group Roundup  p. 070 Investigation 4 Day 4 Small Group  p. 074 Investigation 5 Day 1 Large Group  p. 075 Investigation 5 Day 1 Choice Time  p. 075 Investigation 5 Day 1 Large-Group Roundup  p. 076 Investigation 5 Day 2 Large Group  p. 077 Investigation 5 Day 2 Small Group  p. 078 Investigation 5 Day 3 Large Group  p. 080 Investigation 5 Day 4 Large Group  p. 081 Investigation 5 Day 4 Choice Time  p. 081 Investigation 5 Day 4 Large-Group Roundup  p. 087 Investigation 6 Day 1 Large-Group Roundup  p. 087 Investigation 6 Day 1 Small Group  p. 088 Investigation 6 Day 2 Choice Time  p. 091 Investigation 6 Day 3 Small Group  p. 109 Celebrating Learning Day 2 Large-Group Roundup  p. 109 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	9.1.V.PK.E.6.	<p>Choose different art materials to represent different types of thoughts or feelings.</p> <p><u>Trees Study</u>  p. 030 Investigation 1 Day 2 Large Group  p. 031 Investigation 1 Day 2 Choice Time  p. 032 Investigation 1 Day 3 Large Group  p. 040 Investigation 2 Day 1 Choice Time  p. 048 Investigation 2 Day 5 Large Group  p. 049 Investigation 2 Day 5 Choice Time  p. 069 Investigation 4 Day 3 Small Group  p. 077 Investigation 5 Day 2 Small Group  p. 109 Celebrating Learning Day 2 Large-Group Roundup</p>
STANDARD AREA / STATEMENT	9.1.V.PK.	Production and Performance: Visual Arts
STANDARD		Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts, feelings, and ideas through visual arts?
DESCRIPTOR / STANDARD	9.1.V.PK.J.	Technologies: Use a variety of technologies for producing works of art.
DESCRIPTOR	9.1.V.PK.J.1.	<p>Explore a variety of art materials and tools.</p> <p><u>Trees Study</u>  p. 030 Investigation 1 Day 2 Large Group  p. 031 Investigation 1 Day 2 Choice Time  p. 032 Investigation 1 Day 3 Large Group  p. 040 Investigation 2 Day 1 Choice Time  p. 048 Investigation 2 Day 5 Large Group  p. 049 Investigation 2 Day 5 Choice Time  p. 069 Investigation 4 Day 3 Small Group  p. 077 Investigation 5 Day 2 Small Group  p. 109 Celebrating Learning Day 2 Large-Group Roundup</p>
DESCRIPTOR	9.1.V.PK.J.2.	<p>Participate in teacher-guided visual arts activities.</p> <p><u>Trees Study</u>  p. 016 Exploring the Topic Day 2 Large Group  p. 021 Exploring the Topic Day 4 Small Group  p. 028 Investigation 1 Day 1 Large Group  p. 029 Investigation 1 Day 1 Choice Time  p. 029 Investigation 1 Day 1 Large-Group Roundup  p. 030 Investigation 1 Day 2 Large Group  p. 032 Investigation 1 Day 3 Large Group</p>

		<p>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. 047 Investigation 2 Day 4 Small Group  p. 049 Investigation 2 Day 5 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. 059 Investigation 3 Day 4 Choice Time  p. 059 Investigation 3 Day 4 Large-Group Roundup  p. 064 Investigation 4 Day 1 Large Group  p. 065 Investigation 4 Day 1 Choice Time  p. 066 Investigation 4 Day 2 Choice Time  p. 066 Investigation 4 Day 2 Large Group  p. 067 Investigation 4 Day 2 Large-Group Roundup  p. 068 Investigation 4 Day 3 Large Group  p. 069 Investigation 4 Day 3 Choice Time  p. 069 Investigation 4 Day 3 Large-Group Roundup  p. 069 Investigation 4 Day 3 Small Group  p. 070 Investigation 4 Day 4 Choice Time  p. 070 Investigation 4 Day 4 Large Group  p. 070 Investigation 4 Day 4 Large-Group Roundup  p. 070 Investigation 4 Day 4 Small Group  p. 074 Investigation 5 Day 1 Large Group  p. 075 Investigation 5 Day 1 Choice Time  p. 075 Investigation 5 Day 1 Large-Group Roundup  p. 076 Investigation 5 Day 2 Large Group  p. 077 Investigation 5 Day 2 Small Group  p. 078 Investigation 5 Day 3 Large Group  p. 080 Investigation 5 Day 4 Large Group  p. 081 Investigation 5 Day 4 Choice Time  p. 081 Investigation 5 Day 4 Large-Group Roundup  p. 087 Investigation 6 Day 1 Large-Group Roundup  p. 087 Investigation 6 Day 1 Small Group  p. 088 Investigation 6 Day 2 Choice Time  p. 091 Investigation 6 Day 3 Small Group  p. 109 Celebrating Learning Day 2 Large-Group Roundup  p. 109 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	9.1.V.PK.J.3.	<p>Choose art center during free choice.</p> <p><u>Trees Study</u>  p. 016 Exploring the Topic Day 2 Large Group  p. 021 Exploring the Topic Day 4 Small Group  p. 028 Investigation 1 Day 1 Large Group  p. 029 Investigation 1 Day 1 Choice Time  p. 029 Investigation 1 Day 1 Large-Group Roundup  p. 030 Investigation 1 Day 2 Large Group  p. 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. 047 Investigation 2 Day 4 Small Group  p. 049 Investigation 2 Day 5 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. 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>

		<p>p. 068 Investigation 4 Day 3 Large Group  p. 069 Investigation 4 Day 3 Choice Time  p. 069 Investigation 4 Day 3 Large-Group Roundup  p. 069 Investigation 4 Day 3 Small Group  p. 070 Investigation 4 Day 4 Choice Time  p. 070 Investigation 4 Day 4 Large Group  p. 070 Investigation 4 Day 4 Large-Group Roundup  p. 070 Investigation 4 Day 4 Small Group  p. 074 Investigation 5 Day 1 Large Group  p. 075 Investigation 5 Day 1 Choice Time  p. 075 Investigation 5 Day 1 Large-Group Roundup  p. 076 Investigation 5 Day 2 Large Group  p. 077 Investigation 5 Day 2 Small Group  p. 078 Investigation 5 Day 3 Large Group  p. 080 Investigation 5 Day 4 Large Group  p. 081 Investigation 5 Day 4 Choice Time  p. 081 Investigation 5 Day 4 Large-Group Roundup  p. 087 Investigation 6 Day 1 Large-Group Roundup  p. 087 Investigation 6 Day 1 Small Group  p. 088 Investigation 6 Day 2 Choice Time  p. 091 Investigation 6 Day 3 Small Group  p. 109 Celebrating Learning Day 2 Large-Group Roundup  p. 109 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	9.1.V.PK.J.4.	<p>Use art materials and tools as intended.</p> <p><u>Trees Study</u>  p. 030 Investigation 1 Day 2 Large Group  p. 031 Investigation 1 Day 2 Choice Time  p. 032 Investigation 1 Day 3 Large Group  p. 040 Investigation 2 Day 1 Choice Time  p. 048 Investigation 2 Day 5 Large Group  p. 049 Investigation 2 Day 5 Choice Time  p. 069 Investigation 4 Day 3 Small Group  p. 077 Investigation 5 Day 2 Small Group  p. 109 Celebrating Learning Day 2 Large-Group Roundup</p>
DESCRIPTOR	9.1.V.PK.J.5.	<p>Manipulate materials in a variety of ways (e.g. pounding, squeeze, cutting, rolling).</p> <p><u>Trees Study</u>  p. 030 Investigation 1 Day 2 Large Group  p. 031 Investigation 1 Day 2 Choice Time  p. 032 Investigation 1 Day 3 Large Group  p. 040 Investigation 2 Day 1 Choice Time  p. 048 Investigation 2 Day 5 Large Group  p. 049 Investigation 2 Day 5 Choice Time  p. 069 Investigation 4 Day 3 Small Group  p. 077 Investigation 5 Day 2 Small Group  p. 109 Celebrating Learning Day 2 Large-Group Roundup</p>
DESCRIPTOR	9.1.V.PK.J.6.	<p>Use age appropriate digital media applications to create works of art.</p> <p><u>Trees Study</u>  p. 030 Investigation 1 Day 2 Large Group  p. 031 Investigation 1 Day 2 Choice Time  p. 032 Investigation 1 Day 3 Large Group  p. 040 Investigation 2 Day 1 Choice Time  p. 048 Investigation 2 Day 5 Large Group  p. 049 Investigation 2 Day 5 Choice Time  p. 069 Investigation 4 Day 3 Small Group  p. 077 Investigation 5 Day 2 Small Group  p. 109 Celebrating Learning Day 2 Large-Group Roundup</p>
DESCRIPTOR	9.1.V.PK.J.7.	<p>Use recording devices (e.g. digital camera, video recorder) to capture works in progress and finished works of art.</p>

		<u>Trees Study</u> p. 048 Investigation 2 Day 5 Large Group
STANDARD AREA / STATEMENT	9.2.PK.	Historical and Cultural Context of Works in the Arts
STANDARD		Big Idea: Every culture has its own art forms. Essential Question: Can I identify instruments and/or art forms from another culture?
DESCRIPTOR / STANDARD	9.2.PK.D.	Perspective: Explain that instruments or art forms represent cultural perspectives.
DESCRIPTOR	9.2.PK.D.2.	Participate in discussions about where various instruments and art forms originate.  <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. 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>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>
<p>DESCRIPTOR</p>	<p>9.2.PK.D.3.</p>	<p>Identify cultures represented by various art forms.</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>

		<p>p. 047 Investigation 2 Day 4 Small Group</p> <p>p. 048 Investigation 2 Day 5 Large Group</p> <p>p. 049 Investigation 2 Day 5 Small Group</p> <p>p. 052 Investigation 3 Day 1 Choice Time</p> <p>p. 053 Investigation 3 Day 1 Small Group</p> <p>p. 055 Investigation 3 Day 2 Read-Aloud</p> <p>p. 055 Investigation 3 Day 2 Small Group</p> <p>p. 057 Investigation 3 Day 3 Small Group</p> <p>p. 059 Investigation 3 Day 4 Read-Aloud</p> <p>p. 059 Investigation 3 Day 4 Small Group</p> <p>p. 060 Investigation 3 Day 5 Large Group</p> <p>p. 061 Investigation 3 Day 5 Read-Aloud</p> <p>p. 065 Investigation 4 Day 1 Choice Time</p> <p>p. 065 Investigation 4 Day 1 Read-Aloud</p> <p>p. 065 Investigation 4 Day 1 Small Group</p> <p>p. 067 Investigation 4 Day 2 Small Group</p> <p>p. 069 Investigation 4 Day 3 Read-Aloud</p> <p>p. 069 Investigation 4 Day 3 Small Group</p> <p>p. 070 Investigation 4 Day 4 Choice Time</p> <p>p. 070 Investigation 4 Day 4 Small Group</p> <p>p. 074 Investigation 5 Day 1 Large Group</p> <p>p. 075 Investigation 5 Day 1 Read-Aloud</p> <p>p. 076 Investigation 5 Day 2 Large Group</p> <p>p. 077 Investigation 5 Day 2 Read-Aloud</p> <p>p. 079 Investigation 5 Day 3 Choice Time</p> <p>p. 079 Investigation 5 Day 3 Read-Aloud</p> <p>p. 079 Investigation 5 Day 3 Small Group</p> <p>p. 081 Investigation 5 Day 4 Small Group</p> <p>p. 082 Investigation 5 Day 5 Choice Time</p> <p>p. 082 Investigation 5 Day 5 Large Group</p> <p>p. 083 Investigation 5 Day 5 Large-Group Roundup</p> <p>p. 083 Investigation 5 Day 5 Read-Aloud</p> <p>p. 083 Investigation 5 Day 5 Small Group</p> <p>p. 087 Investigation 6 Day 1 Choice Time</p> <p>p. 087 Investigation 6 Day 1 Read-Aloud</p> <p>p. 087 Investigation 6 Day 1 Small Group</p> <p>p. 088 Investigation 6 Day 2 Choice Time</p> <p>p. 089 Investigation 6 Day 2 Small Group</p> <p>p. 091 Investigation 6 Day 3 Read-Aloud</p> <p>p. 091 Investigation 6 Day 3 Small Group</p> <p>p. 092 Investigation 6 Day 4 Large Group</p> <p>p. 093 Investigation 6 Day 4 Small Group</p> <p>p. 107 Celebrating Learning Day 1 Small Group</p> <p>p. 109 Celebrating Learning Day 2 Large-Group Roundup</p> <p>p. 109 Celebrating Learning Day 2 Small Group</p>
<b>STANDARD AREA / STATEMENT</b>	<b>9.3.PK.</b>	<b>Critical Response to Works of Art</b>
<b>STANDARD</b>		<b>Big Idea: People evaluate art based upon a variety of characteristics. Essential Questions: Can I explain how I feel about a particular art form? Can I provide reasons that explain my feelings about a particular art form?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>9.3.PK.F.</b>	<b>Identification: Recognize and name a variety of art forms.</b>
<b>DESCRIPTOR</b>	<b>9.3.PK.F.1.</b>	<p>Identify a photo, painting, drawing, dance, and songs.</p> <p><b>Trees Study</b></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 Choice Time</p> <p>p. 015 Exploring the Topic Day 1 Small Group</p> <p>p. 016 Exploring the Topic Day 2 Large Group</p> <p>p. 017 Exploring the Topic Day 2 Small Group</p> <p>p. 017 Exploring the Topic Day 2 Large-Group Roundup</p> <p>p. 019 Exploring the Topic Day 3 Small Group</p> <p>p. 020 Exploring the Topic Day 4 Large 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. 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>
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<b>STANDARD AREA / STATEMENT</b>	<b>9.3.PK.</b>	<b>Critical Response to Works of Art</b>
<b>STANDARD</b>		<p>Big Idea: People evaluate art based upon a variety of characteristics.</p> <p>Essential Questions: Can I explain how I feel about a particular art form? Can I provide reasons that explain my feelings about a particular art form?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>9.3.PK.G.</b>	<b>Critical: Formulate and share an opinion about others' art products.</b>
<b>DESCRIPTOR</b>	<b>9.3.PK.G.1.</b>	<p>Observe, applaud or comment on the works 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 Choice Time</p> <p>p. 015 Exploring the Topic Day 1 Small Group</p> <p>p. 016 Exploring the Topic Day 2 Large Group</p> <p>p. 017 Exploring the Topic Day 2 Small Group</p> <p>p. 017 Exploring the Topic Day 2 Large-Group Roundup</p> <p>p. 019 Exploring the Topic Day 3 Small Group</p> <p>p. 020 Exploring the Topic Day 4 Large 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. 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. 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>
<p>DESCRIPTOR</p>	<p>9.3.PK.G.2.</p>	<p>Share an opinion about art work when asked, “What do you think this is about?”</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>

		<p>p. 044 Investigation 2 Day 3 Large Group  p. 045 Investigation 2 Day 3 Small Group  p. 046 Investigation 2 Day 4 Large Group  p. 047 Investigation 2 Day 4 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>
<b>STANDARD AREA / STATEMENT</b>	<b>9.4.PK.</b>	<b>Aesthetic Response to Works in the Arts</b>
<b>STANDARD</b>		<b>Big Idea: Art work can mean different things to different people. Essential Question: How do I express my response to a work of art?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>9.4.PK.B.</b>	<b>Emotional Response: Demonstrate an emotional response to viewing or creating various art works.</b>
<b>DESCRIPTOR</b>	<b>9.4.PK.B.1.</b>	<b>Respond through body language, facial expression or oral language.</b>  <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>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 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 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>
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		<p>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>
DESCRIPTOR	9.4.PK.B.2.	Respond through humming, swaying, tapping foot to others' work.  <u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes
SUBJECT / STANDARD AREA	PA.HPD.	Health, Wellness and Physical Development (Pre-kindergarten)
STANDARD AREA / STATEMENT	10.1.PK.	Concepts of Health
STANDARD		Big Idea: Awareness of health concepts provides a foundation for healthy decision making. Essential Questions: Do I have a basic understanding of my body? Can I identify basic health concepts that help my body develop?
DESCRIPTOR / STANDARD	10.1.PK.C.	Nutrition: Identify foods that keep our body healthy.
DESCRIPTOR	10.1.PK.C.1.	Identify healthy and non-healthy foods.  <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
DESCRIPTOR	10.1.PK.C.2.	Classify foods by their food groups (e.g. fruits, vegetables, dairy).  <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
DESCRIPTOR	10.1.PK.C.3.	Make healthy food choices.  <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
STANDARD AREA / STATEMENT	10.2.PK.	Healthful Living
STANDARD		Big Idea: Children need to make healthy choices to optimize their learning potential. Essential Question: What are things I can do to keep myself healthy?
DESCRIPTOR / STANDARD	10.2.PK.A.	Health Practices, Products, and Services: Identify fundamental practices for good health.
DESCRIPTOR	10.2.PK.A.2.	Explain that we need to eat well, get rest and exercise to stay healthy.  <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
DESCRIPTOR	10.2.PK.A.4.	Identify specific practices that support body development and function (e.g., exercise, good nutrition, rest).  <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
<b>STANDARD AREA / STATEMENT</b>	<b>10.4.PK.</b>	<b>Physical Activity: Gross Motor Coordination</b>
<b>STANDARD</b>		<b>Big Idea: Children gain control over their bodies and body movements through active experiences and exploration. Essential Question: How do I control and coordinate my body during large motor activities and games?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>10.4.PK.A.</b>	<b>Control and Coordination: Demonstrate coordination of body movements in active play.</b>
<b>DESCRIPTOR</b>	<b>10.4.PK.A.1.</b>	Combine large motor movements with the use of equipment (e.g. ride a tricycle, using feet to pedal, catch a ball, throw a bean bag or ball overhand with aim, kick a ball).  <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
<b>DESCRIPTOR</b>	<b>10.4.PK.A.2.</b>	Move and stop with control.  <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
<b>DESCRIPTOR</b>	<b>10.4.PK.A.3.</b>	Use outdoor gross motor equipment.  <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
<b>DESCRIPTOR</b>	<b>10.4.PK.A.4.</b>	Run with control and direction.  <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
<b>DESCRIPTOR</b>	<b>10.4.PK.A.5.</b>	Engage in gross motor games (e.g. Hokey Pokey, London Bridge, Simon Says).  <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
<b>DESCRIPTOR</b>	<b>10.4.PK.A.6.</b>	Perform a variety of movement alongside and with a partner.  <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

STANDARD AREA / STATEMENT	10.4.PK.	Physical Activity: Gross Motor Coordination
STANDARD		Big Idea: Children gain control over their bodies and body movements through active experiences and exploration. Essential Question: How do I control and coordinate my body during large motor activities and games?
DESCRIPTOR / STANDARD	10.4.PK.B.	Balance and Strength: Exhibit balance while moving on the ground or using equipment.
DESCRIPTOR	10.4.PK.B.1.	Engage in large motor activities that require strength and balance (e.g. marching, hopping, running, jumping, dancing, walking tip toe).  <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
DESCRIPTOR	10.4.PK.B.2.	Walk on a balance beam.  <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
DESCRIPTOR	10.4.PK.B.3.	Climb stairs using alternating feet.  <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
DESCRIPTOR	10.4.PK.B.4.	Participate in an obstacle course going through tunnels, over or under equipment.  <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
STANDARD AREA / STATEMENT	10.5.PK.	Concepts, Principles and Strategies of Movement: Fine Motor Development
STANDARD		Big Idea: Fine motor practice helps children develop eye-hand coordination, strength, and controlled use of tools. Essential Questions: How do I use my hands and fingers to manipulate objects? How do I develop eye-hand coordination?
DESCRIPTOR / STANDARD	10.5.PK.A.	Strength, Coordination and Muscle Control: Use hands, fingers and wrists to manipulate objects.
DESCRIPTOR	10.5.PK.A.1.	Practice manual self-help skills (e.g. zipping, snapping, buttoning).  <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 085 Investigation 6 Outdoor Experience
DESCRIPTOR	10.5.PK.A.2.	Practice using scissors.  <u>Trees Study</u>

		<p>p. 013 Exploring the Topic Outdoor Experiences  p. 060 Investigation 3 Day 5 Large Group  p. 061 Investigation 3 Day 5 Mighty Minutes  p. 064 Investigation 4 Day 1 Large Group  p. 085 Investigation 6 Outdoor Experience</p>
DESCRIPTOR	10.5.PK.A.3.	<p>Use tongs or tweezers to pick up objects.</p> <p><u>Trees Study</u>  p. 013 Exploring the Topic Outdoor Experiences  p. 060 Investigation 3 Day 5 Large Group  p. 061 Investigation 3 Day 5 Mighty Minutes  p. 064 Investigation 4 Day 1 Large Group  p. 085 Investigation 6 Outdoor Experience</p>
DESCRIPTOR	10.5.PK.A.4.	<p>Manipulate smaller objects (e.g. pegs into a pegboard, puzzle pieces, stringing beads).</p> <p><u>Trees Study</u>  p. 013 Exploring the Topic Outdoor Experiences  p. 060 Investigation 3 Day 5 Large Group  p. 061 Investigation 3 Day 5 Mighty Minutes  p. 064 Investigation 4 Day 1 Large Group  p. 085 Investigation 6 Outdoor Experience</p>
STANDARD AREA / STATEMENT	10.5.PK.	Concepts, Principles and Strategies of Movement: Fine Motor Development
STANDARD		Big Idea: Fine motor practice helps children develop eye-hand coordination, strength, and controlled use of tools. Essential Questions: How do I use my hands and fingers to manipulate objects? How do I develop eye-hand coordination?
DESCRIPTOR / STANDARD	10.5.PK.B.	Eye/Hand Coordination: Coordinate eye and hand movements to perform a task.
DESCRIPTOR	10.5.PK.B.1.	<p>Act out finger plays with hands and fingers.</p> <p><u>Trees Study</u>  p. 013 Exploring the Topic Outdoor Experiences  p. 060 Investigation 3 Day 5 Large Group  p. 061 Investigation 3 Day 5 Mighty Minutes  p. 064 Investigation 4 Day 1 Large Group  p. 085 Investigation 6 Outdoor Experience</p>
DESCRIPTOR	10.5.PK.B.2.	<p>Use scissors to cut on a straight line.</p> <p><u>Trees Study</u>  p. 013 Exploring the Topic Outdoor Experiences  p. 060 Investigation 3 Day 5 Large Group  p. 061 Investigation 3 Day 5 Mighty Minutes  p. 064 Investigation 4 Day 1 Large Group  p. 085 Investigation 6 Outdoor Experience</p>
DESCRIPTOR	10.5.PK.B.3.	<p>Complete self-help skills such as zip, snap or button.</p> <p><u>Trees Study</u>  p. 013 Exploring the Topic Outdoor Experiences  p. 060 Investigation 3 Day 5 Large Group  p. 061 Investigation 3 Day 5 Mighty Minutes  p. 064 Investigation 4 Day 1 Large Group  p. 085 Investigation 6 Outdoor Experience</p>
DESCRIPTOR	10.5.PK.B.4.	<p>Manipulate smaller objects (e.g. pegs into a pegboard, puzzle pieces, stringing beads).</p> <p><u>Trees Study</u>  p. 013 Exploring the Topic Outdoor Experiences  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>

		p. 085 Investigation 6 Outdoor Experience
DESCRIPTOR	10.5.PK.B.5.	Use tools to pour (e.g. funnels, basters, and pitchers).  <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 085 Investigation 6 Outdoor Experience
STANDARD AREA / STATEMENT	10.5.PK.	Concepts, Principles and Strategies of Movement: Fine Motor Development
STANDARD		Big Idea: Fine motor practice helps children develop eye-hand coordination, strength, and controlled use of tools. Essential Questions: How do I use my hands and fingers to manipulate objects? How do I develop eye-hand coordination?
DESCRIPTOR / STANDARD	10.5.PK.C.	Use of Tools: Use tools that require use of fingers, hands, and/or wrists to accomplish a task.
DESCRIPTOR	10.5.PK.C.1.	Use writing and drawing implements with functional grasp (pincer grasp).  <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 040 Investigation 2 Day 1 Choice Time p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 069 Investigation 4 Day 3 Small Group p. 077 Investigation 5 Day 2 Small Group p. 085 Investigation 6 Outdoor Experience p. 109 Celebrating Learning Day 2 Large-Group Roundup
DESCRIPTOR	10.5.PK.C.2.	Use a variety of art tools (e.g. glue sticks, paint brushes, scissors) for a specific purpose.  <u>Trees Study</u> p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 040 Investigation 2 Day 1 Choice Time p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 069 Investigation 4 Day 3 Small Group p. 077 Investigation 5 Day 2 Small Group p. 109 Celebrating Learning Day 2 Large-Group Roundup
DESCRIPTOR	10.5.PK.C.3.	Use tools (e.g. broom, dust pan brush, gardening tools) to complete classroom jobs.  <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 085 Investigation 6 Outdoor Experience
DESCRIPTOR	10.5.PK.C.4.	Use utensils for eating appropriately.  <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 060 Investigation 3 Day 5 Large Group

		p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 085 Investigation 6 Outdoor Experience
DESCRIPTOR	10.5.PK.C.5.	Use cup or glass for drinking.  <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 085 Investigation 6 Outdoor Experience
SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Pre-kindergarten)
STANDARD AREA / STATEMENT	16.1.PK.	Self-Awareness and Self-Management
STANDARD		Big Idea: Understanding of self and ability to regulate behaviors and emotions are inextricably linked to learning and success. Essential Questions: How do I develop positive feelings about myself? How do I express and manage my emotions?
DESCRIPTOR / STANDARD	16.1.PK.A.	Manages Emotions and Behaviors: Distinguish between emotions and identify socially accepted ways to express them.
DESCRIPTOR	16.1.PK.A.1.	Recognize and label basic 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
DESCRIPTOR	16.1.PK.A.2.	Express feelings that are appropriate to the situation.  <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
DESCRIPTOR	16.1.PK.A.3.	Express feelings verbally or through play and artistic representation.  <u>Trees Study</u>

		<p>p. 014 Exploring the Topic Day 1 Large Group  p. 016 Exploring the Topic Day 2 Large Group  p. 017 Exploring the Topic Day 2 Read-Aloud  p. 023 Exploring the Topic Day 5 Read-Aloud  p. 030 Investigation 1 Day 2 Large Group  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. 033 Investigation 1 Day 3 Large-Group Roundup  p. 033 Investigation 1 Day 3 Read-Aloud  p. 035 Investigation 1 Day 4 Large-Group Roundup  p. 035 Investigation 1 Day 4 Read-Aloud  p. 037 Investigation 1 Day 5 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. 049 Investigation 2 Day 5 Small Group  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. 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. 075 Investigation 5 Day 1 Read-Aloud  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. 080 Investigation 5 Day 4 Large Group  p. 087 Investigation 6 Day 1 Small Group  p. 088 Investigation 6 Day 2 Choice Time  p. 090 Investigation 6 Day 3 Choice Time  p. 091 Investigation 6 Day 3 Small Group  p. 109 Celebrating Learning Day 2 Large-Group Roundup  p. 109 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	16.1.PK.A.4.	<p>Name a range of feelings (e.g. excited, scared, angry, and surprised).</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>

STANDARD AREA / STATEMENT	16.2.PK.	Establishing and Maintaining Relationships
STANDARD		Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children’s ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?
DESCRIPTOR / STANDARD	16.2.PK.A.	Relationships: Interact with peers and adults in a socially acceptable manner.
DESCRIPTOR	16.2.PK.A.1.	Engage in reciprocal conversation with familiar peer and adult.  <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. 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>p. 041 Investigation 2 Day 1 Large-Group Roundup</p> <p>p. 041 Investigation 2 Day 1 Read-Aloud</p> <p>p. 041 Investigation 2 Day 1 Small Group</p> <p>p. 042 Investigation 2 Day 2 Large Group</p> <p>p. 043 Investigation 2 Day 2 Choice Time</p> <p>p. 043 Investigation 2 Day 2 Large-Group Roundup</p> <p>p. 043 Investigation 2 Day 2 Small Group</p> <p>p. 044 Investigation 2 Day 3 Large Group</p> <p>p. 045 Investigation 2 Day 3 Choice Time</p> <p>p. 045 Investigation 2 Day 3 Large-Group Roundup</p> <p>p. 045 Investigation 2 Day 3 Read-Aloud</p> <p>p. 045 Investigation 2 Day 3 Small Group</p> <p>p. 046 Investigation 2 Day 4 Choice Time</p> <p>p. 046 Investigation 2 Day 4 Large Group</p> <p>p. 047 Investigation 2 Day 4 Large-Group Roundup</p> <p>p. 047 Investigation 2 Day 4 Small Group</p> <p>p. 048 Investigation 2 Day 5 Large Group</p> <p>p. 049 Investigation 2 Day 5 Choice Time</p> <p>p. 049 Investigation 2 Day 5 Large-Group Roundup</p> <p>p. 049 Investigation 2 Day 5 Read-Aloud</p> <p>p. 049 Investigation 2 Day 5 Small Group</p> <p>p. 051 Investigation 3 Outdoor Experiences</p> <p>p. 052 Investigation 3 Day 1 Choice Time</p> <p>p. 052 Investigation 3 Day 1 Large Group</p> <p>p. 053 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 053 Investigation 3 Day 1 Read-Aloud</p> <p>p. 053 Investigation 3 Day 1 Small Group</p> <p>p. 054 Investigation 3 Day 2 Choice Time</p> <p>p. 054 Investigation 3 Day 2 Large Group</p> <p>p. 055 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 055 Investigation 3 Day 2 Small Group</p> <p>p. 056 Investigation 3 Day 3 Choice Time</p> <p>p. 056 Investigation 3 Day 3 Large Group</p> <p>p. 057 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 057 Investigation 3 Day 3 Read-Aloud</p> <p>p. 057 Investigation 3 Day 3 Small Group</p> <p>p. 058 Investigation 3 Day 4 Large Group</p> <p>p. 059 Investigation 3 Day 4 Choice Time</p> <p>p. 059 Investigation 3 Day 4 Large-Group Roundup</p> <p>p. 059 Investigation 3 Day 4 Small Group</p> <p>p. 060 Investigation 3 Day 5 Choice Time</p> <p>p. 060 Investigation 3 Day 5 Large Group</p> <p>p. 061 Investigation 3 Day 5 Large-Group Roundup</p> <p>p. 061 Investigation 3 Day 5 Small Group</p> <p>p. 063 Investigation 4 Outdoor Experiences</p> <p>p. 064 Investigation 4 Day 1 Large Group</p> <p>p. 065 Investigation 4 Day 1 Choice Time</p> <p>p. 065 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 065 Investigation 4 Day 1 Small Group</p> <p>p. 066 Investigation 4 Day 2 Choice Time</p> <p>p. 066 Investigation 4 Day 2 Large Group</p> <p>p. 067 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 067 Investigation 4 Day 2 Small Group</p> <p>p. 068 Investigation 4 Day 3 Large Group</p> <p>p. 069 Investigation 4 Day 3 Choice Time</p> <p>p. 069 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 069 Investigation 4 Day 3 Small Group</p> <p>p. 070 Investigation 4 Day 4 Choice Time</p> <p>p. 070 Investigation 4 Day 4 Large Group</p> <p>p. 070 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 070 Investigation 4 Day 4 Small Group</p> <p>p. 074 Investigation 5 Day 1 Large Group</p> <p>p. 075 Investigation 5 Day 1 Choice Time</p> <p>p. 075 Investigation 5 Day 1 Large-Group Roundup</p> <p>p. 075 Investigation 5 Day 1 Read-Aloud</p>
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		<p>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. 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>
DESCRIPTOR	16.2.PK.A.2.	<p>Respond to familiar adult’s questions and directions.</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 Small Group  p. 016 Exploring the Topic Day 2 Choice Time  p. 016 Exploring the Topic Day 2 Large Group  p. 017 Exploring the Topic Day 2 Small Group  p. 018 Exploring the Topic Day 3 Choice Time  p. 018 Exploring the Topic Day 3 Large Group  p. 019 Exploring the Topic Day 3 Read-Aloud  p. 020 Exploring the Topic Day 4 Large Group  p. 021 Exploring the Topic Day 4 Small Group  p. 022 Exploring the Topic Day 5 Large Group  p. 023 Exploring the Topic Day 5 Choice Time  p. 023 Exploring the Topic Day 5 Small Group  p. 027 Investigation 1 Outdoor Experiences</p>

		<p>p. 028 Investigation 1 Day 1 Large Group  p. 034 Investigation 1 Day 4 Large Group  p. 035 Investigation 1 Day 4 Choice Time  p. 036 Investigation 1 Day 5 Choice Time  p. 036 Investigation 1 Day 5 Large Group  p. 037 Investigation 1 Day 5 Large-Group Roundup  p. 037 Investigation 1 Day 5 Small Group  p. 039 Investigation 2 Outdoor Experiences  p. 040 Investigation 2 Day 1 Large Group  p. 042 Investigation 2 Day 2 Large Group  p. 044 Investigation 2 Day 3 Large Group  p. 046 Investigation 2 Day 4 Large Group  p. 047 Investigation 2 Day 4 Small Group  p. 048 Investigation 2 Day 5 Large Group  p. 049 Investigation 2 Day 5 Choice Time  p. 049 Investigation 2 Day 5 Small Group  p. 051 Investigation 3 Outdoor Experiences  p. 052 Investigation 3 Day 1 Large Group  p. 054 Investigation 3 Day 2 Choice Time  p. 054 Investigation 3 Day 2 Large Group  p. 055 Investigation 3 Day 2 Mighty Minutes  p. 056 Investigation 3 Day 3 Choice Time  p. 056 Investigation 3 Day 3 Large Group  p. 057 Investigation 3 Day 3 Small Group  p. 059 Investigation 3 Day 4 Small Group  p. 060 Investigation 3 Day 5 Large Group  p. 061 Investigation 3 Day 5 Mighty Minutes  p. 061 Investigation 3 Day 5 Small Group  p. 063 Investigation 4 Outdoor Experiences  p. 064 Investigation 4 Day 1 Large Group  p. 068 Investigation 4 Day 3 Large Group  p. 069 Investigation 4 Day 3 Small Group  p. 070 Investigation 4 Day 4 Choice Time  p. 070 Investigation 4 Day 4 Large Group  p. 074 Investigation 5 Day 1 Large Group  p. 076 Investigation 5 Day 2 Large Group  p. 077 Investigation 5 Day 2 Large-Group Roundup  p. 078 Investigation 5 Day 3 Large Group  p. 079 Investigation 5 Day 3 Choice Time  p. 079 Investigation 5 Day 3 Small Group  p. 081 Investigation 5 Day 4 Choice Time  p. 082 Investigation 5 Day 5 Choice Time  p. 082 Investigation 5 Day 5 Large Group  p. 083 Investigation 5 Day 5 Read-Aloud  p. 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 Small Group  p. 090 Investigation 6 Day 3 Choice Time  p. 090 Investigation 6 Day 3 Large Group  p. 092 Investigation 6 Day 4 Large Group  p. 105 Celebrating Learning Outdoor Experiences  p. 106 Celebrating Learning Day 1 Large Group  p. 107 Celebrating Learning Day 1 Small Group  p. 108 Celebrating Learning Day 2 Large Group  p. 109 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	16.2.PK.A.9.	Share and take turns.  <u>Trees Study</u> p. 034 Investigation 1 Day 4 Large Group p. 045 Investigation 2 Day 3 Small Group p. 053 Investigation 3 Day 1 Small Group p. 061 Investigation 3 Day 5 Small Group p. 077 Investigation 5 Day 2 Large-Group Roundup p. 081 Investigation 5 Day 4 Small Group

		p. 093 Investigation 6 Day 4 Small Group
STANDARD AREA / STATEMENT	16.2.PK.	Establishing and Maintaining Relationships
STANDARD		Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children’s ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?
DESCRIPTOR / STANDARD	16.2.PK.B.	Diversity: Identify similarities and differences between self and others.
DESCRIPTOR	16.2.PK.B.2.	Make drawings of people, including self-portraits, depicting body parts, clothing, and other physical characteristics.  <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
STANDARD AREA / STATEMENT	16.2.PK.	Establishing and Maintaining Relationships
STANDARD		Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children’s ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?
DESCRIPTOR / STANDARD	16.2.PK.C.	Communication: Engage in reciprocal communication with adults and peers.
DESCRIPTOR	16.2.PK.C.1.	Communicate using detail related to topic being discussed including topics of personal interest, and special events.  <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group

p. 015 Exploring the Topic Day 1 Small Group  
 p. 016 Exploring the Topic Day 2 Choice Time  
 p. 016 Exploring the Topic Day 2 Large Group  
 p. 017 Exploring the Topic Day 2 Small Group  
 p. 017 Exploring the Topic Day 2 Large-Group Roundup  
 p. 019 Exploring the Topic Day 3 Large-Group Roundup  
 p. 021 Exploring the Topic Day 4 Large-Group Roundup  
 p. 021 Exploring the Topic Day 4 Small Group  
 p. 023 Exploring the Topic Day 5 Large-Group Roundup  
 p. 023 Exploring the Topic Day 5 Choice Time  
 p. 029 Investigation 1 Day 1 Choice Time  
 p. 029 Investigation 1 Day 1 Large-Group Roundup  
 p. 029 Investigation 1 Day 1 Small Group  
 p. 030 Investigation 1 Day 2 Large Group  
 p. 031 Investigation 1 Day 2 Large-Group Roundup  
 p. 031 Investigation 1 Day 2 Small Group  
 p. 032 Investigation 1 Day 3 Large Group  
 p. 033 Investigation 1 Day 3 Large-Group Roundup  
 p. 033 Investigation 1 Day 3 Read-Aloud  
 p. 033 Investigation 1 Day 3 Small Group  
 p. 034 Investigation 1 Day 4 Large Group  
 p. 036 Investigation 1 Day 5 Choice Time  
 p. 036 Investigation 1 Day 5 Large Group  
 p. 037 Investigation 1 Day 5 Read-Aloud  
 p. 037 Investigation 1 Day 5 Small Group  
 p. 040 Investigation 2 Day 1 Large Group  
 p. 041 Investigation 2 Day 1 Large-Group Roundup  
 p. 041 Investigation 2 Day 1 Mighty Minutes  
 p. 042 Investigation 2 Day 2 Large Group  
 p. 043 Investigation 2 Day 2 Choice Time  
 p. 043 Investigation 2 Day 2 Large-Group Roundup  
 p. 044 Investigation 2 Day 3 Large Group  
 p. 045 Investigation 2 Day 3 Choice Time  
 p. 045 Investigation 2 Day 3 Small Group  
 p. 046 Investigation 2 Day 4 Choice Time  
 p. 046 Investigation 2 Day 4 Large Group  
 p. 047 Investigation 2 Day 4 Small Group  
 p. 048 Investigation 2 Day 5 Large Group  
 p. 049 Investigation 2 Day 5 Large-Group Roundup  
 p. 049 Investigation 2 Day 5 Mighty Minutes  
 p. 052 Investigation 3 Day 1 Large Group  
 p. 053 Investigation 3 Day 1 Large-Group Roundup  
 p. 054 Investigation 3 Day 2 Large Group  
 p. 056 Investigation 3 Day 3 Choice Time  
 p. 056 Investigation 3 Day 3 Large Group  
 p. 057 Investigation 3 Day 3 Small Group  
 p. 059 Investigation 3 Day 4 Large-Group Roundup  
 p. 061 Investigation 3 Day 5 Small Group  
 p. 064 Investigation 4 Day 1 Large Group  
 p. 067 Investigation 4 Day 2 Small Group  
 p. 068 Investigation 4 Day 3 Large Group  
 p. 069 Investigation 4 Day 3 Large-Group Roundup  
 p. 069 Investigation 4 Day 3 Small Group  
 p. 070 Investigation 4 Day 4 Choice Time  
 p. 070 Investigation 4 Day 4 Large Group  
 p. 070 Investigation 4 Day 4 Large-Group Roundup  
 p. 074 Investigation 5 Day 1 Large Group  
 p. 075 Investigation 5 Day 1 Large-Group Roundup  
 p. 075 Investigation 5 Day 1 Read-Aloud  
 p. 075 Investigation 5 Day 1 Small Group  
 p. 076 Investigation 5 Day 2 Choice Time  
 p. 076 Investigation 5 Day 2 Large Group  
 p. 077 Investigation 5 Day 2 Large-Group Roundup  
 p. 077 Investigation 5 Day 2 Small Group  
 p. 078 Investigation 5 Day 3 Large Group

		<p>p. 079 Investigation 5 Day 3 Choice Time  p. 080 Investigation 5 Day 4 Large Group  p. 081 Investigation 5 Day 4 Choice Time  p. 081 Investigation 5 Day 4 Large-Group Roundup  p. 081 Investigation 5 Day 4 Small Group  p. 082 Investigation 5 Day 5 Choice Time  p. 082 Investigation 5 Day 5 Large Group  p. 083 Investigation 5 Day 5 Large-Group Roundup  p. 083 Investigation 5 Day 5 Mighty Minutes  p. 087 Investigation 6 Day 1 Choice Time  p. 087 Investigation 6 Day 1 Large-Group Roundup  p. 087 Investigation 6 Day 1 Small Group  p. 088 Investigation 6 Day 2 Choice Time  p. 089 Investigation 6 Day 2 Small Group  p. 090 Investigation 6 Day 3 Choice Time  p. 090 Investigation 6 Day 3 Large Group  p. 091 Investigation 6 Day 3 Large-Group Roundup  p. 093 Investigation 6 Day 4 Small Group  p. 107 Celebrating Learning Day 1 Read-Aloud  p. 107 Celebrating Learning Day 1 Small Group  p. 108 Celebrating Learning Day 2 Choice Time  p. 109 Celebrating Learning Day 2 Large-Group Roundup  p. 109 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	16.2.PK.C.2.	<p>Pose questions related to topic being discussed.</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>
DESCRIPTOR	16.2.PK.C.3.	<p>Respond to questions posed by adults and peers.</p> <p><u>Trees Study</u>  p. 014 Exploring the Topic Day 1 Large Group  p. 015 Exploring the Topic Day 1 Small Group  p. 016 Exploring the Topic Day 2 Choice Time  p. 016 Exploring the Topic Day 2 Large Group  p. 017 Exploring the Topic Day 2 Small Group  p. 018 Exploring the Topic Day 3 Choice Time  p. 018 Exploring the Topic Day 3 Large Group  p. 019 Exploring the Topic Day 3 Read-Aloud  p. 020 Exploring the Topic Day 4 Large Group  p. 021 Exploring the Topic Day 4 Small Group  p. 022 Exploring the Topic Day 5 Large Group  p. 023 Exploring the Topic Day 5 Choice Time  p. 023 Exploring the Topic Day 5 Small Group  p. 028 Investigation 1 Day 1 Large Group  p. 034 Investigation 1 Day 4 Large Group  p. 035 Investigation 1 Day 4 Choice Time  p. 036 Investigation 1 Day 5 Choice Time  p. 036 Investigation 1 Day 5 Large Group  p. 037 Investigation 1 Day 5 Large-Group Roundup  p. 037 Investigation 1 Day 5 Small Group  p. 040 Investigation 2 Day 1 Large Group</p>

		<p>p. 042 Investigation 2 Day 2 Large Group  p. 044 Investigation 2 Day 3 Large Group  p. 046 Investigation 2 Day 4 Large Group  p. 047 Investigation 2 Day 4 Small Group  p. 048 Investigation 2 Day 5 Large Group  p. 049 Investigation 2 Day 5 Choice Time  p. 049 Investigation 2 Day 5 Small Group  p. 052 Investigation 3 Day 1 Large Group  p. 054 Investigation 3 Day 2 Choice Time  p. 054 Investigation 3 Day 2 Large Group  p. 056 Investigation 3 Day 3 Choice Time  p. 056 Investigation 3 Day 3 Large Group  p. 059 Investigation 3 Day 4 Small Group  p. 060 Investigation 3 Day 5 Large Group  p. 061 Investigation 3 Day 5 Small Group  p. 064 Investigation 4 Day 1 Large Group  p. 068 Investigation 4 Day 3 Large Group  p. 069 Investigation 4 Day 3 Small Group  p. 070 Investigation 4 Day 4 Large Group  p. 074 Investigation 5 Day 1 Large Group  p. 076 Investigation 5 Day 2 Large Group  p. 077 Investigation 5 Day 2 Large-Group Roundup  p. 078 Investigation 5 Day 3 Large Group  p. 079 Investigation 5 Day 3 Choice Time  p. 079 Investigation 5 Day 3 Small Group  p. 081 Investigation 5 Day 4 Choice Time  p. 082 Investigation 5 Day 5 Choice Time  p. 082 Investigation 5 Day 5 Large Group  p. 083 Investigation 5 Day 5 Read-Aloud  p. 086 Investigation 6 Day 1 Large Group  p. 087 Investigation 6 Day 1 Choice Time  p. 087 Investigation 6 Day 1 Small Group  p. 090 Investigation 6 Day 3 Choice Time  p. 090 Investigation 6 Day 3 Large Group  p. 092 Investigation 6 Day 4 Large Group  p. 106 Celebrating Learning Day 1 Large Group  p. 108 Celebrating Learning Day 2 Large Group  p. 109 Celebrating Learning Day 2 Small Group</p>
DESCRIPTOR	16.2.PK.C.5.	Engage in turn taking.  <u>Trees Study</u> p. 034 Investigation 1 Day 4 Large Group p. 045 Investigation 2 Day 3 Small Group p. 053 Investigation 3 Day 1 Small Group p. 061 Investigation 3 Day 5 Small Group p. 077 Investigation 5 Day 2 Large-Group Roundup p. 081 Investigation 5 Day 4 Small Group p. 093 Investigation 6 Day 4 Small Group
STANDARD AREA / STATEMENT	16.2.PK.	Establishing and Maintaining Relationships
STANDARD		Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children's ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?
DESCRIPTOR / STANDARD	16.2.PK.D.	Managing Interpersonal Conflicts: Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict (See also 5.2.PK.B).
DESCRIPTOR	16.2.PK.D.3.	Solve simple conflicts with peers with independence (share, take turns, apologize, try something else, ask for help).

		<u>Trees Study</u> p. 034 Investigation 1 Day 4 Large Group p. 045 Investigation 2 Day 3 Small Group p. 053 Investigation 3 Day 1 Small Group p. 061 Investigation 3 Day 5 Small Group p. 077 Investigation 5 Day 2 Large-Group Roundup p. 081 Investigation 5 Day 4 Small Group p. 093 Investigation 6 Day 4 Small Group
STANDARD AREA / STATEMENT	16.2.PK.	Establishing and Maintaining Relationships
STANDARD		Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children's ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?
DESCRIPTOR / STANDARD	16.2.PK.E.	Support: Asking for Help: Ask for and accept offers of help when needed or appropriate.
DESCRIPTOR	16.2.PK.E.5.	Respond appropriately to offers of help (e.g. "That's okay, I can do it" or "yes, thank you").  <u>Trees Study</u> p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Small Group p. 055 Investigation 3 Day 2 Small Group p. 059 Investigation 3 Day 4 Mighty Minutes p. 077 Investigation 5 Day 2 Large-Group Roundup p. 089 Investigation 6 Day 2 Mighty Minutes
STANDARD AREA / STATEMENT	16.3.PK.	Decision Making and Responsible Behavior
STANDARD		Big Idea: Actions and behaviors either positively or negatively affect how I learn, and how I get along with others. Essential Question: How do I use healthy strategies to manage my behavior?
DESCRIPTOR / STANDARD	16.3.PK.A.	Decision Making Skills: Interpret the consequences of choices.
DESCRIPTOR	16.3.PK.A.2.	Tell a peer when a rule is broken.  <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group
DESCRIPTOR	16.3.PK.A.5.	Discuss the reasons for having rules.  <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group
STANDARD AREA / STATEMENT	16.3.PK.	Decision Making and Responsible Behavior
STANDARD		Big Idea: Actions and behaviors either positively or negatively affect how I learn, and how I get along with others. Essential Question: How do I use healthy strategies to manage my behavior?
DESCRIPTOR / STANDARD	16.3.PK.B.	Understanding Social Norms: Recognize there are socially acceptable ways to behave in different places.
DESCRIPTOR	16.3.PK.B.3.	Cooperate in both large and small group activities that are facilitated by adult.  <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. 018 Exploring the Topic Day 3 Choice Time  
 p. 018 Exploring the Topic Day 3 Large Group  
 p. 019 Exploring the Topic Day 3 Large-Group Roundup  
 p. 019 Exploring the Topic Day 3 Small Group  
 p. 020 Exploring the Topic Day 4 Large Group  
 p. 021 Exploring the Topic Day 4 Choice Time  
 p. 021 Exploring the Topic Day 4 Large-Group Roundup  
 p. 021 Exploring the Topic Day 4 Small Group  
 p. 022 Exploring the Topic Day 5 Large Group  
 p. 023 Exploring the Topic Day 5 Large-Group Roundup  
 p. 023 Exploring the Topic Day 5 Choice Time  
 p. 023 Exploring the Topic Day 5 Read-Aloud  
 p. 023 Exploring the Topic Day 5 Small Group  
 p. 028 Investigation 1 Day 1 Large Group  
 p. 029 Investigation 1 Day 1 Choice Time  
 p. 029 Investigation 1 Day 1 Large-Group Roundup  
 p. 029 Investigation 1 Day 1 Small Group  
 p. 030 Investigation 1 Day 2 Large Group  
 p. 031 Investigation 1 Day 2 Choice Time  
 p. 031 Investigation 1 Day 2 Large-Group Roundup  
 p. 031 Investigation 1 Day 2 Mighty Minutes  
 p. 031 Investigation 1 Day 2 Read-Aloud  
 p. 031 Investigation 1 Day 2 Small Group  
 p. 032 Investigation 1 Day 3 Large Group  
 p. 033 Investigation 1 Day 3 Choice Time  
 p. 033 Investigation 1 Day 3 Large-Group Roundup  
 p. 033 Investigation 1 Day 3 Read-Aloud  
 p. 033 Investigation 1 Day 3 Small Group  
 p. 034 Investigation 1 Day 4 Large Group  
 p. 035 Investigation 1 Day 4 Choice Time  
 p. 035 Investigation 1 Day 4 Large-Group Roundup  
 p. 035 Investigation 1 Day 4 Read-Aloud  
 p. 035 Investigation 1 Day 4 Small Group  
 p. 036 Investigation 1 Day 5 Choice Time  
 p. 036 Investigation 1 Day 5 Large Group  
 p. 037 Investigation 1 Day 5 Large-Group Roundup  
 p. 037 Investigation 1 Day 5 Mighty Minutes  
 p. 037 Investigation 1 Day 5 Small Group  
 p. 040 Investigation 2 Day 1 Choice Time  
 p. 040 Investigation 2 Day 1 Large Group  
 p. 041 Investigation 2 Day 1 Large-Group Roundup  
 p. 041 Investigation 2 Day 1 Read-Aloud  
 p. 041 Investigation 2 Day 1 Small Group  
 p. 042 Investigation 2 Day 2 Large Group  
 p. 043 Investigation 2 Day 2 Choice Time  
 p. 043 Investigation 2 Day 2 Large-Group Roundup  
 p. 043 Investigation 2 Day 2 Small Group  
 p. 044 Investigation 2 Day 3 Large Group  
 p. 045 Investigation 2 Day 3 Choice Time  
 p. 045 Investigation 2 Day 3 Large-Group Roundup  
 p. 045 Investigation 2 Day 3 Read-Aloud  
 p. 045 Investigation 2 Day 3 Small Group  
 p. 046 Investigation 2 Day 4 Choice Time  
 p. 046 Investigation 2 Day 4 Large Group  
 p. 047 Investigation 2 Day 4 Large-Group Roundup  
 p. 047 Investigation 2 Day 4 Small Group  
 p. 048 Investigation 2 Day 5 Large Group  
 p. 049 Investigation 2 Day 5 Choice Time  
 p. 049 Investigation 2 Day 5 Large-Group Roundup  
 p. 049 Investigation 2 Day 5 Read-Aloud  
 p. 049 Investigation 2 Day 5 Small Group  
 p. 051 Investigation 3 Outdoor Experiences



		<p>p. 052 Investigation 3 Day 1 Choice Time</p> <p>p. 052 Investigation 3 Day 1 Large Group</p> <p>p. 053 Investigation 3 Day 1 Large-Group Roundup</p> <p>p. 053 Investigation 3 Day 1 Read-Aloud</p> <p>p. 053 Investigation 3 Day 1 Small Group</p> <p>p. 054 Investigation 3 Day 2 Choice Time</p> <p>p. 054 Investigation 3 Day 2 Large Group</p> <p>p. 055 Investigation 3 Day 2 Large-Group Roundup</p> <p>p. 055 Investigation 3 Day 2 Small Group</p> <p>p. 056 Investigation 3 Day 3 Choice Time</p> <p>p. 056 Investigation 3 Day 3 Large Group</p> <p>p. 057 Investigation 3 Day 3 Large-Group Roundup</p> <p>p. 057 Investigation 3 Day 3 Read-Aloud</p> <p>p. 057 Investigation 3 Day 3 Small Group</p> <p>p. 058 Investigation 3 Day 4 Large Group</p> <p>p. 059 Investigation 3 Day 4 Choice Time</p> <p>p. 059 Investigation 3 Day 4 Large-Group Roundup</p> <p>p. 059 Investigation 3 Day 4 Small Group</p> <p>p. 060 Investigation 3 Day 5 Choice Time</p> <p>p. 060 Investigation 3 Day 5 Large Group</p> <p>p. 061 Investigation 3 Day 5 Large-Group Roundup</p> <p>p. 061 Investigation 3 Day 5 Small Group</p> <p>p. 064 Investigation 4 Day 1 Large Group</p> <p>p. 065 Investigation 4 Day 1 Choice Time</p> <p>p. 065 Investigation 4 Day 1 Large-Group Roundup</p> <p>p. 065 Investigation 4 Day 1 Small Group</p> <p>p. 066 Investigation 4 Day 2 Choice Time</p> <p>p. 066 Investigation 4 Day 2 Large Group</p> <p>p. 067 Investigation 4 Day 2 Large-Group Roundup</p> <p>p. 067 Investigation 4 Day 2 Small Group</p> <p>p. 068 Investigation 4 Day 3 Large Group</p> <p>p. 069 Investigation 4 Day 3 Choice Time</p> <p>p. 069 Investigation 4 Day 3 Large-Group Roundup</p> <p>p. 069 Investigation 4 Day 3 Small Group</p> <p>p. 070 Investigation 4 Day 4 Choice Time</p> <p>p. 070 Investigation 4 Day 4 Large Group</p> <p>p. 070 Investigation 4 Day 4 Large-Group Roundup</p> <p>p. 070 Investigation 4 Day 4 Small Group</p> <p>p. 074 Investigation 5 Day 1 Large Group</p> <p>p. 075 Investigation 5 Day 1 Choice Time</p> <p>p. 075 Investigation 5 Day 1 Large-Group Roundup</p> <p>p. 075 Investigation 5 Day 1 Read-Aloud</p> <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>
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DESCRIPTOR	16.3.PK.B.4.	<p>Apply classroom rules to new situations.</p> <p><u>Trees Study</u>  p. 014 Exploring the Topic Day 1 Large Group</p>
DESCRIPTOR	16.3.PK.B.6.	<p>Follow rules and routines in classroom and other settings with reminders.</p> <p><u>Trees Study</u>  p. 014 Exploring the Topic Day 1 Large Group</p>

**Book Discussion Cards**

**Secondary Criteria:** *Pennsylvania Learning Standards for Early Childhood: Pre-Kindergarten*

**Subject:** Early Childhood Education

**Grade:** Pre-Kindergarten

<b>SUBJECT / STANDARD AREA</b>	PA.AL.	Approaches to Learning Through Play (Pre-kindergarten)
<b>STANDARD AREA / STATEMENT</b>	AL.2.PK.	Organizing and Understanding Information
<b>STANDARD</b>		Big Idea: Strategies for filtering and organizing information are important to the learning process. Essential Questions: How do I decide what information/task to attend to? What strategies do I use to organize information?
<b>DESCRIPTOR / STANDARD</b>	AL.2.PK.A.	Engagement and Attention: Work toward completing a task, even if challenging, and despite interruptions.
<b>DESCRIPTOR</b>	AL.2.PK.A.1.	State when they are being distracted.  <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!
<b>DESCRIPTOR</b>	AL.2.PK.A.2.	State when they are frustrated by a challenge.  <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!
<b>STANDARD AREA / STATEMENT</b>	AL.4.PK.	Learning Through Experience

STANDARD		Big Idea: Experiences provide the context in which learning is constructed. Essential Questions: In what ways does an experience in one setting influence my learning and experiences in another setting? How do I learn from my mistakes and/or from challenging situations?
DESCRIPTOR / STANDARD	AL.4.PK.A.	Making Connections: Relate knowledge learned from one experience to a similar experience in a new setting.
DESCRIPTOR	AL.4.PK.A.2.	Understand that appropriate activities and events may differ from home to school.  <u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC09: The Adventures of Gary & Harry BDC14: The Grouchy Ladybug BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Pre-kindergarten)
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.2.PK.J.	Vocabulary Acquisition and Use: Use new vocabulary and phrases acquired in conversations and being read to.
DESCRIPTOR	1.2.PK.J.2.	Use new vocabulary in the context of dramatic play, daily routines and classroom conversations.  <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!
STANDARD AREA /	1.3.PK.	Reading Literature

STATEMENT		
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.3.PK.A.	Key Ideas and Details Theme: With prompting and support, retell a familiar story in a sequence with picture support.
DESCRIPTOR	1.3.PK.A.1.	Retell a story in sequential order using various materials.  <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!
STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.3.PK.B.	Key Ideas and Details Text Analysis: Answer questions about a particular story (who, what, how, when, and where).
DESCRIPTOR	1.3.PK.B.1.	Use specific details from the story to answer questions.  <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

		<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>
<b>STANDARD AREA / STATEMENT</b>	1.3.PK.	Reading Literature
<b>STANDARD</b>		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	1.3.PK.C.	Key Ideas and Details Literary Elements: With prompting and support, answer questions to identify characters, settings, and major events in a story.
<b>DESCRIPTOR</b>	1.3.PK.C.2.	<p>Demonstrate understanding that “characters” are people or animals who have a role in the 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 &amp; 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>
<b>DESCRIPTOR</b>	1.3.PK.C.3.	<p>Respond to questions and prompts about characters, settings and events during a read aloud.</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 &amp; Harry  BDC10: Peter's Chair  BDC11: Radio Man</p>

		<p>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>
<b>STANDARD AREA / STATEMENT</b>	<b>1.3.PK.</b>	<b>Reading Literature</b>
<b>STANDARD</b>		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>1.3.PK.D.</b>	<b>Craft and Structure Point of View: With prompting and support, name the author and illustrator of a story.</b>
<b>DESCRIPTOR</b>	<b>1.3.PK.D.1.</b>	<p>Understand that an author writes the 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 &amp; 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>
<b>DESCRIPTOR</b>	<b>1.3.PK.D.2.</b>	<p>Understand that the illustrator draws the pictures.</p> <p><u>Book Discussion Card</u>  BDC01: Caps for Sale  BDC02: The Mitten  BDC03: The Girl Who Wore Too Much  BDC04: Little Red Riding Hood  BDC05: The Little Red Hen  BDC06: Three Billy Goats Gruff  BDC07: Just Like Josh Gibson  BDC08: The Paper Bag Princess  BDC09: The Adventures of Gary &amp; 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>
<b>STANDARD AREA / STATEMENT</b>	1.3.PK.	Reading Literature
<b>STANDARD</b>		<p><b>Big Idea:</b> Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. <b>Essential Questions:</b> What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	1.3.PK.E.	Craft and Structure Text Structure: With prompting and support, recognize common types of text.
<b>DESCRIPTOR</b>	1.3.PK.E.2.	<p>Understand that a storybook has characters, setting, and actions associated with words and, most often, illustrations.</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 &amp; 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>
<b>DESCRIPTOR</b>	1.3.PK.E.4.	<p>Tell if a text is storybook or poem.</p> <p><u>Book Discussion Card</u>  BDC01: Caps for Sale  BDC02: The Mitten  BDC04: Little Red Riding Hood  BDC05: The Little Red Hen  BDC06: Three Billy Goats Gruff  BDC07: Just Like Josh Gibson  BDC08: The Paper Bag Princess  BDC09: The Adventures of Gary &amp; Harry  BDC10: Peter's Chair  BDC11: Radio Man  BDC12: Abiyoyo  BDC13: The Gingerbread Man</p>



		<p>BDC14: The Grouchy Ladybug  BDC15: Henny Penny  BDC16: A Grand Old Tree  BDC17: Charlie Anderson  BDC18: A Chair for My Mother  BDC19: Los Tres Pequeños Jabalies (The Three Little Javelinas)  BDC20: Wemberly Worried  BDC21: Too Many Tamales  BDC22: The True Story of the 3 Little Pigs!</p>
<b>STANDARD AREA / STATEMENT</b>	1.3.PK.	Reading Literature
<b>STANDARD</b>		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	1.3.PK.F.	Craft and Structure Vocabulary: Answer questions about unfamiliar words read aloud from a story.
<b>DESCRIPTOR</b>	1.3.PK.F.1.	<p>Participate in discussions about unfamiliar 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 &amp; 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>
<b>DESCRIPTOR</b>	1.3.PK.F.2.	<p>Connect prior understandings to unfamiliar 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 &amp; Harry  BDC10: Peter's Chair  BDC11: Radio Man  BDC12: Abiyoyo  BDC13: The Gingerbread Man  BDC14: The Grouchy Ladybug</p>

		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!
<b>STANDARD AREA / STATEMENT</b>	1.3.PK.	Reading Literature
<b>STANDARD</b>		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
<b>DESCRIPTOR / STANDARD</b>	1.3.PK.G.	Integration of Knowledge and Ideas Sources: Describe pictures in books using detail.
<b>DESCRIPTOR</b>	1.3.PK.G.1.	Attach action and descriptive words to illustrations (e.g. "That man in the yellow hat is running fast").  <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!
<b>STANDARD AREA / STATEMENT</b>	1.3.PK.	Reading Literature
<b>STANDARD</b>		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
<b>DESCRIPTOR / STANDARD</b>	1.3.PK.H.	Integration of Knowledge and Ideas Text Analysis: Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.
<b>DESCRIPTOR</b>	1.3.PK.H.1.	Understand that characters within the same story or characters from different stories can be compared and contrasted.  <u>Book Discussion Card</u>

		<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 &amp; 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>
STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature
STANDARD		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
DESCRIPTOR / STANDARD	1.3.PK.I.	Vocabulary Acquisition & Use Strategies: With prompting and support, clarify unknown words or phrases read aloud.
DESCRIPTOR	1.3.PK.I.3.	<p>Talk about connections between familiar and unfamiliar words or phrases that mean similar things (e.g. grass, lawn).</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 &amp; 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>
STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature
STANDARD		Big Idea: Effective readers use appropriate strategies to construct

		meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.3.PK.J.	Vocabulary Acquisition and Use: Use new vocabulary and phrases acquired in conversations and being read to.
DESCRIPTOR	1.3.PK.J.1.	<p>Talk about pictures using new vocabulary words or phrases.</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 &amp; 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>
DESCRIPTOR	1.3.PK.J.2.	<p>Use new vocabulary in the context of dramatic play, daily routines and classroom conversations.</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 &amp; 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>
DESCRIPTOR	1.3.PK.J.3.	<p>Begin to use new vocabulary when asking questions or describing situations or objects.</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 &amp; 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>
STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature
STANDARD		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
DESCRIPTOR / STANDARD	1.3.PK.K.	Range of Reading: With prompting and support, actively engage in group reading activities with purpose and understanding.
DESCRIPTOR	1.3.PK.K.1.	<p>Ask and answer questions about story or poem being read aloud.</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 &amp; 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>
DESCRIPTOR	1.3.PK.K.3.	<p>Respond to and build on comments from other children.</p> <p><u>Book Discussion Card</u>  BDC01: Caps for Sale</p>

		<p>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 &amp; 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>
DESCRIPTOR	1.3.PK.K.4.	<p>Use ideas gained in group reading activities in other daily routines, learning centers, and activities.</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 &amp; 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>
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		<p>Big Idea: Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?</p>
DESCRIPTOR / STANDARD	1.4.PK.N.	Narrative Focus: Establish "who" and "what" the narrative will be about.
DESCRIPTOR	1.4.PK.N.2.	<p>Understand that "who" a story will be about refers to the person, animal, or animated object that the story will be about.</p> <p><u>Book Discussion Card</u>  BDC01: Caps for Sale</p>

		<p>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 &amp; 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>
DESCRIPTOR	1.4.PK.N.3.	<p>Understand that “what” a story will be about refers to the sequenced events that happen to the referenced “who”.</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 &amp; 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>
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.O.	Narrative Content: With prompting and support, describe experiences and events.
DESCRIPTOR	1.4.PK.O.1.	<p>When prompted, provide details (e.g. descriptive words, feelings and thoughts of the character) to further develop a story.</p> <p><u>Book Discussion Card</u>  BDC01: Caps for Sale  BDC02: The Mitten</p>

		<p>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 &amp; 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>
<b>STANDARD AREA / STATEMENT</b>	<b>1.4.PK.</b>	<b>Writing</b>
<b>STANDARD</b>		<p>Big Idea: Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>1.4.PK.P.</b>	<b>Narrative Organization: Recount a single event and tell about the events in the order in which they occurred.</b>
<b>DESCRIPTOR</b>	<b>1.4.PK.P.2.</b>	<p>Understand that a single event is made up of a series of smaller events that are in a sequence (before, next, end).</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 &amp; 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>
<b>DESCRIPTOR</b>	<b>1.4.PK.P.3.</b>	<p>Respond with a logical sequence of events when asked "what" their story is about.</p> <p><u>Book Discussion Card</u>  BDC01: Caps for Sale  BDC02: The Mitten  BDC03: The Girl Who Wore Too Much</p>



		<p>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 &amp; 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>
<b>STANDARD AREA / STATEMENT</b>	<b>1.5.PK.</b>	<b>Speaking and Listening</b>
<b>STANDARD</b>		<p>Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>1.5.PK.A.</b>	<b>Comprehension and Collaboration Collaborative Discussion: Participate in collaborative conversations with peers and adults in small and larger groups.</b>
<b>DESCRIPTOR</b>	<b>1.5.PK.A.1.</b>	<p>Communicate using detail related to topic being 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 &amp; 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>
<b>DESCRIPTOR</b>	<b>1.5.PK.A.2.</b>	<p>Pose questions related to topic being 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</p>

		<p>BDC06: Three Billy Goats Gruff  BDC07: Just Like Josh Gibson  BDC08: The Paper Bag Princess  BDC09: The Adventures of Gary &amp; 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>
DESCRIPTOR	1.5.PK.A.3.	<p>Allow wait time before responding.</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 &amp; 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>
STANDARD AREA / STATEMENT	1.5.PK.	Speaking and Listening
STANDARD		Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?
DESCRIPTOR / STANDARD	1.5.PK.B.	Comprehension and Collaboration Critical Listening: Answer questions about key details in a text read aloud or information presented orally or through other media.
DESCRIPTOR	1.5.PK.B.1.	<p>Respond to a question with an answer or details related to the topic being 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</p>

		<p>BDC07: Just Like Josh Gibson  BDC08: The Paper Bag Princess  BDC09: The Adventures of Gary &amp; 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>
<b>STANDARD AREA / STATEMENT</b>	1.5.PK.	Speaking and Listening
<b>STANDARD</b>		Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?
<b>DESCRIPTOR / STANDARD</b>	1.5.PK.D.	Presentation of Knowledge and Ideas Purpose, Audience, and: Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.
<b>DESCRIPTOR</b>	1.5.PK.D.1.	<p>Talk about stories, experiences, and interests using some detail.</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 &amp; 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>
<b>STANDARD AREA / STATEMENT</b>	1.5.PK.	Speaking and Listening
<b>STANDARD</b>		Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?
<b>DESCRIPTOR / STANDARD</b>	1.5.PK.E.	Presentation of Knowledge and Ideas Context: Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.

DESCRIPTOR	1.5.PK.E.1.	Talk about personal thoughts, feelings, and ideas.  <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!
SUBJECT / STANDARD AREA	PA.SS.	Social Studies Thinking (Pre-kindergarten)
STANDARD AREA / STATEMENT	5.1.PK.	Civics and Government: Principles and Documents of Government
STANDARD		Big Idea: Learning to be a good citizen helps one contribute to society in a meaningful way. Essential Questions: What rules and consequences are important? Can I identify some American symbols?
DESCRIPTOR / STANDARD	5.1.PK.A.	Rule of Law: State rules and their consequences.
DESCRIPTOR	5.1.PK.A.1.	Describe classroom rules.  <u>Book Discussion Card</u> BDC04: Little Red Riding Hood
DESCRIPTOR	5.1.PK.A.2.	Explain a consequence for breaking a classroom rule.  <u>Book Discussion Card</u> BDC04: Little Red Riding Hood
STANDARD AREA / STATEMENT	5.2.PK.	Civics and Government: Rights and Responsibilities of Citizenship
STANDARD		Big Idea: Learning to be a good citizen helps one contribute to society in a meaningful way. Essential Questions: What rules and consequences are important? Can I identify some American symbols?
DESCRIPTOR / STANDARD	5.2.PK.A.	Civics Rights and Responsibilities: Identify self-membership of a group such as the class or family.
DESCRIPTOR	5.2.PK.A.1.	Display awareness of role as member of a group.  <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>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>
DESCRIPTOR	5.2.PK.A.2.	<p>Participate in group decision-making.</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 &amp; 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>
DESCRIPTOR	5.2.PK.A.3.	<p>Participate in classroom and family responsibilities.</p> <p><u>Book Discussion Card</u>  BDC04: Little Red Riding Hood</p>
DESCRIPTOR	5.2.PK.A.5.	<p>Work cooperatively with other children to achieve an outcome.</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 &amp; 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)</p>

		BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
STANDARD AREA / STATEMENT	5.3.PK.	Civics and Government: How Government Works
STANDARD		Big Idea: Learning to be a good citizen helps one contribute to society in a meaningful way. Essential Questions: What rules and consequences are important? Can I identify some American symbols?
DESCRIPTOR / STANDARD	5.3.PK.F.	Conflict and the Court System: Identify appropriate behaviors for responsible classroom citizens.
DESCRIPTOR	5.3.PK.F.2.	Cooperate in both large and small group activities that are facilitated by adult.  <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!
DESCRIPTOR	5.3.PK.F.3.	Follow rules and routines in classroom.  <u>Book Discussion Card</u> BDC04: Little Red Riding Hood
SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Pre-kindergarten)
STANDARD AREA / STATEMENT	9.1.M.PK.	Production and Performance: Music and Movement
STANDARD		Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?
DESCRIPTOR / STANDARD	9.1.M.PK.A.	Elements and Principles: Know and use basic elements and principles of music and movement.
DESCRIPTOR	9.1.M.PK.A.4.	Participate in teacher-guided music and movement activities.  <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>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>
DESCRIPTOR	9.1.M.PK.A.5.	<p>Participate in group movement activities demonstrating an awareness of shared space.</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 &amp; 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>
SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Pre-kindergarten)
STANDARD AREA / STATEMENT	16.1.PK.	Self-Awareness and Self-Management
STANDARD		<p>Big Idea: Understanding of self and ability to regulate behaviors and emotions are inextricably linked to learning and success. Essential Questions: How do I develop positive feelings about myself? How do I express and manage my emotions?</p>
DESCRIPTOR / STANDARD	16.1.PK.A.	Manages Emotions and Behaviors: Distinguish between emotions and identify socially accepted ways to express them.
DESCRIPTOR	16.1.PK.A.1.	<p>Recognize and label basic feelings.</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 &amp; Harry  BDC10: Peter's Chair  BDC11: Radio Man</p>

		<p>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>
DESCRIPTOR	16.1.PK.A.2.	<p>Express feelings that are appropriate to the situation.</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 &amp; 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>
DESCRIPTOR	16.1.PK.A.3.	<p>Express feelings verbally or through play and artistic representation.</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 &amp; 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>
DESCRIPTOR	16.1.PK.A.4.	<p>Name a range of feelings (e.g. excited, scared, angry, and surprised).</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</p>



		<p>BDC07: Just Like Josh Gibson  BDC08: The Paper Bag Princess  BDC09: The Adventures of Gary &amp; 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>
<b>STANDARD AREA / STATEMENT</b>	<b>16.2.PK.</b>	<b>Establishing and Maintaining Relationships</b>
<b>STANDARD</b>		<p>Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children's ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>16.2.PK.A.</b>	<b>Relationships: Interact with peers and adults in a socially acceptable manner.</b>
<b>DESCRIPTOR</b>	<b>16.2.PK.A.1.</b>	<p>Engage in reciprocal conversation with familiar peer and adult.</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 &amp; 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>
<b>STANDARD AREA / STATEMENT</b>	<b>16.3.PK.</b>	<b>Decision Making and Responsible Behavior</b>
<b>STANDARD</b>		<p>Big Idea: Actions and behaviors either positively or negatively affect how I learn, and how I get along with others. Essential Question: How do I use healthy strategies to manage my behavior?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>16.3.PK.A.</b>	<b>Decision Making Skills: Interpret the consequences of choices.</b>
<b>DESCRIPTOR</b>	<b>16.3.PK.A.2.</b>	<p>Tell a peer when a rule is broken.</p> <p><u>Book Discussion Card</u>  BDC04: Little Red Riding Hood</p>
<b>DESCRIPTOR</b>	<b>16.3.PK.A.5.</b>	Discuss the reasons for having rules.

		<u>Book Discussion Card</u> BDC04: Little Red Riding Hood
<b>STANDARD AREA / STATEMENT</b>	16.3.PK.	Decision Making and Responsible Behavior
<b>STANDARD</b>		Big Idea: Actions and behaviors either positively or negatively affect how I learn, and how I get along with others. Essential Question: How do I use healthy strategies to manage my behavior?
<b>DESCRIPTOR / STANDARD</b>	16.3.PK.B.	Understanding Social Norms: Recognize there are socially acceptable ways to behave in different places.
<b>DESCRIPTOR</b>	16.3.PK.B.3.	Cooperate in both large and small group activities that are facilitated by adult.  <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!
<b>DESCRIPTOR</b>	16.3.PK.B.4.	Apply classroom rules to new situations.  <u>Book Discussion Card</u> BDC04: Little Red Riding Hood
<b>DESCRIPTOR</b>	16.3.PK.B.6.	Follow rules and routines in classroom and other settings with reminders.  <u>Book Discussion Card</u> BDC04: Little Red Riding Hood

### Mighty Minutes

Secondary Criteria: *Pennsylvania Learning Standards for Early Childhood: Pre-Kindergarten*

Subject: Early Childhood Education

Grade: Pre-Kindergarten

SUBJECT / STANDARD AREA	PA.AL.	Approaches to Learning Through Play (Pre-kindergarten)
STANDARD AREA / STATEMENT	AL.1.PK.	Constructing and Gathering Knowledge
STANDARD		Big Idea: Children actively construct knowledge through routines, play, practices, and language. Children use a variety of strategies to gather information based upon their own individualized approach to learning. Essential Questions: What strategies can be used to gather information? What can I learn from my every day experiences, including play?
DESCRIPTOR / STANDARD	AL.1.PK.A.	Curiosity and Initiative: Explore and ask questions to seek meaningful information about a growing range of topics, ideas and tasks.
DESCRIPTOR	AL.1.PK.A.2.	Show interest and interact with others about their work or actions.  <u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM11: What Is My Job?
DESCRIPTOR	AL.1.PK.A.4.	Ask questions to understand something (e.g. “How does that work?”).  <u>Mighty Minutes</u> MM92: Name Cheer MM98: I Have One
DESCRIPTOR	AL.1.PK.A.5.	Watch others play and ask to join in.  <u>Mighty Minutes</u> MM78: Hello Friends
STANDARD AREA / STATEMENT	AL.1.PK.	Constructing and Gathering Knowledge
STANDARD		Big Idea: Children actively construct knowledge through routines, play, practices, and language. Children use a variety of strategies to gather information based upon their own individualized approach to learning. Essential Questions: What strategies can be used to gather information? What can I learn from my every day experiences, including play?
DESCRIPTOR / STANDARD	AL.1.PK.B.	Risk Taking: Demonstrate a willingness to participate in new and challenging experiences.
DESCRIPTOR	AL.1.PK.B.1.	Actively explore new materials that are introduced into the classroom.  <u>Mighty Minutes</u> MM63: Going on a Journey
DESCRIPTOR	AL.1.PK.B.2.	Observe peers engaged in an unfamiliar or new activity before joining in.  <u>Mighty Minutes</u> MM78: Hello Friends
STANDARD AREA / STATEMENT	AL.1.PK.	Constructing and Gathering Knowledge
STANDARD		Big Idea: Children actively construct knowledge through routines, play, practices, and language. Children use a variety of strategies to gather information based upon their own individualized approach to learning. Essential Questions: What strategies can be used to gather information? What can I learn from my every day experiences, including play?

DESCRIPTOR / STANDARD	AL.1.PK.C.	Stages of Play: Engage in complex play sequences with two or more children.
DESCRIPTOR	AL.1.PK.C.1.	Use materials and objects to represent other objects.  <u>Mighty Minutes</u> MM41: The Imaginary Ball MM63: Going on a Journey MM83: Let's Make a Cake MM84: Let's Make Letters MM90: Little Miss Muffet
DESCRIPTOR	AL.1.PK.C.2.	Initiate cooperative play with peers by establishing roles and a simple play scenario (e.g. act out a doctor's office scenario, assigning a doctor and patients).  <u>Mighty Minutes</u> MM41: The Imaginary Ball MM63: Going on a Journey MM83: Let's Make a Cake MM84: Let's Make Letters MM90: Little Miss Muffet
DESCRIPTOR	AL.1.PK.C.4.	Incorporate personal experiences and themes learned into play scenarios.  <u>Mighty Minutes</u> MM41: The Imaginary Ball MM63: Going on a Journey MM83: Let's Make a Cake MM84: Let's Make Letters MM90: Little Miss Muffet
STANDARD AREA / STATEMENT	AL.2.PK.	Organizing and Understanding Information
STANDARD		Big Idea: Strategies for filtering and organizing information are important to the learning process. Essential Questions: How do I decide what information/task to attend to? What strategies do I use to organize information?
DESCRIPTOR / STANDARD	AL.2.PK.B.	Task Analysis: Independently break simple tasks into steps and complete them one at a time.
DESCRIPTOR	AL.2.PK.B.1.	Attend and follow through on two step directions.  <u>Mighty Minutes</u> MM10: Words in Motion MM13: Simon Says MM28: Counting Calisthenics
DESCRIPTOR	AL.2.PK.B.2.	Explain a routine sequence.  <u>Mighty Minutes</u> MM10: Words in Motion MM13: Simon Says MM28: Counting Calisthenics
DESCRIPTOR	AL.2.PK.B.3.	Relate the steps necessary to complete a task or activity.  <u>Mighty Minutes</u> MM10: Words in Motion MM13: Simon Says MM28: Counting Calisthenics
DESCRIPTOR	AL.2.PK.B.4.	Relate the desired outcome or end goal of a task or activity.  <u>Mighty Minutes</u> MM10: Words in Motion MM13: Simon Says MM28: Counting Calisthenics

STANDARD AREA / STATEMENT	AL.2.PK.	Organizing and Understanding Information
STANDARD		Big Idea: Strategies for filtering and organizing information are important to the learning process. Essential Questions: How do I decide what information/task to attend to? What strategies do I use to organize information?
DESCRIPTOR / STANDARD	AL.2.PK.D.	Patterning: Recognize and extend simple patterns.
DESCRIPTOR	AL.2.PK.D.1.	Identify patterns in the environment (e.g. stripes on a flag).  <u>Mighty Minutes</u> MM19: I Spy With My Little Eye
STANDARD AREA / STATEMENT	AL.3.PK.	Applying Knowledge
STANDARD		Big Idea: Prior knowledge and experiences can be used to express and create new understandings. Essential Questions: How do I use what I already know to understand new things? How do I represent new understandings?
DESCRIPTOR / STANDARD	AL.3.PK.A.	Creativity: Use music, art and/or stories to express ideas, thoughts, and feelings.
DESCRIPTOR	AL.3.PK.A.1.	Reference 9.1.M.PK.E; 9.1.D.PK.E; 9.1.V.PK.E; 1.4.PK.M; 1.5.PK.E.  <u>Mighty Minutes</u> MM34: The Wave MM64: Paper Towel Rap MM66: Musical Junk
STANDARD AREA / STATEMENT	AL.3.PK.	Applying Knowledge
STANDARD		Big Idea: Prior knowledge and experiences can be used to express and create new understandings. Essential Questions: How do I use what I already know to understand new things? How do I represent new understandings?
DESCRIPTOR / STANDARD	AL.3.PK.B.	Invention: Produce and explain the purpose for a new creation.
DESCRIPTOR	AL.3.PK.B.1.	Engage in a variety of creative activities.  <u>Mighty Minutes</u> MM64: Paper Towel Rap
DESCRIPTOR	AL.3.PK.B.2.	Describe or draw a desired product (e.g. create a blueprint for a block structure).  <u>Mighty Minutes</u> MM64: Paper Towel Rap
DESCRIPTOR	AL.3.PK.B.3.	Answer questions to explain the purpose of a creation.  <u>Mighty Minutes</u> MM64: Paper Towel Rap
DESCRIPTOR	AL.3.PK.B.4.	Show pride in a creation.  <u>Mighty Minutes</u> MM64: Paper Towel Rap
STANDARD AREA / STATEMENT	AL.3.PK.	Applying Knowledge
STANDARD		Big Idea: Prior knowledge and experiences can be used to express and create new understandings. Essential Questions: How do I use what I already know to understand new things? How do I represent new understandings?
DESCRIPTOR / STANDARD	AL.3.PK.C.	Representation: Use materials and objects to represent new concepts.
DESCRIPTOR	AL.3.PK.C.1.	Use non-conforming objects to create representations of real life objects or activities (e.g. block for a phone, stick for a spoon).

		<p><b>Mighty Minutes</b>  <b>MM41: The Imaginary Ball</b>  <b>MM63: Going on a Journey</b>  <b>MM83: Let's Make a Cake</b>  <b>MM84: Let's Make Letters</b>  <b>MM90: Little Miss Muffet</b></p>
DESCRIPTOR	AL.3.PK.C.2.	<p>Use real life objects to represent make-believe or fantasy objects (e.g. spoon for a magic wand, broom for a flying horse).</p> <p><b>Mighty Minutes</b>  <b>MM41: The Imaginary Ball</b>  <b>MM63: Going on a Journey</b>  <b>MM83: Let's Make a Cake</b>  <b>MM84: Let's Make Letters</b>  <b>MM90: Little Miss Muffet</b></p>
STANDARD AREA / STATEMENT	AL.4.PK.	Learning Through Experience
STANDARD		Big Idea: Experiences provide the context in which learning is constructed. Essential Questions: In what ways does an experience in one setting influence my learning and experiences in another setting? How do I learn from my mistakes and/or from challenging situations?
DESCRIPTOR / STANDARD	AL.4.PK.A.	Making Connections: Relate knowledge learned from one experience to a similar experience in a new setting.
DESCRIPTOR	AL.4.PK.A.1.	<p>Relate personal (e.g. home, cultural, community) experiences during play, and other school activities.</p> <p><b>Mighty Minutes</b>  <b>MM10: Words in Motion</b>  <b>MM11: What Is My Job?</b>  <b>MM12: Ticky Ricky</b>  <b>MM16: Nothing, Nothing, Something</b>  <b>MM17: Leaping Sounds</b>  <b>MM25: Freeze</b>  <b>MM30: Bounce, Bounce, Bounce</b>  <b>MM32: Walk the Line</b>  <b>MM34: The Wave</b>  <b>MM35: My Name, Too!</b>  <b>MM36: Body Patterns</b>  <b>MM37: Little Ball</b>  <b>MM38: Spatial Patterns</b>  <b>MM39: Let's Pretend</b>  <b>MM40: Clap a Friend's Name</b>  <b>MM41: The Imaginary Ball</b>  <b>MM42: Come Play With Me</b>  <b>MM43: Bouncing Big Brown Balls</b>  <b>MM45: I'm a Sturdy Oak Tree</b>  <b>MM49: A Tree My Size</b>  <b>MM51: High in the Tree</b>  <b>MM53: Three Rowdy Children</b>  <b>MM57: Find the Letter Sound</b>  <b>MM58: A-Hunting We Will Go</b>  <b>MM59: Clap the Beat</b>  <b>MM60: The Name Dance</b>  <b>MM63: Going on a Journey</b>  <b>MM65: People Patterns</b>  <b>MM67: Let's Stick Together</b>  <b>MM70: The Kids Go Marching In</b>  <b>MM72: My Body Jumps</b>  <b>MM73: Are You Ready?</b>  <b>MM74: Jack in the Box</b>  <b>MM75: Busy Bees</b>  <b>MM78: Hello Friends</b></p>

		<p>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>
<p>DESCRIPTOR</p>	<p>AL.4.PK.A.4.</p>	<p>Practice skills learned in whole group demonstration or role play during center exploration.</p> <p><u>Mighty Minutes</u>  MM10: Words in Motion  MM11: What Is My Job?  MM12: Ticky Ricky  MM16: Nothing, Nothing, Something  MM17: Leaping Sounds  MM25: Freeze  MM30: Bounce, Bounce, Bounce  MM32: Walk the Line  MM34: The Wave  MM35: My Name, Too!  MM36: Body Patterns  MM37: Little Ball  MM38: Spatial Patterns  MM39: Let's Pretend  MM40: Clap a Friend's Name  MM41: The Imaginary Ball  MM42: Come Play With Me  MM43: Bouncing Big Brown Balls  MM45: I'm a Sturdy Oak Tree  MM49: A Tree My Size  MM51: High in the Tree  MM53: Three Rowdy Children  MM57: Find the Letter Sound  MM58: A-Hunting We Will Go  MM59: Clap the Beat  MM60: The Name Dance  MM63: Going on a Journey  MM65: People Patterns  MM67: Let's Stick Together  MM70: The Kids Go Marching In  MM72: My Body Jumps  MM73: Are You Ready?  MM74: Jack in the Box  MM75: Busy Bees  MM78: Hello Friends  MM79: Here Is the Beehive  MM81: Humpty Dumpty  MM83: Let's Make a Cake  MM84: Let's Make Letters  MM86: Listening Story  MM87: One, Two, Buckle My Shoe  MM89: We Like Clapping  MM90: Little Miss Muffet  MM91: Move to the Beat  MM92: Name Cheer  MM93: Oh, Dear! What Can the Matter Be?  MM96: The Old Man</p>

		MM97: Shape Hunt MM99: Let's All Follow
STANDARD AREA / STATEMENT	AL.4.PK.	Learning Through Experience
STANDARD		Big Idea: Experiences provide the context in which learning is constructed. Essential Questions: In what ways does an experience in one setting influence my learning and experiences in another setting? How do I learn from my mistakes and/or from challenging situations?
DESCRIPTOR / STANDARD	AL.4.PK.C.	Problem Solving: Attempt problem solving activities to achieve a positive outcome.
DESCRIPTOR	AL.4.PK.C.3.	Ask questions to clarify problems.  <u>Mighty Minutes</u> MM92: Name Cheer MM98: I Have One
SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Pre-kindergarten)
STANDARD AREA / STATEMENT	1.1.PK.	Foundational Skills
STANDARD		Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?
DESCRIPTOR / STANDARD	1.1.PK.A.	Book Handling: Practice appropriate book handling skills.
DESCRIPTOR	1.1.PK.A.3.	Use pointers or finger to track print on charts, posters, environmental print or in books.  <u>Mighty Minutes</u> MM08: Clap the Missing Word MM37: Little Ball MM87: One, Two, Buckle My Shoe
DESCRIPTOR	1.1.PK.A.4.	Practice tracking from top to bottom and left to right with scaffolding.  <u>Mighty Minutes</u> MM08: Clap the Missing Word MM37: Little Ball MM87: One, Two, Buckle My Shoe
STANDARD AREA / STATEMENT	1.1.PK.	Foundational Skills
STANDARD		Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?
DESCRIPTOR / STANDARD	1.1.PK.B.	Print Concepts: Identify basic features of print.
DESCRIPTOR	1.1.PK.B.2.	Recognize and name some upper and lower case letters of the alphabet.  <u>Mighty Minutes</u> MM09: Writing in the Air MM47: Step Up
STANDARD AREA / STATEMENT	1.1.PK.	Foundational Skills
STANDARD		Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?
DESCRIPTOR / STANDARD	1.1.PK.C.	Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
DESCRIPTOR	1.1.PK.C.1.	Recognize rhyming words.



		<p><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</p>
DESCRIPTOR	1.1.PK.C.2.	<p>Recognize when two or more words begin with the same sound (alliteration).</p> <p><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</p>
DESCRIPTOR	1.1.PK.C.3.	<p>Count syllables in spoken words.</p> <p><u>Mighty Minutes</u>  MM100: La, La, La  MM17: Leaping Sounds  MM40: Clap a Friend's Name  MM55: Mr. Forgetful  MM59: Clap the Beat  MM60: The Name Dance</p>

		MM85: Listen For Your Name MM95: Sorting Syllables
DESCRIPTOR	1.1.PK.C.4.	Isolate and pronounce 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
DESCRIPTOR	1.1.PK.C.5.	Segment single-syllable spoken words into phonemes.  <u>Mighty Minutes</u> MM31: What's Inside the Box? MM50: 1, 2, 3, What Do I See?
STANDARD AREA / STATEMENT	1.1.PK.	Foundational Skills
STANDARD		Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?
DESCRIPTOR / STANDARD	1.1.PK.D.	Phonics and Word Recognition: Develop beginning phonics and word skills.
DESCRIPTOR	1.1.PK.D.1.	Associate some letters with their names and sounds.  <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
STANDARD AREA / STATEMENT	1.1.PK.	Foundational Skills

STANDARD		Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?
DESCRIPTOR / STANDARD	1.1.PK.E.	Fluency: Read emergent reader text with purpose and understanding.
DESCRIPTOR	1.1.PK.E.1.	Recite rhymes, songs, and familiar text while tracking with a finger or pointer.  <u>Mighty Minutes</u> MM03: Purple Pants MM04: Riddle Dee Dee MM08: Clap the Missing Word 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 MM37: Little Ball 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
DESCRIPTOR	1.1.PK.E.2.	Apply knowledge of letters, word and sounds to read simple sentences.  <u>Mighty Minutes</u> MM31: What's Inside the Box? MM50: 1, 2, 3, What Do I See?
DESCRIPTOR	1.1.PK.E.3.	Assemble letters to form words and words to form sentences and (pretend) to read the words or sentences back.  <u>Mighty Minutes</u> MM47: Step Up
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.2.PK.J.	Vocabulary Acquisition and Use: Use new vocabulary and phrases acquired in conversations and being read to.

DESCRIPTOR	1.2.PK.J.1.	Talk about pictures using new vocabulary words or phrases.  <u>Mighty Minutes</u> MM59: Clap the Beat MM97: Shape Hunt
DESCRIPTOR	1.2.PK.J.2.	Use new vocabulary in the context of dramatic play, daily routines and classroom conversations.  <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 MM68: I Have a Secret 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 MM82: Let's Clean Up! 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
STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze,

		evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
<b>DESCRIPTOR / STANDARD</b>	<b>1.3.PK.E.</b>	<b>Craft and Structure Text Structure: With prompting and support, recognize common types of text.</b>
<b>DESCRIPTOR</b>	<b>1.3.PK.E.2.</b>	Understand that a storybook has characters, setting, and actions associated with words and, most often, illustrations.  <u>Mighty Minutes</u> MM54: The Green Grass Grows MM88: Disappearing Rhymes
<b>DESCRIPTOR</b>	<b>1.3.PK.E.3.</b>	Understand that a poem consists of words arranged in patterns of sound (e.g. rhyming words, alliteration).  <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 MM37: Little Ball MM41: The Imaginary Ball MM42: Come Play With Me MM44: Two Plump Armadillos MM46: Strolling Through the Park MM49: A Tree My Size MM51: High in the Tree MM53: Three Rowdy Children MM56: I Had a Little Nut Tree MM58: A-Hunting We Will Go MM62: Where Can He Be? MM69: The Litter Monster 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
<b>DESCRIPTOR</b>	<b>1.3.PK.E.4.</b>	Tell if a text is storybook or poem.  <u>Mighty Minutes</u> MM37: Little Ball 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
<b>STANDARD AREA /</b>	<b>1.3.PK.</b>	<b>Reading Literature</b>

STATEMENT		
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.3.PK.G.	Integration of Knowledge and Ideas Sources: Describe pictures in books using detail.
DESCRIPTOR	1.3.PK.G.1.	Attach action and descriptive words to illustrations (e.g. "That man in the yellow hat is running fast").  <u>Mighty Minutes</u> MM54: The Green Grass Grows MM88: Disappearing Rhymes
STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.3.PK.H.	Integration of Knowledge and Ideas Text Analysis: Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.
DESCRIPTOR	1.3.PK.H.2.	Participate in strategies that provide opportunities to compare and contrast the experiences of characters (e.g. Venn diagrams, T-charts, dramatic play).  <u>Mighty Minutes</u> MM10: Words in Motion MM11: What Is My Job? MM12: Ticky Ricky MM16: Nothing, Nothing, Something MM17: Leaping Sounds MM25: Freeze MM30: Bounce, Bounce, Bounce MM32: Walk the Line MM34: The Wave MM35: My Name, Too! MM36: Body Patterns MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM41: The Imaginary Ball MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM51: High in the Tree MM53: Three Rowdy Children MM57: Find the Letter Sound MM58: A-Hunting We Will Go MM59: Clap the Beat MM60: The Name Dance MM63: Going on a Journey MM65: People Patterns

		<p>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>
STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature
STANDARD		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
DESCRIPTOR / STANDARD	1.3.PK.J.	Vocabulary Acquisition and Use: Use new vocabulary and phrases acquired in conversations and being read to.
DESCRIPTOR	1.3.PK.J.1.	<p>Talk about pictures using new vocabulary words or phrases.</p> <p><u>Mighty Minutes</u>  MM59: Clap the Beat  MM97: Shape Hunt</p>
DESCRIPTOR	1.3.PK.J.2.	<p>Use new vocabulary in the context of dramatic play, daily routines and classroom conversations.</p> <p><u>Mighty Minutes</u>  MM10: Words in Motion  MM11: What Is My Job?  MM12: Ticky Ricky  MM16: Nothing, Nothing, Something  MM17: Leaping Sounds  MM25: Freeze  MM30: Bounce, Bounce, Bounce  MM32: Walk the Line  MM34: The Wave  MM35: My Name, Too!  MM36: Body Patterns  MM37: Little Ball  MM38: Spatial Patterns  MM39: Let's Pretend  MM40: Clap a Friend's Name  MM41: The Imaginary Ball  MM42: Come Play With Me  MM43: Bouncing Big Brown Balls  MM45: I'm a Sturdy Oak Tree  MM49: A Tree My Size  MM51: High in the Tree  MM53: Three Rowdy Children</p>

		<p>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>
<b>STANDARD AREA / STATEMENT</b>	1.3.PK.	Reading Literature
<b>STANDARD</b>		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	1.3.PK.K.	Range of Reading: With prompting and support, actively engage in group reading activities with purpose and understanding.
<b>DESCRIPTOR</b>	1.3.PK.K.3.	<p>Respond to and build on comments from other children.</p> <p><u>Mighty Minutes</u>  MM69: The Litter Monster  MM90: Little Miss Muffet</p>
<b>DESCRIPTOR</b>	1.3.PK.K.4.	<p>Use ideas gained in group reading activities in other daily routines, learning centers, and activities.</p> <p><u>Mighty Minutes</u>  MM69: The Litter Monster  MM90: Little Miss Muffet</p>
<b>STANDARD AREA / STATEMENT</b>	1.4.PK.	Writing
<b>STANDARD</b>		<p>Big Idea: Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?</p>
<b>DESCRIPTOR / STANDARD</b>	1.4.PK.A.	Informative/ Explanatory: Draw/dictate to compose informative/explanatory texts examining a topic.
<b>DESCRIPTOR</b>	1.4.PK.A.1.	Use illustration/dictation to convey meaning about a particular topic.



		<u>Mighty Minutes</u> MM64: Paper Towel Rap
<b>STANDARD AREA / STATEMENT</b>	1.4.PK.	Writing
<b>STANDARD</b>		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
<b>DESCRIPTOR / STANDARD</b>	1.4.PK.C.	Informative / Explanatory Organization: With prompting and support, generate ideas to convey information.
<b>DESCRIPTOR</b>	1.4.PK.C.2.	Tell teacher what she/he will draw.  <u>Mighty Minutes</u> MM64: Paper Towel Rap
<b>STANDARD AREA / STATEMENT</b>	1.4.PK.	Writing
<b>STANDARD</b>		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
<b>DESCRIPTOR / STANDARD</b>	1.4.PK.M.	Narrative: Dictate narratives to describe real or imagined experiences or events.
<b>DESCRIPTOR</b>	1.4.PK.M.1.	Use illustration/dictation to convey meaning about an experience or event.  <u>Mighty Minutes</u> MM64: Paper Towel Rap
<b>DESCRIPTOR</b>	1.4.PK.M.2.	Create a picture about an experience or event and talk about it with the teacher.  <u>Mighty Minutes</u> MM64: Paper Towel Rap
<b>STANDARD AREA / STATEMENT</b>	1.4.PK.	Writing
<b>STANDARD</b>		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
<b>DESCRIPTOR / STANDARD</b>	1.4.PK.N.	Narrative Focus: Establish “who” and “what” the narrative will be about.
<b>DESCRIPTOR</b>	1.4.PK.N.4.	Respond when asked “who” or “what” a story is about, and follow through when drawing about or dictating the story.  <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 MM64: Paper Towel Rap MM74: Jack in the Box MM76: Describing Things MM97: Shape Hunt
<b>STANDARD AREA / STATEMENT</b>	1.4.PK.	Writing
<b>STANDARD</b>		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
<b>DESCRIPTOR / STANDARD</b>	1.4.PK.O.	Narrative Content: With prompting and support, describe experiences and events.
<b>DESCRIPTOR</b>	1.4.PK.O.1.	When prompted, provide details (e.g. descriptive words, feelings and thoughts of the character) to further develop a story.  <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
<b>DESCRIPTOR</b>	1.4.PK.O.2.	Tell teacher what she/he has drawn/written about.  <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
<b>STANDARD AREA / STATEMENT</b>	1.4.PK.	Writing
<b>STANDARD</b>		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
<b>DESCRIPTOR / STANDARD</b>	1.4.PK.T.	Production and Distribution of Writing Process: With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.
<b>DESCRIPTOR</b>	1.4.PK.T.1.	Understand that drawings and dictations can convey meaning to an audience.  <u>Mighty Minutes</u> MM64: Paper Towel Rap

STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.V.	Conducting Research: Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.
DESCRIPTOR	1.4.PK.V.1.	Ask adults for explanations or information using why, how, where and when questions (e.g. “Why do leaves turn colors?”, “Why doesn’t Jamal like pizza?”).  <u>Mighty Minutes</u> MM92: Name Cheer MM98: I Have One
STANDARD AREA / STATEMENT	1.5.PK.	Speaking and Listening
STANDARD		Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?
DESCRIPTOR / STANDARD	1.5.PK.A.	Comprehension and Collaboration Collaborative Discussion: Participate in collaborative conversations with peers and adults in small and larger groups.
DESCRIPTOR	1.5.PK.A.1.	Communicate using detail related to topic being discussed.  <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
DESCRIPTOR	1.5.PK.A.2.	Pose questions related to topic being discussed.  <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 MM92: Name Cheer MM98: I Have One
DESCRIPTOR	1.5.PK.A.3.	Allow wait time before responding.  <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
STANDARD AREA / STATEMENT	1.5.PK.	Speaking and Listening
STANDARD		Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?

DESCRIPTOR / STANDARD	1.5.PK.B.	Comprehension and Collaboration Critical Listening: Answer questions about key details in a text read aloud or information presented orally or through other media.
DESCRIPTOR	1.5.PK.B.1.	Respond to a question with an answer or details related to the topic being discussed.  <u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM03: Purple Pants MM05: Silly Willy Walking MM31: What's Inside the Box? MM45: I'm a Sturdy Oak Tree MM46: Strolling Through the Park MM54: The Green Grass Grows MM61: Riddle, Riddle, What Is That? MM68: I Have a Secret MM69: The Litter Monster MM73: Are You Ready? MM74: Jack in the Box MM82: Let's Clean Up! MM90: Little Miss Muffet MM92: Name Cheer MM98: I Have One
STANDARD AREA / STATEMENT	1.5.PK.	Speaking and Listening
STANDARD		Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?
DESCRIPTOR / STANDARD	1.5.PK.C.	Comprehension and Collaboration Evaluating: Respond to what a speaker says in order to follow directions, seek help, or gather information.
DESCRIPTOR	1.5.PK.C.1.	Follow two-step directions.  <u>Mighty Minutes</u> MM10: Words in Motion MM13: Simon Says MM28: Counting Calisthenics
DESCRIPTOR	1.5.PK.C.2.	Act upon or respond to simple statements and questions showing understanding of intent.  <u>Mighty Minutes</u> MM10: Words in Motion MM13: Simon Says MM28: Counting Calisthenics
STANDARD AREA / STATEMENT	1.5.PK.	Speaking and Listening
STANDARD		Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?
DESCRIPTOR / STANDARD	1.5.PK.D.	Presentation of Knowledge and Ideas Purpose, Audience, and: Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.
DESCRIPTOR	1.5.PK.D.1.	Talk about stories, experiences, and interests using some detail.  <u>Mighty Minutes</u> MM34: The Wave

		MM69: The Litter Monster MM90: Little Miss Muffet
DESCRIPTOR	1.5.PK.D.2.	Use appropriate volume to be heard by group, paying attention to inside and outside voices.  <u>Mighty Minutes</u> MM89: We Like Clapping MM91: Move to the Beat
DESCRIPTOR	1.5.PK.D.3.	Use appropriate pacing when speaking.  <u>Mighty Minutes</u> MM89: We Like Clapping MM91: Move to the Beat
STANDARD AREA / STATEMENT	1.5.PK.	Speaking and Listening
STANDARD		Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?
DESCRIPTOR / STANDARD	1.5.PK.E.	Presentation of Knowledge and Ideas Context: Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.
DESCRIPTOR	1.5.PK.E.1.	Talk about personal thoughts, feelings, and ideas.  <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
DESCRIPTOR	1.5.PK.E.2.	Use appropriate volume to be heard by group, paying attention to inside and outside voices.  <u>Mighty Minutes</u> MM89: We Like Clapping MM91: Move to the Beat
DESCRIPTOR	1.5.PK.E.3.	Use appropriate pacing when speaking.  <u>Mighty Minutes</u> MM89: We Like Clapping MM91: Move to the Beat
SUBJECT / STANDARD AREA	PA.M.	Mathematical Thinking and Expression (Pre-kindergarten)
STANDARD AREA / STATEMENT	2.1.PK.	Numbers and Operations
STANDARD		Big Idea: Mathematical relationships among numbers can be represented, compared, and communicated. Essential Question: How is mathematics used to quantify, compare, represent, and model numbers?
DESCRIPTOR / STANDARD	2.1.PK.A.1.	Counting and Cardinality: Know number names and the count sequence.
DESCRIPTOR	2.1.PK.A.1.3.	Match a numeral to a set of 0-10 objects.  <u>Mighty Minutes</u> MM04: Riddle Dee Dee MM80: Hickory, Dickory Dock
DESCRIPTOR	2.1.PK.A.1.4.	Represent a number of objects with a written numeral 0-10.  <u>Mighty Minutes</u>

		MM07: Hippy, Hoppity, How Many?
DESCRIPTOR	2.1.PK.A.1.6.	Counts on when a specific number is provided.  <u>Mighty Minutes</u> MM04: Riddle Dee Dee MM05: Silly Willy Walking MM07: Hippy, Hoppity, How Many? MM10: Words in Motion MM28: Counting Calisthenics MM29: Baa, Baa, Black Sheep MM37: Little Ball MM42: Come Play With Me MM79: Here Is the Beehive MM87: One, Two, Buckle My Shoe MM89: We Like Clapping MM95: Sorting Syllables MM96: The Old Man
STANDARD AREA / STATEMENT	2.1.PK.	Numbers and Operations
STANDARD		Big Idea: Mathematical relationships among numbers can be represented, compared, and communicated. Essential Question: How is mathematics used to quantify, compare, represent, and model numbers?
DESCRIPTOR / STANDARD	2.1.PK.A.2.	Counting and Cardinality: Count to tell the number of objects.
DESCRIPTOR	2.1.PK.A.2.3.	State the total number of objects counted, demonstrating understanding that the last number named tells the number of objects counted.  <u>Mighty Minutes</u> MM04: Riddle Dee Dee MM05: Silly Willy Walking MM07: Hippy, Hoppity, How Many? MM10: Words in Motion MM28: Counting Calisthenics MM29: Baa, Baa, Black Sheep MM37: Little Ball MM42: Come Play With Me MM79: Here Is the Beehive MM87: One, Two, Buckle My Shoe MM89: We Like Clapping MM95: Sorting Syllables MM96: The Old Man
STANDARD AREA / STATEMENT	2.2.PK.	Algebraic Concepts
STANDARD		Big Idea: Mathematical relationships can be represented as expressions, equations, and inequalities in mathematical situations. Essential Question: How are relationships represented mathematically?
DESCRIPTOR / STANDARD	2.2.PK.A.1.	Operations and Algebraic Thinking: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
DESCRIPTOR	2.2.PK.A.1.1.	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations.  <u>Mighty Minutes</u> MM42: Come Play With Me MM51: High in the Tree MM53: Three Rowdy Children
DESCRIPTOR	2.2.PK.A.1.2.	Explain adding and subtracting sets of objects up to and including six, using basic math vocabulary (e.g. putting together, adding to, taking away, taking apart, taking from).

		<u>Mighty Minutes</u> MM42: Come Play With Me MM51: High in the Tree MM53: Three Rowdy Children
DESCRIPTOR	2.2.PK.A.1.3.	Join sets of objects.  <u>Mighty Minutes</u> MM42: Come Play With Me
DESCRIPTOR	2.2.PK.A.1.5.	Add objects to a set and tell a number story about it.  <u>Mighty Minutes</u> MM42: Come Play With Me
STANDARD AREA / STATEMENT	2.2.PK.	Algebraic Concepts
STANDARD		Big Idea: Mathematical relationships can be represented as expressions, equations, and inequalities in mathematical situations. Essential Question: How are relationships represented mathematically?
DESCRIPTOR / STANDARD	2.2.PK.MP.	Operations and Algebraic Thinking: Use mathematical processes when representing relationships.
DESCRIPTOR	2.2.PK.MP.1.	Engage in mathematical play.  <u>Mighty Minutes</u> MM42: Come Play With Me MM51: High in the Tree MM53: Three Rowdy Children
DESCRIPTOR	2.2.PK.MP.2.	Persist in mathematical play (Reference AL.2.PK.C).  <u>Mighty Minutes</u> MM42: Come Play With Me MM51: High in the Tree MM53: Three Rowdy Children
DESCRIPTOR	2.2.PK.MP.3.	Problem solve during mathematical play (Reference AL.4.PK.C).  <u>Mighty Minutes</u> MM42: Come Play With Me MM51: High in the Tree MM53: Three Rowdy Children
DESCRIPTOR	2.2.PK.MP.4.	When prompted, communicate thinking while engaged in mathematical play.  <u>Mighty Minutes</u> MM42: Come Play With Me MM51: High in the Tree MM53: Three Rowdy Children
DESCRIPTOR	2.2.PK.MP.5.	Talk and listen to peers during mathematical play.  <u>Mighty Minutes</u> MM42: Come Play With Me MM51: High in the Tree MM53: Three Rowdy Children
STANDARD AREA / STATEMENT	2.3.PK.	Geometry
STANDARD		Big Idea: Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization. Essential Questions: How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems? How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?

DESCRIPTOR / STANDARD	2.3.PK.A.1.	Geometry: Identify and describe shapes.
DESCRIPTOR	2.3.PK.A.1.2.	Recognize and describe the attributes of geometric figures.  <u>Mighty Minutes</u> MM19: I Spy With My Little Eye
DESCRIPTOR	2.3.PK.A.1.3.	Describe the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to.  <u>Mighty Minutes</u> MM19: I Spy With My Little Eye MM38: Spatial Patterns MM62: Where Can He Be? MM86: Listening Story
DESCRIPTOR	2.3.PK.A.1.4.	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (solid).  <u>Mighty Minutes</u> MM19: I Spy With My Little Eye
STANDARD AREA / STATEMENT	2.3.PK.	Geometry
STANDARD		Big Idea: Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization. Essential Questions: How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems? How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?
DESCRIPTOR / STANDARD	2.3.PK.A.2.	Geometry: Analyze, compare, create, and compose shapes.
DESCRIPTOR	2.3.PK.A.2.1.	Analyze and compare two-and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes.  <u>Mighty Minutes</u> MM22: Hot or Cold 3-D Shapes MM31: What's Inside the Box? MM33: Thumbs Up 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
DESCRIPTOR	2.3.PK.A.2.3.	Use geoboards to create shapes with rubber bands.  <u>Mighty Minutes</u> MM19: I Spy With My Little Eye
DESCRIPTOR	2.3.PK.A.2.4.	Use simple shapes to compose larger shapes.  <u>Mighty Minutes</u> MM19: I Spy With My Little Eye
STANDARD AREA / STATEMENT	2.4.PK.	Measurement, Data and Probability
STANDARD		Big Idea: Measurement attributes can be quantified and estimated using customary and non-customary units of measure. Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions. Essential Questions: Why does “what” we measure influence “how” we measure? How can data be organized and represented to provide insight into the relationship between quantities?
DESCRIPTOR / STANDARD	2.4.PK.A.1.	Measurement and Data: Describe and compare measurable attributes of length and weights of everyday objects.



DESCRIPTOR	2.4.PK.A.1.5.	Sort and order by one attribute.  <u>Mighty Minutes</u> MM02: Just Like Mine
DESCRIPTOR	2.4.PK.A.1.7.	Compare two objects with a measureable attribute in common to see which object has “more of”/ “less of” the attribute and describe the difference.  <u>Mighty Minutes</u> MM02: Just Like Mine
STANDARD AREA / STATEMENT	2.4.PK.	Measurement, Data and Probability
STANDARD		Big Idea: Measurement attributes can be quantified and estimated using customary and non-customary units of measure. Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions. Essential Questions: Why does “what” we measure influence “how” we measure? How can data be organized and represented to provide insight into the relationship between quantities?
DESCRIPTOR / STANDARD	2.4.PK.A.2.	Measurement and Data: Classify objects and count the number of objects in each category.
DESCRIPTOR	2.4.PK.A.2.1.	Classify up to 10 objects using one attribute into categories.  <u>Mighty Minutes</u> MM02: Just Like Mine
DESCRIPTOR	2.4.PK.A.2.2.	Display the number of objects in each category.  <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
STANDARD AREA / STATEMENT	2.4.PK.	Measurement, Data and Probability
STANDARD		Big Idea: Measurement attributes can be quantified and estimated using customary and non-customary units of measure. Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions. Essential Questions: Why does “what” we measure influence “how” we measure? How can data be organized and represented to provide insight into the relationship between quantities?
DESCRIPTOR / STANDARD	2.4.PK.MP.	Measurement and Data: Use mathematical processes when measuring; representing, organizing, and understanding data.
DESCRIPTOR	2.4.PK.MP.1.	Engage in activities that include measuring, representing, organizing, and understanding data.  <u>Mighty Minutes</u> MM19: I Spy With My Little Eye MM49: A Tree My Size MM75: Busy Bees
DESCRIPTOR	2.4.PK.MP.2.	Persist in activities that include measuring, representing, organizing, and understanding data (Reference AL.2.PK.C).

		<u>Mighty Minutes</u> MM19: I Spy With My Little Eye MM49: A Tree My Size MM75: Busy Bees
DESCRIPTOR	2.4.PK.MP.4.	When prompted, communicate thinking while engaged in activities that include measuring, representing, organizing, and understanding data.  <u>Mighty Minutes</u> MM19: I Spy With My Little Eye MM49: A Tree My Size MM75: Busy Bees
DESCRIPTOR	2.4.PK.MP.5.	Talk and listen to peers during activities that include measuring, representing, organizing, and understanding data.  <u>Mighty Minutes</u> MM19: I Spy With My Little Eye MM49: A Tree My Size MM75: Busy Bees
SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Pre-kindergarten)
STANDARD AREA / STATEMENT	3.1.PK.A.	Biological Sciences: Living and Non-Living Organisms
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.PK.A.1.	Common Characteristics of Life: Recognize the difference between living and non-living things.
DESCRIPTOR	3.1.PK.A.1.1.	Sort objects by living and non-living.  <u>Mighty Minutes</u> MM45: I'm a Sturdy Oak Tree
DESCRIPTOR	3.1.PK.A.1.2.	Categorize common living things into plants and animals.  <u>Mighty Minutes</u> MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM94: Old MacDonald
STANDARD AREA / STATEMENT	3.1.PK.A.	Biological Sciences: Living and Non-Living Organisms
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.PK.A.2.	Energy Flow: Identify basic needs of plants (water and light) and animals (food, water and light).
DESCRIPTOR	3.1.PK.A.2.1.	Categorize common living things into plants and animals.  <u>Mighty Minutes</u> MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM94: Old MacDonald
DESCRIPTOR	3.1.PK.A.2.2.	State that living things need air, food and water to survive.  <u>Mighty Minutes</u> MM45: I'm a Sturdy Oak Tree

DESCRIPTOR	3.1.PK.A.2.3.	Observe the effect of darkness and light on growing plants.  <u>Mighty Minutes</u> MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM94: Old MacDonald
STANDARD AREA / STATEMENT	3.1.PK.A.	Biological Sciences: Living and Non-Living Organisms
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.PK.A.3.	Life Cycles: Recognize that plants and animals grow and change.
DESCRIPTOR	3.1.PK.A.3.1.	Observe and document the growth of a living thing through drawings, writing, and/or photos.  <u>Mighty Minutes</u> MM59: Clap the Beat MM64: Paper Towel Rap MM97: Shape Hunt
DESCRIPTOR	3.1.PK.A.3.3.	Care for plants and animals in the classroom.  <u>Mighty Minutes</u> MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM94: Old MacDonald
STANDARD AREA / STATEMENT	3.1.PK.A.	Biological Sciences: Living and Non-Living Organisms
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.PK.A.5.	Form and Function: Name basic parts of living things.
DESCRIPTOR	3.1.PK.A.5.1.	Tell the parts of a person, an animal or a plant.  <u>Mighty Minutes</u> MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM94: Old MacDonald
DESCRIPTOR	3.1.PK.A.5.2.	Draw a picture of a person, an animal or plant including most of the major observable features.  <u>Mighty Minutes</u> MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM64: Paper Towel Rap MM94: Old MacDonald
STANDARD AREA / STATEMENT	3.1.PK.A.	Biological Sciences: Living and Non-Living Organisms
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.PK.A.9.	Science as Inquiry: Participate in simple investigations about living and/or non-living things to answer a question or to test a prediction.
DESCRIPTOR	3.1.PK.A.9.3.	Collect objects during a nature walk.

		<u>Mighty Minutes</u> MM66: Musical Junk
DESCRIPTOR	3.1.PK.A.9.6.	Make a prediction about the result of the experiment.  <u>Mighty Minutes</u> MM66: Musical Junk
STANDARD AREA / STATEMENT	3.1.PK.B.	Biological Sciences: Genetics
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.PK.B.6.	Science as Inquiry: Participate in simple investigations of physical characteristics of living things from same species to answer a question or to test a prediction.
DESCRIPTOR	3.1.PK.B.6.6.	Make a prediction about the results of the experiment.  <u>Mighty Minutes</u> MM66: Musical Junk
STANDARD AREA / STATEMENT	3.1.PK.C.	Biological Sciences: Evolution
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.PK.C.4.	Science as Inquiry: Participate in simple investigations of changes in animals to answer a question or to test a prediction.
DESCRIPTOR	3.1.PK.C.4.5.	Describe observable patterns in objects.  <u>Mighty Minutes</u> MM19: I Spy With My Little Eye
DESCRIPTOR	3.1.PK.C.4.6.	Make a prediction about the results of the experiment.  <u>Mighty Minutes</u> MM66: Musical Junk
STANDARD AREA / STATEMENT	3.2.PK.A.	Physical Sciences: Chemistry
STANDARD		Big Idea: Physical properties help us to understand the world. Essential Questions: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?
DESCRIPTOR / STANDARD	3.2.PK.A.6.	Science as Inquiry: Participate in simple investigations of matter to answer a question or to test a prediction.
DESCRIPTOR	3.2.PK.A.6.5.	Make a prediction about the results of the experiment.  <u>Mighty Minutes</u> MM66: Musical Junk
STANDARD AREA / STATEMENT	3.2.PK.B.	Physical Sciences: Physics
STANDARD		Big Idea: Physical properties help us to understand the world. Essential Questions: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?
DESCRIPTOR / STANDARD	3.2.PK.B.5.	Nature of Waves (Sound and Light Energy: Create and describe variations of sound.
DESCRIPTOR	3.2.PK.B.5.4.	Make sounds with instruments.

		<u>Mighty Minutes</u> MM66: Musical Junk
STANDARD AREA / STATEMENT	3.2.PK.B.	Physical Sciences: Physics
STANDARD		Big Idea: Physical properties help us to understand the world. Essential Questions: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?
DESCRIPTOR / STANDARD	3.2.PK.B.6.	Unifying Themes (Energy): Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.
DESCRIPTOR	3.2.PK.B.6.3.	Identify what plants and animals need to grow.  <u>Mighty Minutes</u> MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM94: Old MacDonald
STANDARD AREA / STATEMENT	3.2.PK.B.	Physical Sciences: Physics
STANDARD		Big Idea: Physical properties help us to understand the world. Essential Questions: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?
DESCRIPTOR / STANDARD	3.2.PK.B.7.	Science as Inquiry: Participate in simple investigations of energy and motion to answer a question or to test a prediction.
DESCRIPTOR	3.2.PK.B.7.3.	Experiment with objects or ideas to obtain a result.  <u>Mighty Minutes</u> MM66: Musical Junk
DESCRIPTOR	3.2.PK.B.7.4.	Make predictions about an outcome (e.g. "What might happen to a kite when the wind blows or slows down?").  <u>Mighty Minutes</u> MM66: Musical Junk
STANDARD AREA / STATEMENT	3.3.PK.A.	Earth and Space Sciences: Earth Structure, Processes and Cycles
STANDARD		Big Idea: The earth, which is part of a larger solar system, consists of structures, processes and cycles which affect its inhabitants. Essential Questions: What structures, processes, and cycles make up the earth? How do the various structures, processes and cycles affect the earth's inhabitants? How do we know the earth is part of a larger solar system?
DESCRIPTOR / STANDARD	3.3.PK.A.1.	Earth Features and the Processes that Change it: Sort different types of earth materials.
DESCRIPTOR	3.3.PK.A.1.3.	Use senses and simple tools to explore earth materials.  <u>Mighty Minutes</u> MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM48: Feely Box MM66: Musical Junk MM68: I Have a Secret MM76: Describing Things MM97: Shape Hunt
STANDARD AREA / STATEMENT	3.3.PK.A.	Earth and Space Sciences: Earth Structure, Processes and Cycles
STANDARD		Big Idea: The earth, which is part of a larger solar system, consists of structures, processes and cycles which affect its inhabitants. Essential Questions: What structures, processes, and cycles make

		up the earth? How do the various structures, processes and cycles affect the earth's inhabitants? How do we know the earth is part of a larger solar system?
DESCRIPTOR / STANDARD	3.3.PK.A.7.	Science as Inquiry: Participate in simple investigations of earth structures, processes, and cycles to answer a question or to test a prediction.
DESCRIPTOR	3.3.PK.A.7.3.	Experiment with different types of earth materials.  <u>Mighty Minutes</u> MM66: Musical Junk
DESCRIPTOR	3.3.PK.A.7.4.	Make predictions about an outcome (e.g. "What might happen if we go out in the snow without our boots?").  <u>Mighty Minutes</u> MM66: Musical Junk
STANDARD AREA / STATEMENT	4.1.PK.	Environment and Ecology: Ecology
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.1.PK.A.	The Environment: Identify living and non-living things in the immediate and surrounding environment.
DESCRIPTOR	4.1.PK.A.1.	Sort objects from the immediate environment by living and non-living.  <u>Mighty Minutes</u> MM45: I'm a Sturdy Oak Tree
STANDARD AREA / STATEMENT	4.1.PK.	Environment and Ecology: Ecology
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.1.PK.C.	Energy Flow: Identify that plants need the sun to grow.
DESCRIPTOR	4.1.PK.C.1.	Participate in experiments that show the effects on plant growth when the sun is removed as a source of energy.  <u>Mighty Minutes</u> MM66: Musical Junk
STANDARD AREA / STATEMENT	4.1.PK.	Environment and Ecology: Ecology
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.1.PK.D.	Biodiversity: Identify basic needs of living things.
DESCRIPTOR	4.1.PK.D.1.	Reference 3.1.PK.A.2.  <u>Mighty Minutes</u> MM45: I'm a Sturdy Oak Tree
STANDARD AREA / STATEMENT	4.2.PK.	Environment and Ecology: Watersheds and Wetlands
STANDARD		Big Idea: People live in an environment. People share the

		environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
<b>DESCRIPTOR / STANDARD</b>	<b>4.2.PK.B.</b>	<b>Wetlands: Identify a wetland as an ecosystem in Pennsylvania.</b>
<b>DESCRIPTOR</b>	<b>4.2.PK.B.1.</b>	Understand that an ecosystem is a community of living things and everything that surround them.  <u>Mighty Minutes</u> MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size
<b>DESCRIPTOR</b>	<b>4.2.PK.B.2.</b>	Understand that a wetland is an ecosystem in which the living things depend on a large amount of water for survival.  <u>Mighty Minutes</u> MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size
<b>DESCRIPTOR</b>	<b>4.2.PK.B.3.</b>	Participate in classroom activities about wetlands.  <u>Mighty Minutes</u> MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size
<b>STANDARD AREA / STATEMENT</b>	<b>4.2.PK.</b>	<b>Environment and Ecology: Watersheds and Wetlands</b>
<b>STANDARD</b>		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
<b>DESCRIPTOR / STANDARD</b>	<b>4.2.PK.C.</b>	<b>Aquatic Ecosystem: Describe an aquatic (water) and terrestrial (land) habitat.</b>
<b>DESCRIPTOR</b>	<b>4.2.PK.C.1.</b>	Understand that a habitat is where a living thing finds its basic needs for survival.  <u>Mighty Minutes</u> MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size
<b>DESCRIPTOR</b>	<b>4.2.PK.C.2.</b>	Describe different places animals can live.  <u>Mighty Minutes</u> MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size
<b>DESCRIPTOR</b>	<b>4.2.PK.C.3.</b>	Match animals to an aquatic (water) or terrestrial (land) habitat.  <u>Mighty Minutes</u> MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size
<b>DESCRIPTOR</b>	<b>4.2.PK.C.4.</b>	Include a description of a specific habitat in drawing, creations, or dictations.  <u>Mighty Minutes</u> MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size
<b>STANDARD AREA / STATEMENT</b>	<b>4.3.PK.</b>	<b>Environment and Ecology: Natural Resources</b>
<b>STANDARD</b>		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe

		my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.3.PK.A.	Use of Natural Resources: Identify how the environment provides for the needs of people in their daily lives.
DESCRIPTOR	4.3.PK.A.1.	Understand that the things we use can be made from things found in the environment.  <u>Mighty Minutes</u> MM56: I Had a Little Nut Tree
DESCRIPTOR	4.3.PK.A.2.	Match simple items used by people to its natural resource (e.g. milk to cow, wood for building to tree, wool to sheep).  <u>Mighty Minutes</u> MM56: I Had a Little Nut Tree
STANDARD AREA / STATEMENT	4.3.PK.	Environment and Ecology: Natural Resources
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.3.PK.B.	Availability of Natural: Identify natural resources available to people in their daily life.
DESCRIPTOR	4.3.PK.B.1.	Understand that natural resources are materials that come from the environment and are used by people.  <u>Mighty Minutes</u> MM56: I Had a Little Nut Tree
DESCRIPTOR	4.3.PK.B.2.	Discuss and use natural items collected from the immediate environment.  <u>Mighty Minutes</u> MM56: I Had a Little Nut Tree
STANDARD AREA / STATEMENT	4.4.PK.	Environment and Ecology: Agriculture and Society
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.4.PK.C.	Applying Sciences to: Recognize that plants and animals grow and change.
DESCRIPTOR	4.4.PK.C.1.	Reference 3.1.PK.A.3.  <u>Mighty Minutes</u> MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM94: Old MacDonald
STANDARD AREA / STATEMENT	4.5.PK.	Environment and Ecology: Humans and the Environment
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.5.PK.A.	Sustainability: Identify what people need to survive.



DESCRIPTOR	4.5.PK.A.1.	State that people are living things.  <u>Mighty Minutes</u> MM45: I'm a Sturdy Oak Tree
STANDARD AREA / STATEMENT	4.5.PK.	Environment and Ecology: Humans and the Environment
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.5.PK.B.	Integrated Pest Management: Identify things in the natural environment that can be harmful to people, pets and other living things.
DESCRIPTOR	4.5.PK.B.2.	Discuss plants, insects and animals that could be harmful; share personal experiences when relevant.  <u>Mighty Minutes</u> MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM94: Old MacDonald
STANDARD AREA / STATEMENT	4.5.PK.	Environment and Ecology: Humans and the Environment
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.5.PK.C.	Pollution: Identify ways people pollute the environment.
DESCRIPTOR	4.5.PK.C.1.	Identify how litter can have a negative impact on the environment.  <u>Mighty Minutes</u> MM69: The Litter Monster MM71: Recycle Song
DESCRIPTOR	4.5.PK.C.2.	Participate in experiments that show how litter can impact the environment.  <u>Mighty Minutes</u> MM69: The Litter Monster MM71: Recycle Song
DESCRIPTOR	4.5.PK.C.3.	Identify ways that litter should be handled.  <u>Mighty Minutes</u> MM69: The Litter Monster MM71: Recycle Song
STANDARD AREA / STATEMENT	4.5.PK.	Environment and Ecology: Humans and the Environment
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.5.PK.D.	Waste: Describe how everyday human activities generate waste.
DESCRIPTOR	4.5.PK.D.1.	Sort waste into those things that can be recycled and those things that cannot.  <u>Mighty Minutes</u>

		MM69: The Litter Monster MM71: Recycle Song
DESCRIPTOR	4.5.PK.D.2.	Practice recycling as part of classroom routine.  <u>Mighty Minutes</u> MM69: The Litter Monster MM71: Recycle Song
SUBJECT / STANDARD AREA	PA.SS.	Social Studies Thinking (Pre-kindergarten)
STANDARD AREA / STATEMENT	5.2.PK.	Civics and Government: Rights and Responsibilities of Citizenship
STANDARD		Big Idea: Learning to be a good citizen helps one contribute to society in a meaningful way. Essential Questions: What rules and consequences are important? Can I identify some American symbols?
DESCRIPTOR / STANDARD	5.2.PK.A.	Civics Rights and Responsibilities: Identify self-membership of a group such as the class or family.
DESCRIPTOR	5.2.PK.A.1.	Display awareness of role as member of a group.  <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
DESCRIPTOR	5.2.PK.A.2.	Participate in group decision-making.  <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
DESCRIPTOR	5.2.PK.A.5.	Work cooperatively with other children to achieve an outcome.  <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 MM78: Hello Friends MM83: Let's Make a Cake MM84: Let's Make Letters MM90: Little Miss Muffet MM92: Name Cheer MM98: I Have One
STANDARD AREA / STATEMENT	5.3.PK.	Civics and Government: How Government Works
STANDARD		Big Idea: Learning to be a good citizen helps one contribute to society in a meaningful way. Essential Questions: What rules and consequences are important? Can I identify some American symbols?
DESCRIPTOR / STANDARD	5.3.PK.C.	Government Services: Identify community workers through their uniforms and equipment.
DESCRIPTOR	5.3.PK.C.1.	Match descriptions of people's work in a community with picture illustrating the job.  <u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM11: What Is My Job?
DESCRIPTOR	5.3.PK.C.2.	Act out roles of community workers in dramatic play.  <u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM11: What Is My Job?
DESCRIPTOR	5.3.PK.C.3.	Relay personal experiences to describe the work that community workers do.  <u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM11: What Is My Job?
STANDARD AREA / STATEMENT	5.3.PK.	Civics and Government: How Government Works
STANDARD		Big Idea: Learning to be a good citizen helps one contribute to society in a meaningful way. Essential Questions: What rules and consequences are important? Can I identify some American symbols?
DESCRIPTOR / STANDARD	5.3.PK.F.	Conflict and the Court System: Identify appropriate behaviors for responsible classroom citizens.
DESCRIPTOR	5.3.PK.F.1.	Use inside voices while indoors and outside voices when outdoors.

		<u>Mighty Minutes</u> MM89: We Like Clapping MM91: Move to the Beat
DESCRIPTOR	5.3.PK.F.2.	Cooperate in both large and small group activities that are facilitated by adult.  <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
STANDARD AREA / STATEMENT	6.1.PK.	Economics: Scarcity and Choice
STANDARD		Big Idea: Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money based on different influences. Essential Questions: How can I use money? What influences the choices I make about spending what I have earned?
DESCRIPTOR / STANDARD	6.1.PK.A.	Scarcity and Choice: Emerging to...Identify how scarcity influences choice.
DESCRIPTOR	6.1.PK.A.3.	Offer to share materials when materials are scarce (e.g. one shovel in sensory table).  <u>Mighty Minutes</u> MM78: Hello Friends
STANDARD AREA / STATEMENT	6.5.PK.	Economics: Income, Profit, and Wealth
STANDARD		Big Idea: Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money based on different influences. Essential Questions: How can I use money? What influences the choices I make about spending what I have earned?
DESCRIPTOR / STANDARD	6.5.PK.A.	Factors Influencing Wages: Differentiate between work and play.
DESCRIPTOR	6.5.PK.A.1.	Respond that adults work to earn money.  <u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM11: What Is My Job?
DESCRIPTOR	6.5.PK.A.2.	Relate that work involves performing an activity that is chosen and directed by someone else, and has a specific goal.  <u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM11: What Is My Job?

STANDARD AREA / STATEMENT	6.5.PK.	Economics: Income, Profit, and Wealth
STANDARD		Big Idea: Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money based on different influences. Essential Questions: How can I use money? What influences the choices I make about spending what I have earned?
DESCRIPTOR / STANDARD	6.5.PK.C.	Types of Business: Identify local businesses.
DESCRIPTOR	6.5.PK.C.1.	Participate in role play that is related to a local business (e.g. pet store, hair salon, restaurant).  <u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM11: What Is My Job? MM41: The Imaginary Ball MM63: Going on a Journey MM83: Let's Make a Cake MM84: Let's Make Letters MM90: Little Miss Muffet
STANDARD AREA / STATEMENT	7.1.PK.	Geography: Basic Geographic Literacy
STANDARD		Big Idea: Location can be represented using a variety of tools. Essential Questions: What tools help me to understand the location of places and things? How can I represent the location of places and things?
DESCRIPTOR / STANDARD	7.1.PK.B.	Location of Places and Regions: Emerging to...Describe the location of places in the home, school, and community to gain an understanding of relative location.
DESCRIPTOR	7.1.PK.B.2.	Use directionality, size and position (e.g. left, right, first, last, little, big, top, bottom) to describe location.  <u>Mighty Minutes</u> MM41: The Imaginary Ball MM62: Where Can He Be?
DESCRIPTOR	7.1.PK.B.4.	Listen to directions and retrieve items.  <u>Mighty Minutes</u> MM10: Words in Motion MM13: Simon Says MM28: Counting Calisthenics
SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Pre-kindergarten)
STANDARD AREA / STATEMENT	9.1.M.PK.	Production and Performance: Music and Movement
STANDARD		Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?
DESCRIPTOR / STANDARD	9.1.M.PK.A.	Elements and Principles: Know and use basic elements and principles of music and movement.
DESCRIPTOR	9.1.M.PK.A.1.	Practice rhythms in different forms of music and dance.  <u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave MM66: Musical Junk MM67: Let's Stick Together
DESCRIPTOR	9.1.M.PK.A.2.	Explore rhythm instruments.  <u>Mighty Minutes</u> MM66: Musical Junk

DESCRIPTOR	9.1.M.PK.A.3.	Use rhythm instruments as intended.  <u>Mighty Minutes</u> MM66: Musical Junk
DESCRIPTOR	9.1.M.PK.A.4.	Participate in teacher-guided music and movement activities.  <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 MM66: Musical Junk 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
DESCRIPTOR	9.1.M.PK.A.5.	Participate in group movement activities demonstrating an awareness of shared space.  <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
STANDARD AREA / STATEMENT	9.1.M.PK.	Production and Performance: Music and Movement
STANDARD		Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?
DESCRIPTOR / STANDARD	9.1.M.PK.B.	Demonstration: Respond to different types of music and dance through participation and discussion.
DESCRIPTOR	9.1.M.PK.B.1.	Participate in teacher-guided music and movement activities.

		<b>Mighty Minutes</b> MM66: Musical Junk
DESCRIPTOR	9.1.M.PK.B.2.	Sing familiar songs, chants, and finger plays.  <b>Mighty Minutes</b> 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
DESCRIPTOR	9.1.M.PK.B.3.	Dance to different types of music.  <b>Mighty Minutes</b> MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
DESCRIPTOR	9.1.M.PK.B.4.	Discuss music and movement experiences.  <b>Mighty Minutes</b> MM66: Musical Junk
STANDARD AREA / STATEMENT	9.1.M.PK.	Production and Performance: Music and Movement
STANDARD		Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?
DESCRIPTOR / STANDARD	9.1.M.PK.E.	Representation: Use imagination and creativity to express self through music and dance.
DESCRIPTOR	9.1.M.PK.E.1.	Initiate music and movement activities.

		<u>Mighty Minutes</u> MM66: Musical Junk
DESCRIPTOR	9.1.M.PK.E.2.	Select music and movement area during free choice.  <u>Mighty Minutes</u> MM66: Musical Junk
DESCRIPTOR	9.1.M.PK.E.3.	Improvise songs and rhythmic patterns.  <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
DESCRIPTOR	9.1.M.PK.E.4.	Change words or tune of familiar songs to make new songs.  <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
<b>STANDARD AREA / STATEMENT</b>	<b>9.1.M.PK.</b>	<b>Production and Performance: Music and Movement</b>
<b>STANDARD</b>		<b>Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>9.1.M.PK.J.</b>	<b>Technologies: Use a variety of technologies for producing or performing works of art.</b>
<b>DESCRIPTOR</b>	<b>9.1.M.PK.J.1.</b>	Explore musical instruments.  <u>Mighty Minutes</u> MM66: Musical Junk
<b>DESCRIPTOR</b>	<b>9.1.M.PK.J.2.</b>	Use instruments to accompany music.  <u>Mighty Minutes</u> MM66: Musical Junk
<b>DESCRIPTOR</b>	<b>9.1.M.PK.J.3.</b>	Use instruments as intended.  <u>Mighty Minutes</u> MM66: Musical Junk
<b>DESCRIPTOR</b>	<b>9.1.M.PK.J.4.</b>	Use age appropriate digital media applications to create music.  <u>Mighty Minutes</u> MM66: Musical Junk
<b>DESCRIPTOR</b>	<b>9.1.M.PK.J.5.</b>	Use a variety of props to enhance movement activities (e.g. scarves, bean bags, ribbons).  <u>Mighty Minutes</u> MM90: Little Miss Muffet MM92: Name Cheer
<b>DESCRIPTOR</b>	<b>9.1.M.PK.J.6.</b>	Use recording devices (e.g. voice recorder, video recorder) to capture music and/or movement performances.  <u>Mighty Minutes</u> MM66: Musical Junk
<b>STANDARD AREA /</b>	<b>9.1.D.PK.</b>	<b>Production and Performance: Dramatic and Performance Play</b>

STATEMENT		
STANDARD		Big Idea: Dramatic and performance play is a way to act out reality and fantasy. Essential Question: How can I express my thoughts, feelings, and ideas through dramatic play?
DESCRIPTOR / STANDARD	9.1.D.PK.B.	Demonstrations: Recreate a dramatic play experience for an audience.
DESCRIPTOR	9.1.D.PK.B.1.	Create various voice inflections and facial expressions in play.  <u>Mighty Minutes</u> MM06: This Is the Way MM07: Hippity, Hoppity, How Many? MM09: Writing in the Air MM15: Say It, Show It MM20: I Can Make a Circle MM26: Echo Clapping MM83: Let's Make a Cake MM89: We Like Clapping MM91: Move to the Beat MM96: The Old Man
DESCRIPTOR	9.1.D.PK.B.2.	Change voice inflections when recreating various characters.  <u>Mighty Minutes</u> MM41: The Imaginary Ball MM63: Going on a Journey MM83: Let's Make a Cake MM84: Let's Make Letters MM89: We Like Clapping MM90: Little Miss Muffet MM91: Move to the Beat
DESCRIPTOR	9.1.D.PK.B.3.	Direct peers or follow peers' instructions about dramatic play schemes.  <u>Mighty Minutes</u> MM41: The Imaginary Ball MM63: Going on a Journey MM83: Let's Make a Cake MM84: Let's Make Letters MM90: Little Miss Muffet
DESCRIPTOR	9.1.D.PK.B.4.	Act out stories with guidance of the adult.  <u>Mighty Minutes</u> MM41: The Imaginary Ball MM63: Going on a Journey MM83: Let's Make a Cake MM84: Let's Make Letters MM90: Little Miss Muffet
STANDARD AREA / STATEMENT	9.1.D.PK.	Production and Performance: Dramatic and Performance Play
STANDARD		Big Idea: Dramatic and performance play is a way to act out reality and fantasy. Essential Question: How can I express my thoughts, feelings, and ideas through dramatic play?
DESCRIPTOR / STANDARD	9.1.D.PK.E.	Representation: Use imagination and creativity to express self through dramatic play.
DESCRIPTOR	9.1.D.PK.E.1.	Use nonconforming objects to create representations of real life objects or activities.  <u>Mighty Minutes</u> MM41: The Imaginary Ball MM63: Going on a Journey MM83: Let's Make a Cake MM84: Let's Make Letters MM90: Little Miss Muffet

DESCRIPTOR	9.1.D.PK.E.2.	<p>Represent fantasy and real-life experiences through pretend play.</p> <p><b>Mighty Minutes</b>  MM41: The Imaginary Ball  MM63: Going on a Journey  MM83: Let's Make a Cake  MM84: Let's Make Letters  MM90: Little Miss Muffet</p>
DESCRIPTOR	9.1.D.PK.E.3.	<p>Imitate roles of people, animals, or objects observed in life experiences.</p> <p><b>Mighty Minutes</b>  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>
DESCRIPTOR	9.1.D.PK.E.4.	<p>Use props and costumes during dramatic play.</p> <p><b>Mighty Minutes</b></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>
DESCRIPTOR	9.1.D.PK.E.5.	<p>Create props from available materials.</p> <p><u>Mighty Minutes</u>  MM10: Words in Motion  MM11: What Is My Job?  MM12: Ticky Ricky  MM16: Nothing, Nothing, Something  MM17: Leaping Sounds  MM25: Freeze  MM30: Bounce, Bounce, Bounce  MM32: Walk the Line  MM34: The Wave  MM35: My Name, Too!  MM36: Body Patterns  MM37: Little Ball  MM38: Spatial Patterns</p>

		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
STANDARD AREA / STATEMENT	9.1.V.PK.	Production and Performance: Visual Arts
STANDARD		Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts, feelings, and ideas through visual arts?
DESCRIPTOR / STANDARD	9.1.V.PK.A.	Elements and Principles: Know and use basic elements of visual arts.
DESCRIPTOR	9.1.V.PK.A.1.	Participate in teacher-guided visual arts activities.  <u>Mighty Minutes</u> MM64: Paper Towel Rap
DESCRIPTOR	9.1.V.PK.A.2.	Choose art center during free choice.  <u>Mighty Minutes</u> MM64: Paper Towel Rap
DESCRIPTOR	9.1.V.PK.A.4.	Create a picture using different colors, varying the intensity of strokes and combining colors.  <u>Mighty Minutes</u> MM64: Paper Towel Rap
STANDARD AREA / STATEMENT	9.1.V.PK.	Production and Performance: Visual Arts
STANDARD		Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts, feelings, and ideas through visual arts?
DESCRIPTOR / STANDARD	9.1.V.PK.B.	Demonstration: Combine a variety of materials to create a work of

		art.
DESCRIPTOR	9.1.V.PK.B.1.	Participate in teacher-guided visual arts activities.  <u>Mighty Minutes</u> MM64: Paper Towel Rap
DESCRIPTOR	9.1.V.PK.B.2.	Choose art center during free choice.  <u>Mighty Minutes</u> MM64: Paper Towel Rap
DESCRIPTOR	9.1.V.PK.B.4.	Draw to explore and extend themes in the classroom.  <u>Mighty Minutes</u> MM64: Paper Towel Rap
STANDARD AREA / STATEMENT	9.1.V.PK.	Production and Performance: Visual Arts
STANDARD		Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts, feelings, and ideas through visual arts?
DESCRIPTOR / STANDARD	9.1.V.PK.E.	Representation: Use imagination and creativity to express self through visual arts.
DESCRIPTOR	9.1.V.PK.E.1.	Participate in teacher-guided visual arts activities.  <u>Mighty Minutes</u> MM64: Paper Towel Rap
DESCRIPTOR	9.1.V.PK.E.2.	Choose art center during free choice.  <u>Mighty Minutes</u> MM64: Paper Towel Rap
DESCRIPTOR	9.1.V.PK.E.3.	Draw self-portrait.  <u>Mighty Minutes</u> MM64: Paper Towel Rap
DESCRIPTOR	9.1.V.PK.E.4.	Create a work of art to represent a real or imagined object, animal, or person.  <u>Mighty Minutes</u> MM64: Paper Towel Rap
DESCRIPTOR	9.1.V.PK.E.5.	Use a growing number of details and make more realistic representations.  <u>Mighty Minutes</u> MM64: Paper Towel Rap
STANDARD AREA / STATEMENT	9.1.V.PK.	Production and Performance: Visual Arts
STANDARD		Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts, feelings, and ideas through visual arts?
DESCRIPTOR / STANDARD	9.1.V.PK.J.	Technologies: Use a variety of technologies for producing works of art.
DESCRIPTOR	9.1.V.PK.J.2.	Participate in teacher-guided visual arts activities.  <u>Mighty Minutes</u> MM64: Paper Towel Rap
DESCRIPTOR	9.1.V.PK.J.3.	Choose art center during free choice.  <u>Mighty Minutes</u> MM64: Paper Towel Rap
STANDARD AREA / STATEMENT	9.2.PK.	Historical and Cultural Context of Works in the Arts

STANDARD		Big Idea: Every culture has its own art forms. Essential Question: Can I identify instruments and/or art forms from another culture?
DESCRIPTOR / STANDARD	9.2.PK.D.	Perspective: Explain that instruments or art forms represent cultural perspectives.
DESCRIPTOR	9.2.PK.D.1.	Explore instruments from different cultures.  <u>Mighty Minutes</u> MM66: Musical Junk
DESCRIPTOR	9.2.PK.D.2.	Participate in discussions about where various instruments and art forms originate.  <u>Mighty Minutes</u> MM59: Clap the Beat MM66: Musical Junk MM97: Shape Hunt
DESCRIPTOR	9.2.PK.D.3.	Identify cultures represented by various art forms.  <u>Mighty Minutes</u> MM59: Clap the Beat MM97: Shape Hunt
STANDARD AREA / STATEMENT	9.3.PK.	Critical Response to Works of Art
STANDARD		Big Idea: People evaluate art based upon a variety of characteristics. Essential Questions: Can I explain how I feel about a particular art form? Can I provide reasons that explain my feelings about a particular art form?
DESCRIPTOR / STANDARD	9.3.PK.F.	Identification: Recognize and name a variety of art forms.
DESCRIPTOR	9.3.PK.F.1.	Identify a photo, painting, drawing, dance, and songs.  <u>Mighty Minutes</u> MM59: Clap the Beat MM97: Shape Hunt
STANDARD AREA / STATEMENT	9.3.PK.	Critical Response to Works of Art
STANDARD		Big Idea: People evaluate art based upon a variety of characteristics. Essential Questions: Can I explain how I feel about a particular art form? Can I provide reasons that explain my feelings about a particular art form?
DESCRIPTOR / STANDARD	9.3.PK.G.	Critical: Formulate and share an opinion about others' art products.
DESCRIPTOR	9.3.PK.G.1.	Observe, applaud or comment on the works of others.  <u>Mighty Minutes</u> MM59: Clap the Beat MM97: Shape Hunt
DESCRIPTOR	9.3.PK.G.2.	Share an opinion about art work when asked, "What do you think this is about?"  <u>Mighty Minutes</u> MM59: Clap the Beat MM97: Shape Hunt
STANDARD AREA / STATEMENT	9.4.PK.	Aesthetic Response to Works in the Arts
STANDARD		Big Idea: Art work can mean different things to different people. Essential Question: How do I express my response to a work of art?
DESCRIPTOR / STANDARD	9.4.PK.B.	Emotional Response: Demonstrate an emotional response to viewing or creating various art works.
DESCRIPTOR	9.4.PK.B.1.	Respond through body language, facial expression or oral language.  <u>Mighty Minutes</u>

		MM59: Clap the Beat MM97: Shape Hunt
DESCRIPTOR	9.4.PK.B.2.	Respond through humming, swaying, tapping foot to others' work.  <u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
SUBJECT / STANDARD AREA	PA.HPD.	Health, Wellness and Physical Development (Pre-kindergarten)
STANDARD AREA / STATEMENT	10.3.PK.	Safety and Injury Prevention
STANDARD		Big Idea: Awareness of safe and unsafe practices provides a foundation for healthy decision making. Essential Question: What are things I can do to keep myself and others safe?
DESCRIPTOR / STANDARD	10.3.PK.A.	Safe and Unsafe Practices: Recognize safe and unsafe practices.
DESCRIPTOR	10.3.PK.A.4.	Explain how community helpers (e.g. firefighter, police officer) can keep us safe.  <u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM11: What Is My Job?
STANDARD AREA / STATEMENT	10.5.PK.	Concepts, Principles and Strategies of Movement: Fine Motor Development
STANDARD		Big Idea: Fine motor practice helps children develop eye-hand coordination, strength, and controlled use of tools. Essential Questions: How do I use my hands and fingers to manipulate objects? How do I develop eye-hand coordination?
DESCRIPTOR / STANDARD	10.5.PK.A.	Strength, Coordination and Muscle Control: Use hands, fingers and wrists to manipulate objects.
DESCRIPTOR	10.5.PK.A.1.	Practice manual self-help skills (e.g. zipping, snapping, buttoning).  <u>Mighty Minutes</u> MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey
DESCRIPTOR	10.5.PK.A.2.	Practice using scissors.  <u>Mighty Minutes</u> MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey
DESCRIPTOR	10.5.PK.A.3.	Use tongs or tweezers to pick up objects.  <u>Mighty Minutes</u> MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey
DESCRIPTOR	10.5.PK.A.4.	Manipulate smaller objects (e.g. pegs into a pegboard, puzzle)



		pieces, stringing beads).  <u>Mighty Minutes</u> MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey
<b>STANDARD AREA / STATEMENT</b>	<b>10.5.PK.</b>	<b>Concepts, Principles and Strategies of Movement: Fine Motor Development</b>
<b>STANDARD</b>		<b>Big Idea: Fine motor practice helps children develop eye-hand coordination, strength, and controlled use of tools. Essential Questions: How do I use my hands and fingers to manipulate objects? How do I develop eye-hand coordination?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>10.5.PK.B.</b>	<b>Eye/Hand Coordination: Coordinate eye and hand movements to perform a task.</b>
<b>DESCRIPTOR</b>	<b>10.5.PK.B.1.</b>	Act out finger plays with hands and fingers.  <u>Mighty Minutes</u> MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey
<b>DESCRIPTOR</b>	<b>10.5.PK.B.2.</b>	Use scissors to cut on a straight line.  <u>Mighty Minutes</u> MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey
<b>DESCRIPTOR</b>	<b>10.5.PK.B.3.</b>	Complete self-help skills such as zip, snap or button.  <u>Mighty Minutes</u> MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey
<b>DESCRIPTOR</b>	<b>10.5.PK.B.4.</b>	Manipulate smaller objects (e.g. pegs into a pegboard, puzzle pieces, stringing beads).  <u>Mighty Minutes</u> MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey
<b>DESCRIPTOR</b>	<b>10.5.PK.B.5.</b>	Use tools to pour (e.g. funnels, basters, and pitchers).  <u>Mighty Minutes</u>

		MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey
STANDARD AREA / STATEMENT	10.5.PK.	Concepts, Principles and Strategies of Movement: Fine Motor Development
STANDARD		Big Idea: Fine motor practice helps children develop eye-hand coordination, strength, and controlled use of tools. Essential Questions: How do I use my hands and fingers to manipulate objects? How do I develop eye-hand coordination?
DESCRIPTOR / STANDARD	10.5.PK.C.	Use of Tools: Use tools that require use of fingers, hands, and/or wrists to accomplish a task.
DESCRIPTOR	10.5.PK.C.1.	Use writing and drawing implements with functional grasp (pincer grasp).  <u>Mighty Minutes</u> MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey
DESCRIPTOR	10.5.PK.C.3.	Use tools (e.g. broom, dust pan brush, gardening tools) to complete classroom jobs.  <u>Mighty Minutes</u> MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey
DESCRIPTOR	10.5.PK.C.4.	Use utensils for eating appropriately.  <u>Mighty Minutes</u> MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey
DESCRIPTOR	10.5.PK.C.5.	Use cup or glass for drinking.  <u>Mighty Minutes</u> MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey
SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Pre-kindergarten)
STANDARD AREA / STATEMENT	16.1.PK.	Self-Awareness and Self-Management
STANDARD		Big Idea: Understanding of self and ability to regulate behaviors and

		emotions are inextricably linked to learning and success. Essential Questions: How do I develop positive feelings about myself? How do I express and manage my emotions?
DESCRIPTOR / STANDARD	16.1.PK.A.	Manages Emotions and Behaviors: Distinguish between emotions and identify socially accepted ways to express them.
DESCRIPTOR	16.1.PK.A.3.	Express feelings verbally or through play and artistic representation.  <u>Mighty Minutes</u> MM64: Paper Towel Rap
STANDARD AREA / STATEMENT	16.2.PK.	Establishing and Maintaining Relationships
STANDARD		Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children’s ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?
DESCRIPTOR / STANDARD	16.2.PK.A.	Relationships: Interact with peers and adults in a socially acceptable manner.
DESCRIPTOR	16.2.PK.A.1.	Engage in reciprocal conversation with familiar peer and adult.  <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
DESCRIPTOR	16.2.PK.A.2.	Respond to familiar adult’s questions and directions.  <u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM03: Purple Pants MM05: Silly Willy Walking MM10: Words in Motion MM13: Simon Says MM28: Counting Calisthenics MM31: What's Inside the Box? MM45: I'm a Sturdy Oak Tree MM46: Strolling Through the Park MM54: The Green Grass Grows MM61: Riddle, Riddle, What Is That? MM69: The Litter Monster MM73: Are You Ready? MM74: Jack in the Box MM92: Name Cheer MM98: I Have One
DESCRIPTOR	16.2.PK.A.4.	Seek out companionship from another child.  <u>Mighty Minutes</u> MM78: Hello Friends
DESCRIPTOR	16.2.PK.A.5.	Use words denoting friendship.  <u>Mighty Minutes</u> MM78: Hello Friends
DESCRIPTOR	16.2.PK.A.6.	Ask a child to play (e.g. “Do you want to make a block house with me?”).  <u>Mighty Minutes</u> MM78: Hello Friends
DESCRIPTOR	16.2.PK.A.7.	Play cooperatively with a few peers for a sustained period of time.

		<b>Mighty Minutes</b> MM78: Hello Friends
<b>STANDARD AREA / STATEMENT</b>	16.2.PK.	Establishing and Maintaining Relationships
<b>STANDARD</b>		Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children’s ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?
<b>DESCRIPTOR / STANDARD</b>	16.2.PK.B.	Diversity: Identify similarities and differences between self and others.
<b>DESCRIPTOR</b>	16.2.PK.B.2.	Make drawings of people, including self-portraits, depicting body parts, clothing, and other physical characteristics.  <b>Mighty Minutes</b> MM64: Paper Towel Rap
<b>STANDARD AREA / STATEMENT</b>	16.2.PK.	Establishing and Maintaining Relationships
<b>STANDARD</b>		Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children’s ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?
<b>DESCRIPTOR / STANDARD</b>	16.2.PK.C.	Communication: Engage in reciprocal communication with adults and peers.
<b>DESCRIPTOR</b>	16.2.PK.C.1.	Communicate using detail related to topic being discussed including topics of personal interest, and special events.  <b>Mighty Minutes</b> 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
<b>DESCRIPTOR</b>	16.2.PK.C.2.	Pose questions related to topic being discussed.  <b>Mighty Minutes</b> MM92: Name Cheer MM98: I Have One
<b>DESCRIPTOR</b>	16.2.PK.C.3.	Respond to questions posed by adults and peers.  <b>Mighty Minutes</b> MM01: The People in Your Neighborhood MM03: Purple Pants MM05: Silly Willy Walking MM31: What’s Inside the Box? MM45: I’m a Sturdy Oak Tree MM46: Strolling Through the Park MM54: The Green Grass Grows MM61: Riddle, Riddle, What Is That? MM69: The Litter Monster MM73: Are You Ready?

		MM74: Jack in the Box MM92: Name Cheer MM98: I Have One
<b>STANDARD AREA / STATEMENT</b>	<b>16.2.PK.</b>	<b>Establishing and Maintaining Relationships</b>
<b>STANDARD</b>		Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children’s ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?
<b>DESCRIPTOR / STANDARD</b>	<b>16.2.PK.E.</b>	<b>Support: Asking for Help: Ask for and accept offers of help when needed or appropriate.</b>
<b>DESCRIPTOR</b>	<b>16.2.PK.E.3.</b>	Recognize appropriate sources of help (e.g. familiar adult, community helpers, peers).  <u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM11: What Is My Job?
<b>DESCRIPTOR</b>	<b>16.2.PK.E.5.</b>	Respond appropriately to offers of help (e.g. “That’s okay, I can do it” or “yes, thank you”).  <u>Mighty Minutes</u> MM18: I'm Thinking Of... MM21: Hully Gully, How Many? MM66: Musical Junk MM74: Jack in the Box
<b>STANDARD AREA / STATEMENT</b>	<b>16.3.PK.</b>	<b>Decision Making and Responsible Behavior</b>
<b>STANDARD</b>		Big Idea: Actions and behaviors either positively or negatively affect how I learn, and how I get along with others. Essential Question: How do I use healthy strategies to manage my behavior?
<b>DESCRIPTOR / STANDARD</b>	<b>16.3.PK.B.</b>	<b>Understanding Social Norms: Recognize there are socially acceptable ways to behave in different places.</b>
<b>DESCRIPTOR</b>	<b>16.3.PK.B.3.</b>	Cooperate in both large and small group activities that are facilitated by adult.  <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

**Intentional Teaching Cards**

**Secondary Criteria:** *Pennsylvania Learning Standards for Early Childhood: Pre-Kindergarten*

**Subject:** Early Childhood Education

**Grade:** Pre-Kindergarten

<b>SUBJECT / STANDARD AREA</b>	PA.AL.	Approaches to Learning Through Play (Pre-kindergarten)
<b>STANDARD AREA / STATEMENT</b>	AL.1.PK.	Constructing and Gathering Knowledge
<b>STANDARD</b>		Big Idea: Children actively construct knowledge through routines, play, practices, and language. Children use a variety of strategies to gather information based upon their own individualized approach to learning. Essential Questions: What strategies can be used to gather information? What can I learn from my every day experiences, including play?
<b>DESCRIPTOR / STANDARD</b>	AL.1.PK.A.	Curiosity and Initiative: Explore and ask questions to seek meaningful information about a growing range of topics, ideas and tasks.
<b>DESCRIPTOR</b>	AL.1.PK.A.4.	Ask questions to understand something (e.g. "How does that work?").  <u>Intentional Teaching Cards</u> LL01: Shared Writing LL54: Asking Questions LL63: Investigating & Recording SE01: Site Visits SE10: My Turn at the Microphone
<b>STANDARD AREA / STATEMENT</b>	AL.1.PK.	Constructing and Gathering Knowledge
<b>STANDARD</b>		Big Idea: Children actively construct knowledge through routines, play, practices, and language. Children use a variety of strategies to gather information based upon their own individualized approach to learning. Essential Questions: What strategies can be used to gather information? What can I learn from my every day experiences, including play?
<b>DESCRIPTOR / STANDARD</b>	AL.1.PK.C.	Stages of Play: Engage in complex play sequences with two or more children.
<b>DESCRIPTOR</b>	AL.1.PK.C.1.	Use materials and objects to represent other objects.  <u>Intentional Teaching Cards</u> LL53: We're Going on a Trip M36: We're Going on an Adventure
<b>DESCRIPTOR</b>	AL.1.PK.C.2.	Initiate cooperative play with peers by establishing roles and a simple play scenario (e.g. act out a doctor's office scenario, assigning a doctor and patients).  <u>Intentional Teaching Cards</u> LL53: We're Going on a Trip M36: We're Going on an Adventure
<b>DESCRIPTOR</b>	AL.1.PK.C.4.	Incorporate personal experiences and themes learned into play scenarios.  <u>Intentional Teaching Cards</u> LL53: We're Going on a Trip M36: We're Going on an Adventure
<b>STANDARD AREA / STATEMENT</b>	AL.2.PK.	Organizing and Understanding Information
<b>STANDARD</b>		Big Idea: Strategies for filtering and organizing information are important to the learning process. Essential Questions: How do I decide what information/task to attend to? What strategies do I use to organize information?

DESCRIPTOR / STANDARD	AL.2.PK.A.	Engagement and Attention: Work toward completing a task, even if challenging, and despite interruptions.
DESCRIPTOR	AL.2.PK.A.1.	<p>State when they are being distracted.</p> <p><u>Intentional Teaching Cards</u>  LL19: Silly Names  SE01: Site Visits  SE02: Look Who's Here!  SE03: Calm-Down Place  SE04: Actively Listening to Children  SE05: Character Feelings  SE06: Talk About Feelings  SE07: Good-Byes  SE08: Group Problem Solving  SE09: Big Rule, Little Rule  SE10: My Turn at the Microphone  SE11: Great Groups  SE12: Classroom Jobs  SE13: Conflict Resolution  SE14: Playing Together  SE15: Making Choices  SE16: "I" Statements  SE17: Supporting Children to Use Their Words  SE18: Encouragement  SE19: Friendship &amp; 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>
DESCRIPTOR	AL.2.PK.A.2.	<p>State when they are frustrated by a challenge.</p> <p><u>Intentional Teaching Cards</u>  LL19: Silly Names  SE01: Site Visits  SE02: Look Who's Here!  SE03: Calm-Down Place  SE04: Actively Listening to Children  SE05: Character Feelings  SE06: Talk About Feelings  SE07: Good-Byes  SE08: Group Problem Solving  SE09: Big Rule, Little Rule  SE10: My Turn at the Microphone  SE11: Great Groups  SE12: Classroom Jobs  SE13: Conflict Resolution  SE14: Playing Together  SE15: Making Choices  SE16: "I" Statements  SE17: Supporting Children to Use Their Words  SE18: Encouragement  SE19: Friendship &amp; 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>
STANDARD AREA / STATEMENT	AL.2.PK.	Organizing and Understanding Information

STANDARD		Big Idea: Strategies for filtering and organizing information are important to the learning process. Essential Questions: How do I decide what information/task to attend to? What strategies do I use to organize information?
DESCRIPTOR / STANDARD	AL.2.PK.B.	Task Analysis: Independently break simple tasks into steps and complete them one at a time.
DESCRIPTOR	AL.2.PK.B.1.	<p>Attend and follow through on two step directions.</p> <p><u>Intentional Teaching Cards</u></p> <p>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 &amp; Remember  LL57: Photo Writing  LL58: Our Super Duper Writing Box  LL59: Question Basket  LL60: Writing with Wordless Books  M03: Seek &amp; 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 &amp; Strawberry Snacks  M70: Egg Salad  M71: Flat Bread  M72: Macaroni &amp; 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</p>



		<p>P08: Cutting With Scissors  P09: Up and Away  P10: Jumping Rope  P11: Jump the River  P12: Exploring Pathways  P13: Punting  P14: Moving Through the Forest  P15: Dribble Kick  P16: Body Part Balance  P17: Balance on a Beam  P18: Dribbling a Ball  P19: Bounce &amp; Catch  P20: Body Shapes &amp; Sizes  P21: Hopping  P22: Follow the Leader  P23: Ways to Travel  P24: Swing &amp; Jump Rope  P25: Kick Hard  P26: Keep It Up  P27: Galloping  P28: Balloon Pong  P29: Stop &amp; 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>
<p>DESCRIPTOR</p>	<p>AL.2.PK.B.2.</p>	<p>Explain a routine sequence.</p> <p><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 &amp; Remember  LL57: Photo Writing  LL58: Our Super Duper Writing Box  LL59: Question Basket  LL60: Writing with Wordless Books  M03: Seek &amp; 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</p>

		<p>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 &amp; Strawberry Snacks  M70: Egg Salad  M71: Flat Bread  M72: Macaroni &amp; 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 &amp; Catch  P20: Body Shapes &amp; Sizes  P21: Hopping  P22: Follow the Leader  P23: Ways to Travel  P24: Swing &amp; Jump Rope  P25: Kick Hard  P26: Keep It Up  P27: Galloping  P28: Balloon Pong  P29: Stop &amp; 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>
DESCRIPTOR	AL.2.PK.B.3.	<p>Relate the steps necessary to complete a task or activity.   <u>Intentional Teaching Cards</u></p>

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  
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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

		<p>P17: Balance on a Beam  P18: Dribbling a Ball  P19: Bounce &amp; Catch  P20: Body Shapes &amp; Sizes  P21: Hopping  P22: Follow the Leader  P23: Ways to Travel  P24: Swing &amp; Jump Rope  P25: Kick Hard  P26: Keep It Up  P27: Galloping  P28: Balloon Pong  P29: Stop &amp; 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>
<p><b>DESCRIPTOR</b></p>	<p><b>AL.2.PK.B.4.</b></p>	<p>Relate the desired outcome or end goal of a task or activity.</p> <p><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 &amp; Remember  LL57: Photo Writing  LL58: Our Super Duper Writing Box  LL59: Question Basket  LL60: Writing with Wordless Books  M03: Seek &amp; 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</p>

		<p>M65: Cornbread  M66: OobEck  M67: Fruit Smoothies  M68: Trail Mix  M69: Cream Cheese &amp; Strawberry Snacks  M70: Egg Salad  M71: Flat Bread  M72: Macaroni &amp; 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 &amp; Catch  P20: Body Shapes &amp; Sizes  P21: Hopping  P22: Follow the Leader  P23: Ways to Travel  P24: Swing &amp; Jump Rope  P25: Kick Hard  P26: Keep It Up  P27: Galloping  P28: Balloon Pong  P29: Stop &amp; 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>
<b>STANDARD AREA / STATEMENT</b>	<b>AL.3.PK.</b>	<b>Applying Knowledge</b>
<b>STANDARD</b>		<b>Big Idea: Prior knowledge and experiences can be used to express and create new understandings. Essential Questions: How do I use what I already know to understand new things? How do I represent new understandings?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>AL.3.PK.A.</b>	<b>Creativity: Use music, art and/or stories to express ideas, thoughts, and feelings.</b>
<b>DESCRIPTOR</b>	<b>AL.3.PK.A.1.</b>	<b>Reference 9.1.M.PK.E; 9.1.D.PK.E; 9.1.V.PK.E; 1.4.PK.M; 1.5.PK.E.</b>  <b>Intentional Teaching Cards</b>

		LL04: Bookmaking LL13: Shaving Cream Letters LL14: Did You Ever See...? LL32: Describing Art LL39: My Daily Journal LL40: What Was for Breakfast? LL45: Observational Drawing LL46: Storyboard LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording M07: Ice Cubes M15: Play Dough M34: Cover Up M41: Making Numerals M42: Straw Shapes M45: Picture Patterns M66: OobEck P02: Play Dough Weaving P12: Exploring Pathways P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal SE01: Site Visits SE07: Good-Byes SE15: Making Choices SE21: Sunshine Message Board SE26: Making A Mural
<b>STANDARD AREA / STATEMENT</b>	<b>AL.3.PK.</b>	<b>Applying Knowledge</b>
<b>STANDARD</b>		Big Idea: Prior knowledge and experiences can be used to express and create new understandings. Essential Questions: How do I use what I already know to understand new things? How do I represent new understandings?
<b>DESCRIPTOR / STANDARD</b>	<b>AL.3.PK.B.</b>	<b>Invention: Produce and explain the purpose for a new creation.</b>
<b>DESCRIPTOR</b>	<b>AL.3.PK.B.1.</b>	Engage in a variety of creative activities.  <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 M15: Play Dough M34: Cover Up M41: Making Numerals M42: Straw Shapes M45: Picture Patterns M66: OobEck 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
DESCRIPTOR	AL.3.PK.B.2.	Describe or draw a desired product (e.g. create a blueprint for a block structure).  <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 M15: Play Dough M34: Cover Up M41: Making Numerals M42: Straw Shapes M45: Picture Patterns M66: OobEck 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
DESCRIPTOR	AL.3.PK.B.3.	Answer questions to explain the purpose of a creation.  <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 M15: Play Dough M34: Cover Up M41: Making Numerals M42: Straw Shapes M45: Picture Patterns M66: OobEck 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
DESCRIPTOR	AL.3.PK.B.4.	Show pride in a creation.  <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 M15: Play Dough M34: Cover Up M41: Making Numerals M42: Straw Shapes M45: Picture Patterns M66: OobEck 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
<b>STANDARD AREA / STATEMENT</b>	<b>AL.3.PK.</b>	<b>Applying Knowledge</b>
<b>STANDARD</b>		<b>Big Idea:</b> Prior knowledge and experiences can be used to express and create new understandings. <b>Essential Questions:</b> How do I use what I already know to understand new things? How do I represent new understandings?
<b>DESCRIPTOR / STANDARD</b>	<b>AL.3.PK.C.</b>	<b>Representation: Use materials and objects to represent new concepts.</b>
<b>DESCRIPTOR</b>	<b>AL.3.PK.C.1.</b>	Use non-conforming objects to create representations of real life objects or activities (e.g. block for a phone, stick for a spoon).  <u>Intentional Teaching Cards</u> LL53: We're Going on a Trip M36: We're Going on an Adventure
<b>DESCRIPTOR</b>	<b>AL.3.PK.C.2.</b>	Use real life objects to represent make-believe or fantasy objects (e.g. spoon for a magic wand, broom for a flying horse).  <u>Intentional Teaching Cards</u> LL53: We're Going on a Trip M36: We're Going on an Adventure
<b>STANDARD AREA / STATEMENT</b>	<b>AL.4.PK.</b>	<b>Learning Through Experience</b>
<b>STANDARD</b>		<b>Big Idea:</b> Experiences provide the context in which learning is constructed. <b>Essential Questions:</b> In what ways does an experience in one setting influence my learning and experiences in another setting? How do I learn from my mistakes and/or from challenging situations?
<b>DESCRIPTOR / STANDARD</b>	<b>AL.4.PK.A.</b>	<b>Making Connections: Relate knowledge learned from one experience to a similar experience in a new setting.</b>
<b>DESCRIPTOR</b>	<b>AL.4.PK.A.1.</b>	Relate personal (e.g. home, cultural, community) experiences during play, and other school activities.  <u>Intentional Teaching Cards</u> LL05: Jumping Beans LL17: Walk a Letter LL30: Knowing Our Friends



		<p>LL31: I Went Shopping  LL52: Tap It, Clap It, Stomp It, Jump It  LL55: Dance &amp; 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 &amp; 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>
<p>DESCRIPTOR</p>	<p>AL.4.PK.A.2.</p>	<p>Understand that appropriate activities and events may differ from home to school.</p> <p><u>Intentional Teaching Cards</u>  LL01: Shared Writing  LL02: Desktop Publishing  LL03: Alphabet Cards  LL04: Bookmaking  LL05: Jumping Beans  LL06: Dramatic Story Retelling  LL07: Letters, Letters, Letters  LL08: Memory Games  LL09: Pocket Storytelling: The Mitten  LL10: Rhyming Chart  LL11: Rhyming Riddles  LL12: Same Sound Sort  LL13: Shaving Cream Letters  LL14: Did You Ever See...?  LL15: Textured Letters  LL16: Tongue Twisters  LL17: Walk a Letter  LL18: What's Missing?  LL19: Silly Names  LL20: Baggie Books  LL21: Buried Treasures  LL22: Coupon Match  LL23: Playing with Environmental Print  LL24: Lemonade  LL25: What's for Snack?  LL26: Searching the Web  LL27: Writing Poems  LL28: Stick Letters  LL29: Making My Name  LL30: Knowing Our Friends  LL31: I Went Shopping  LL32: Describing Art  LL33: Clothesline Storytelling  LL34: Alphabet Books  LL35: Fruit Salad  LL36: Salsa  LL37: Roll-Ups  LL38: Hummus</p>

LL39: My Daily Journal  
 LL40: What Was for Breakfast?  
 LL41: Our Names, Our Things  
 LL42: Daily Sign-In  
 LL43: Introducing New Vocabulary  
 LL44: Rhyming Tubs  
 LL45: Observational Drawing  
 LL46: Storyboard  
 LL47: The Name Game  
 LL48: D Is for Door  
 LL49: Vegetable Soup  
 LL50: Making Shiny Paint  
 LL51: Pizza  
 LL52: Tap It, Clap It, Stomp It, Jump It  
 LL53: We're Going on a Trip  
 LL54: Asking Questions  
 LL55: Dance & Remember  
 LL56: Find the Matching Letter  
 LL57: Photo Writing  
 LL58: Our Super Duper Writing Box  
 LL59: Question Basket  
 LL60: Writing with Wordless Books  
 LL61: Color Hunt  
 LL62: Retelling Wordless Books  
 LL63: Investigating & Recording  
 M01: Dinnertime  
 M02: Counting & Comparing  
 M03: Seek & Find  
 M04: Number Cards  
 M05: Sorting & Classifying  
 M06: Tallying  
 M07: Ice Cubes  
 M08: Baggie Ice Cream  
 M09: Bigger Than, Smaller Than, Equal To  
 M10: Biscuits  
 M11: Graphing  
 M12: Measure & Compare  
 M13: Nursery Rhyme Count  
 M14: Patterns  
 M15: Play Dough  
 M16: Show Me Five  
 M17: Guessing Jar  
 M18: Bounce & Count  
 M19: Which Has More?  
 M20: I'm Thinking of a Shape  
 M21: Geoboards  
 M22: Story Problems  
 M23: Putting Puzzles Together  
 M24: Matzo Balls  
 M25: The Long and Short of It  
 M26: Huff & Puff  
 M27: Peach Cobbler  
 M28: Applesauce  
 M29: Apple Bread  
 M30: Buried Shapes  
 M31: Lining It Up  
 M32: Which Container Holds More?  
 M33: Apple Oat Muffins  
 M34: Cover Up  
 M35: Action Patterns  
 M36: We're Going on an Adventure  
 M37: Secret Numbers  
 M38: Patterns Under Cover  
 M39: Let's Go Fishing  
 M40: Cube Trains

		<p> M41: Making Numerals  M42: Straw Shapes  M43: Pancakes  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  M51: Can You Find It?  M52: Modeling Clay  M53: Black Bean Corn Salad  M54: Gingerbread Cookies  M55: Stepping Stones  M56: Where's the Beanbag?  M57: Yogurt Fruit Dip  M58: Missing Lids  M59: More or Fewer Towers  M60: Morning, Noon, and Night  M61: Shake, Rattle, and Roll  M62: How Big Around?  M63: Fishing Trip  M64: Five-Layer Dip  M65: Cornbread  M66: OobEck  M67: Fruit Smoothies  M68: Trail Mix  M69: Cream Cheese &amp; Strawberry Snacks  M70: Egg Salad  M71: Flat Bread  M72: Macaroni &amp; Cheese  M73: Oatmeal Raisin Cookies  M74: Vegetable Stir Fry  M75: Sugar Cookies  M76: Orange Banana Yogurt Pops  M77: Board Games  M78: Math Collage  M79: Ping-Pong Pick-Up  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 &amp; Love Cards  SE20: Cleanup Time  SE21: Sunshine Message Board  SE22: When, Then Statements  SE23: Related Consequences  SE25: What Can We Build Together?  SE26: Making A Mural </p>
DESCRIPTOR	AL.4.PK.A.4.	Practice skills learned in whole group demonstration or role play

		<p>during center exploration.</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 &amp; 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 &amp; 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>
<b>STANDARD AREA / STATEMENT</b>	<b>AL.4.PK.</b>	<b>Learning Through Experience</b>
<b>STANDARD</b>		Big Idea: Experiences provide the context in which learning is constructed. Essential Questions: In what ways does an experience in one setting influence my learning and experiences in another setting? How do I learn from my mistakes and/or from challenging situations?
<b>DESCRIPTOR / STANDARD</b>	<b>AL.4.PK.C.</b>	<b>Problem Solving: Attempt problem solving activities to achieve a positive outcome.</b>
<b>DESCRIPTOR</b>	<b>AL.4.PK.C.1.</b>	<p>Try new ways to complete a familiar task.</p> <p><u>Intentional Teaching Cards</u>  M01: Dinnertime  M22: Story Problems  M23: Putting Puzzles Together  M60: Morning, Noon, and Night  M63: Fishing Trip  SE08: Group Problem Solving  SE09: Big Rule, Little Rule  SE13: Conflict Resolution  SE14: Playing Together</p>
<b>DESCRIPTOR</b>	<b>AL.4.PK.C.2.</b>	<p>Attempt to complete a task in more than one way (e.g. using materials in new ways, trial and error, breaking tasks into steps) before asking for help or stopping due to frustration.</p> <p><u>Intentional Teaching Cards</u>  M01: Dinnertime  M22: Story Problems  M23: Putting Puzzles Together  M60: Morning, Noon, and Night  M63: Fishing Trip  SE08: Group Problem Solving  SE09: Big Rule, Little Rule  SE13: Conflict Resolution</p>

		SE14: Playing Together
DESCRIPTOR	AL.4.PK.C.3.	Ask questions to clarify problems.  <u>Intentional Teaching Cards</u> LL01: Shared Writing LL54: Asking Questions LL63: Investigating & Recording SE01: Site Visits SE10: My Turn at the Microphone
DESCRIPTOR	AL.4.PK.C.4.	Discuss the different ways used to accomplish a task or to solve a problem.  <u>Intentional Teaching Cards</u> M01: Dinnertime M22: Story Problems M23: Putting Puzzles Together M60: Morning, Noon, and Night M63: Fishing Trip SE08: Group Problem Solving SE09: Big Rule, Little Rule SE13: Conflict Resolution SE14: Playing Together
DESCRIPTOR	AL.4.PK.C.5.	Recall and use a previously successful strategy.  <u>Intentional Teaching Cards</u> M01: Dinnertime M22: Story Problems M23: Putting Puzzles Together M60: Morning, Noon, and Night M63: Fishing Trip SE08: Group Problem Solving SE09: Big Rule, Little Rule SE13: Conflict Resolution SE14: Playing Together
DESCRIPTOR	AL.4.PK.C.6.	Change plan if a better strategy presents itself.  <u>Intentional Teaching Cards</u> M01: Dinnertime M22: Story Problems M23: Putting Puzzles Together M60: Morning, Noon, and Night M63: Fishing Trip SE08: Group Problem Solving SE09: Big Rule, Little Rule SE13: Conflict Resolution SE14: Playing Together
SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Pre-kindergarten)
STANDARD AREA / STATEMENT	1.1.PK.	Foundational Skills
STANDARD		Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?
DESCRIPTOR / STANDARD	1.1.PK.A.	Book Handling: Practice appropriate book handling skills.
DESCRIPTOR	1.1.PK.A.3.	Use pointers or finger to track print on charts, posters, environmental print or in books.  <u>Intentional Teaching Cards</u> LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking LL19: Silly Names

		<p>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 &amp; Strawberry Snacks  M70: Egg Salad  M71: Flat Bread  M72: Macaroni &amp; Cheese  M73: Oatmeal Raisin Cookies  M74: Vegetable Stir Fry  M75: Sugar Cookies  M76: Orange Banana Yogurt Pops  M77: Board Games  M78: Math Collage</p>
DESCRIPTOR	1.1.PK.A.4.	<p>Practice tracking from top to bottom and left to right with scaffolding.</p> <p><u>Intentional Teaching Cards</u>  LL01: Shared Writing  LL02: Desktop Publishing  LL04: Bookmaking  LL19: Silly Names  LL20: Baggie Books  LL22: Coupon Match  LL23: Playing with Environmental Print  LL24: Lemonade  LL25: What's for Snack?  LL26: Searching the Web  LL30: Knowing Our Friends  LL31: I Went Shopping  LL32: Describing Art  LL33: Clothesline Storytelling  LL35: Fruit Salad  LL36: Salsa  LL37: Roll-Ups</p>

		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
<b>STANDARD AREA / STATEMENT</b>	1.1.PK.	<b>Foundational Skills</b>
<b>STANDARD</b>		<b>Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?</b>
<b>DESCRIPTOR / STANDARD</b>	1.1.PK.B.	<b>Print Concepts: Identify basic features of print.</b>
<b>DESCRIPTOR</b>	1.1.PK.B.2.	Recognize and name some upper and lower case letters of the alphabet.  <u>Intentional Teaching Cards</u> LL02: Desktop Publishing LL03: Alphabet Cards LL05: Jumping Beans LL07: Letters, Letters, Letters LL15: Textured Letters LL17: Walk a Letter LL21: Buried Treasures LL26: Searching the Web LL28: Stick Letters LL31: I Went Shopping LL32: Describing Art LL34: Alphabet Books LL39: My Daily Journal LL40: What Was for Breakfast? LL42: Daily Sign-In LL47: The Name Game LL48: D Is for Door LL50: Making Shiny Paint LL56: Find the Matching Letter
<b>STANDARD AREA / STATEMENT</b>	1.1.PK.	<b>Foundational Skills</b>
<b>STANDARD</b>		<b>Big Idea: Emerging reading involves the use of pictures, symbols</b>

		and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?
<b>DESCRIPTOR / STANDARD</b>	<b>1.1.PK.C.</b>	<b>Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
<b>DESCRIPTOR</b>	<b>1.1.PK.C.1.</b>	<p>Recognize rhyming words.</p> <p><u>Intentional Teaching Cards</u>  LL10: Rhyming Chart  LL11: Rhyming Riddles  LL12: Same Sound Sort  LL14: Did You Ever See...?  LL27: Writing Poems  LL31: I Went Shopping  LL44: Rhyming Tubs  M13: Nursery Rhyme Count  M19: Which Has More?  M37: Secret Numbers</p>
<b>DESCRIPTOR</b>	<b>1.1.PK.C.2.</b>	<p>Recognize when two or more words begin with the same sound (alliteration).</p> <p><u>Intentional Teaching Cards</u>  LL12: Same Sound Sort  LL16: Tongue Twisters  LL19: Silly Names  LL23: Playing with Environmental Print  LL29: Making My Name  LL30: Knowing Our Friends  LL47: The Name Game  LL57: Photo Writing  LL58: Our Super Duper Writing Box  LL59: Question Basket  LL60: Writing with Wordless Books  LL63: Investigating &amp; Recording</p>
<b>DESCRIPTOR</b>	<b>1.1.PK.C.3.</b>	<p>Count syllables in spoken words.</p> <p><u>Intentional Teaching Cards</u>  LL52: Tap It, Clap It, Stomp It, Jump It</p>
<b>DESCRIPTOR</b>	<b>1.1.PK.C.4.</b>	<p>Isolate and pronounce initial sounds.</p> <p><u>Intentional Teaching Cards</u>  LL12: Same Sound Sort  LL16: Tongue Twisters  LL19: Silly Names  LL23: Playing with Environmental Print  LL29: Making My Name  LL30: Knowing Our Friends  LL47: The Name Game  LL57: Photo Writing  LL58: Our Super Duper Writing Box  LL59: Question Basket  LL60: Writing with Wordless Books  LL63: Investigating &amp; Recording</p>
<b>DESCRIPTOR</b>	<b>1.1.PK.C.5.</b>	<p>Segment single-syllable spoken words into phonemes.</p> <p><u>Intentional Teaching Cards</u>  LL10: Rhyming Chart  LL12: Same Sound Sort</p>
<b>STANDARD AREA / STATEMENT</b>	<b>1.1.PK.</b>	<b>Foundational Skills</b>
<b>STANDARD</b>		<b>Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?</b>



DESCRIPTOR / STANDARD	1.1.PK.D.	Phonics and Word Recognition: Develop beginning phonics and word skills.
DESCRIPTOR	1.1.PK.D.1.	Associate some letters with their names and sounds.  <u>Intentional Teaching Cards</u> LL01: Shared Writing LL02: Desktop Publishing LL03: Alphabet Cards LL04: Bookmaking LL05: Jumping Beans LL07: Letters, Letters, Letters LL10: Rhyming Chart LL12: Same Sound Sort LL15: Textured Letters LL16: Tongue Twisters LL17: Walk a Letter LL19: Silly Names 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 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 LL54: Asking Questions LL56: Find the Matching Letter M04: Number Cards M27: Peach Cobbler
DESCRIPTOR	1.1.PK.D.2.	Identify familiar words and environmental print.  <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
STANDARD AREA / STATEMENT	1.1.PK.	Foundational Skills
STANDARD		Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?
DESCRIPTOR / STANDARD	1.1.PK.E.	Fluency: Read emergent reader text with purpose and understanding.

DESCRIPTOR	1.1.PK.E.1.	<p>Recite rhymes, songs, and familiar text while tracking with a finger or pointer.</p> <p><u>Intentional Teaching Cards</u></p> <p>LL01: Shared Writing  LL02: Desktop Publishing  LL04: Bookmaking  LL10: Rhyming Chart  LL11: Rhyming Riddles  LL12: Same Sound Sort  LL14: Did You Ever See...?  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  LL27: Writing Poems  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  LL44: Rhyming Tubs  LL46: Storyboard  LL47: The Name Game  LL49: Vegetable Soup  LL50: Making Shiny Paint  LL51: Pizza  M08: Baggie Ice Cream  M13: Nursery Rhyme Count  M19: Which Has More?  M27: Peach Cobbler  M28: Applesauce  M29: Apple Bread  M33: Apple Oat Muffins  M37: Secret Numbers  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 &amp; Strawberry Snacks  M70: Egg Salad  M71: Flat Bread  M72: Macaroni &amp; Cheese  M73: Oatmeal Raisin Cookies  M74: Vegetable Stir Fry  M75: Sugar Cookies  M76: Orange Banana Yogurt Pops  M77: Board Games  M78: Math Collage</p>
DESCRIPTOR	1.1.PK.E.2.	<p>Apply knowledge of letters, word and sounds to read simple sentences.</p> <p><u>Intentional Teaching Cards</u></p>

		<p>LL02: Desktop Publishing  LL07: Letters, Letters, Letters  LL10: Rhyming Chart  LL11: Rhyming Riddles  LL12: Same Sound Sort  LL16: Tongue Twisters  LL20: Baggie Books  LL22: Coupon Match  LL23: Playing with Environmental Print  LL24: Lemonade  LL25: What's for Snack?  LL26: Searching the Web  LL29: Making My Name  LL30: Knowing Our Friends  LL31: I Went Shopping  LL35: Fruit Salad  LL36: Salsa  LL37: Roll-Ups  LL38: Hummus  LL41: Our Names, Our Things  LL46: Storyboard  LL47: The Name Game  LL48: D Is for Door  LL49: Vegetable Soup  LL50: Making Shiny Paint  LL51: Pizza  LL52: Tap It, Clap It, Stomp It, Jump It  LL54: Asking Questions  LL57: Photo Writing  LL58: Our Super Duper Writing Box  LL59: Question Basket  LL60: Writing with Wordless Books  LL63: Investigating &amp; Recording  M08: Baggie Ice Cream  M20: I'm Thinking of a Shape  M26: Huff &amp; Puff  M27: Peach Cobbler  M28: Applesauce  M29: Apple Bread  M33: Apple Oat Muffins  M43: Pancakes  M52: Modeling Clay  M53: Black Bean Corn Salad  M54: Gingerbread Cookies  M57: Yogurt Fruit Dip  M64: Five-Layer Dip  M65: Cornbread  M67: Fruit Smoothies  M68: Trail Mix  M69: Cream Cheese &amp; Strawberry Snacks  M70: Egg Salad  M71: Flat Bread  M72: Macaroni &amp; Cheese  M73: Oatmeal Raisin Cookies  M74: Vegetable Stir Fry  M75: Sugar Cookies  M76: Orange Banana Yogurt Pops  SE02: Look Who's Here!</p>
<p><b>DESCRIPTOR</b></p>	<p>1.1.PK.E.3.</p>	<p>Assemble letters to form words and words to form sentences and (pretend) to read the words or sentences back.</p> <p><u>Intentional Teaching Cards</u>  LL01: Shared Writing  LL04: Bookmaking  LL46: Storyboard</p>

		LL50: Making Shiny Paint
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.2.PK.A.	Key Ideas and Details Main Idea: With prompting and support, retell key details of text that support a provided main idea.
DESCRIPTOR	1.2.PK.A.1.	Know that the details of a text can be used to support a main topic or idea.  <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
DESCRIPTOR	1.2.PK.A.2.	Provide relevant details from a text which support a provided main idea.  <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
<b>STANDARD AREA / STATEMENT</b>	<b>1.2.PK.</b>	<b>Reading Informational Text</b>
<b>STANDARD</b>		<b>Big Idea:</b> Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. <b>Essential Questions:</b> What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
<b>DESCRIPTOR / STANDARD</b>	<b>1.2.PK.B.</b>	<b>Key Ideas and Details Text Analysis: Answer questions about a text.</b>
<b>DESCRIPTOR</b>	<b>1.2.PK.B.1.</b>	Use specific details from the text to answer questions.  <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

		<p>M70: Egg Salad  M71: Flat Bread  M72: Macaroni &amp; Cheese  M73: Oatmeal Raisin Cookies  M74: Vegetable Stir Fry  M75: Sugar Cookies  M76: Orange Banana Yogurt Pops</p>
DESCRIPTOR	1.2.PK.B.2.	<p>Answer “who” or “what” the text is about.</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 &amp; Strawberry Snacks  M70: Egg Salad  M71: Flat Bread  M72: Macaroni &amp; Cheese  M73: Oatmeal Raisin Cookies  M74: Vegetable Stir Fry  M75: Sugar Cookies  M76: Orange Banana Yogurt Pops</p>
DESCRIPTOR	1.2.PK.B.3.	<p>Answer “how” and/or “why” questions using specifics from the 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</p>

		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
<b>STANDARD AREA / STATEMENT</b>	1.2.PK.	Reading Informational Text
<b>STANDARD</b>		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
<b>DESCRIPTOR / STANDARD</b>	1.2.PK.C.	Key Ideas and Details: With prompting and support, make connections between information in a text and personal experience.
<b>DESCRIPTOR</b>	1.2.PK.C.2.	Contribute relevant information to a K (know), W (what child wants to learn), L (what group learned) chart.  <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
<b>DESCRIPTOR</b>	1.2.PK.C.3.	Choose text based on personal interests and experiences.  <u>Intentional Teaching Cards</u>

		M41: Making Numerals
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.2.PK.G.	Integration of Knowledge and Ideas – Diverse Media: With prompting and support, answer questions to connect illustrations to the written word.
DESCRIPTOR	1.2.PK.G.3.	Describe pictures in a text in detail to answer specific questions about the text.  <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? P16: Body Part Balance
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.2.PK.I.	Integration of Knowledge and Ideas –Analysis Across Texts: With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.
DESCRIPTOR	1.2.PK.I.1.	Recognize that texts have similar components that can be compared and contrasted (e.g. main ideas, details).  <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



		<p>M64: Five-Layer Dip  M65: Cornbread  M66: OobEck  M67: Fruit Smoothies  M68: Trail Mix  M69: Cream Cheese &amp; Strawberry Snacks  M70: Egg Salad  M71: Flat Bread  M72: Macaroni &amp; Cheese  M73: Oatmeal Raisin Cookies  M74: Vegetable Stir Fry  M75: Sugar Cookies  M76: Orange Banana Yogurt Pops</p>
DESCRIPTOR	1.2.PK.I.2.	<p>Participate in strategies that provide opportunities to compare and contrast texts and/or components of texts (e.g. Venn diagrams, T-charts).</p> <p><u>Intentional Teaching Cards</u>  M02: Counting &amp; Comparing  M03: Seek &amp; Find  M05: Sorting &amp; Classifying  M09: Bigger Than, Smaller Than, Equal To  M12: Measure &amp; Compare  M34: Cover Up  M56: Where's the Beanbag?  M62: How Big Around?  M72: Macaroni &amp; Cheese  M73: Oatmeal Raisin Cookies  M74: Vegetable Stir Fry</p>
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
DESCRIPTOR / STANDARD	1.2.PK.J.	Vocabulary Acquisition and Use: Use new vocabulary and phrases acquired in conversations and being read to.
DESCRIPTOR	1.2.PK.J.1.	<p>Talk about pictures using new vocabulary words or phrases.</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</p>

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  
M55: Stepping Stones  
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

		<p>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>DESCRIPTOR</p>	<p>1.2.PK.J.2.</p>	<p>Use new vocabulary in the context of dramatic play, daily routines and classroom conversations.</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  LL47: The Name Game  LL49: Vegetable Soup  LL52: Tap It, Clap It, Stomp It, Jump It  LL53: We're Going on a Trip  LL54: Asking Questions  LL55: Dance &amp; Remember  LL56: Find the Matching Letter  LL59: Question Basket  LL61: Color Hunt  M01: Dinnertime  M02: Counting &amp; Comparing</p>

**M06: Tallying**  
**M07: Ice Cubes**  
**M09: Bigger Than, Smaller Than, Equal To**  
**M12: Measure & Compare**  
**M14: Patterns**  
**M15: Play Dough**  
**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**  
**M35: Action Patterns**  
**M36: We're Going on an Adventure**  
**M37: Secret Numbers**  
**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**  
**M55: Stepping Stones**  
**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?**  
**M63: Fishing Trip**  
**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**

		<p>P24: Swing &amp; Jump Rope  P25: Kick Hard  P26: Keep It Up  P27: Galloping  P28: Balloon Pong  P29: Stop &amp; Go  P30: Mixing Paints  P31: Tie-Dyed Towels  P32: Math Journal  P33: Obstacle Course  SE01: Site Visits  SE02: Look Who's Here!  SE03: Calm-Down Place  SE04: Actively Listening to Children  SE05: Character Feelings  SE06: Talk About Feelings  SE07: Good-Byes  SE08: Group Problem Solving  SE09: Big Rule, Little Rule  SE10: My Turn at the Microphone  SE11: Great Groups  SE12: Classroom Jobs  SE13: Conflict Resolution  SE14: Playing Together  SE15: Making Choices  SE16: "I" Statements  SE17: Supporting Children to Use Their Words  SE18: Encouragement  SE19: Friendship &amp; 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>
DESCRIPTOR	1.2.PK.J.3.	<p>Begin to use new vocabulary when asking questions or describing situations or objects.</p> <p><u>Intentional Teaching Cards</u>  LL43: Introducing New Vocabulary  LL53: We're Going on a Trip  M06: Tallying  M55: Stepping Stones</p>
STANDARD AREA / STATEMENT	1.2.PK.	Reading Informational Text
STANDARD		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
DESCRIPTOR / STANDARD	1.2.PK.L.	Range of Reading: With prompting and support, actively engage in group reading activities with purpose and understanding.
DESCRIPTOR	1.2.PK.L.1.	<p>Ask and answer questions about text being read aloud.</p> <p><u>Intentional Teaching Cards</u>  LL35: Fruit Salad  LL36: Salsa  LL37: Roll-Ups  LL38: Hummus</p>

		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
DESCRIPTOR	1.2.PK.L.3.	Respond to and build on comments from other children.  <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
DESCRIPTOR	1.2.PK.L.4.	Use ideas gained in group reading activities in other daily routines, learning centers, and activities.

		<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
<b>STANDARD AREA / STATEMENT</b>	1.3.PK.	Reading Literature
<b>STANDARD</b>		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
<b>DESCRIPTOR / STANDARD</b>	1.3.PK.A.	Key Ideas and Details Theme: With prompting and support, retell a familiar story in a sequence with picture support.
<b>DESCRIPTOR</b>	1.3.PK.A.1.	Retell a story in sequential order using various materials.  <u>Intentional Teaching Cards</u> LL06: Dramatic Story Retelling LL33: Clothesline Storytelling LL62: Retelling Wordless Books
<b>STANDARD AREA / STATEMENT</b>	1.3.PK.	Reading Literature
<b>STANDARD</b>		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
<b>DESCRIPTOR / STANDARD</b>	1.3.PK.B.	Key Ideas and Details Text Analysis: Answer questions about a particular story (who, what, how, when, and where).
<b>DESCRIPTOR</b>	1.3.PK.B.1.	Use specific details from the story to answer questions.  <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 LL51: Pizza M01: Dinnertime M30: Buried Shapes M40: Cube Trains P30: Mixing Paints P31: Tie-Dyed Towels SE05: Character Feelings
<b>STANDARD AREA / STATEMENT</b>	1.3.PK.	Reading Literature
<b>STANDARD</b>		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
<b>DESCRIPTOR / STANDARD</b>	1.3.PK.C.	Key Ideas and Details Literary Elements: With prompting and support, answer questions to identify characters, settings, and major events in a story.
<b>DESCRIPTOR</b>	1.3.PK.C.2.	Demonstrate understanding that “characters” are people or animals who have a role in the 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
<b>DESCRIPTOR</b>	1.3.PK.C.3.	Respond to questions and prompts about characters, settings and events during a read aloud.  <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 LL51: Pizza LL62: Retelling Wordless Books M01: Dinnertime M30: Buried Shapes M40: Cube Trains P30: Mixing Paints P31: Tie-Dyed Towels SE05: Character Feelings
<b>STANDARD AREA / STATEMENT</b>	1.3.PK.	Reading Literature
<b>STANDARD</b>		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?



DESCRIPTOR / STANDARD	1.3.PK.D.	Craft and Structure Point of View: With prompting and support, name the author and illustrator of a story.
DESCRIPTOR	1.3.PK.D.1.	Understand that an author writes the story.  <u>Intentional Teaching Cards</u> LL34: Alphabet Books SE05: Character Feelings
DESCRIPTOR	1.3.PK.D.2.	Understand that the illustrator draws the pictures.  <u>Intentional Teaching Cards</u> LL34: Alphabet Books SE05: Character Feelings
STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.3.PK.E.	Craft and Structure Text Structure: With prompting and support, recognize common types of text.
DESCRIPTOR	1.3.PK.E.2.	Understand that a storybook has characters, setting, and actions associated with words and, most often, illustrations.  <u>Intentional Teaching Cards</u> LL05: Jumping Beans LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten 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
DESCRIPTOR	1.3.PK.E.3.	Understand that a poem consists of words arranged in patterns of sound (e.g. rhyming words, alliteration).  <u>Intentional Teaching Cards</u> LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort LL14: Did You Ever See...? LL16: Tongue Twisters LL19: Silly Names LL27: Writing Poems LL31: I Went Shopping LL44: Rhyming Tubs M13: Nursery Rhyme Count M19: Which Has More? M37: Secret Numbers
DESCRIPTOR	1.3.PK.E.4.	Tell if a text is storybook or poem.  <u>Intentional Teaching Cards</u> LL06: Dramatic Story Retelling 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 M30: Buried Shapes M40: Cube Trains P30: Mixing Paints P31: Tie-Dyed Towels SE05: Character Feelings
<b>STANDARD AREA / STATEMENT</b>	1.3.PK.	Reading Literature
<b>STANDARD</b>		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
<b>DESCRIPTOR / STANDARD</b>	1.3.PK.G.	Integration of Knowledge and Ideas Sources: Describe pictures in books using detail.
<b>DESCRIPTOR</b>	1.3.PK.G.1.	Attach action and descriptive words to illustrations (e.g. "That man in the yellow hat is running fast").  <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
<b>STANDARD AREA / STATEMENT</b>	1.3.PK.	Reading Literature
<b>STANDARD</b>		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
<b>DESCRIPTOR / STANDARD</b>	1.3.PK.H.	Integration of Knowledge and Ideas Text Analysis: Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.
<b>DESCRIPTOR</b>	1.3.PK.H.1.	Understand that characters within the same story or characters from different stories can be compared and contrasted.  <u>Intentional Teaching Cards</u> LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL33: Clothesline Storytelling LL62: Retelling Wordless Books SE05: Character Feelings
<b>DESCRIPTOR</b>	1.3.PK.H.2.	Participate in strategies that provide opportunities to compare and contrast the experiences of characters (e.g. Venn diagrams, T-

		<p>charts, dramatic play).</p> <p><b>Intentional Teaching Cards</b></p> <p>LL05: Jumping Beans  LL17: Walk a Letter  LL30: Knowing Our Friends  LL31: I Went Shopping  LL35: Fruit Salad  LL36: Salsa  LL37: Roll-Ups  LL49: Vegetable Soup  LL50: Making Shiny Paint  LL51: Pizza  LL52: Tap It, Clap It, Stomp It, Jump It  LL55: Dance &amp; Remember  M01: Dinnertime  M11: Graphing  M15: Play Dough  M26: Huff &amp; Puff  M34: Cover Up  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  M51: Can You Find It?  M55: Stepping Stones  M56: Where's the Beanbag?  M60: Morning, Noon, and Night  M62: How Big Around?  M63: Fishing Trip  M66: OobEck  M67: Fruit Smoothies  M68: Trail Mix  M69: Cream Cheese &amp; Strawberry Snacks  M70: Egg Salad  M71: Flat Bread  M72: Macaroni &amp; Cheese  M73: Oatmeal Raisin Cookies  M74: Vegetable Stir Fry  M75: Sugar Cookies  M76: Orange Banana Yogurt Pops  P13: Punting  P14: Moving Through the Forest  P20: Body Shapes &amp; 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>
<b>STANDARD AREA / STATEMENT</b>	<b>1.3.PK.</b>	<b>Reading Literature</b>
<b>STANDARD</b>		<p><b>Big Idea:</b> Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. <b>Essential Questions:</b> What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
<b>DESCRIPTOR / STANDARD</b>	<b>1.3.PK.I.</b>	<b>Vocabulary Acquisition &amp; Use Strategies: With prompting and</b>

		support, clarify unknown words or phrases read aloud.
DESCRIPTOR	1.3.PK.I.1.	<p>Recognize words or phrases that are unfamiliar to them.</p> <p><u>Intentional Teaching Cards</u>  LL02: Desktop Publishing  LL20: Baggie Books  LL22: Coupon Match  LL23: Playing with Environmental Print  LL24: Lemonade  LL25: What's for Snack?  LL26: Searching the Web  LL29: Making My Name  LL30: Knowing Our Friends  LL31: I Went Shopping  LL35: Fruit Salad  LL36: Salsa  LL37: Roll-Ups  LL38: Hummus  LL41: Our Names, Our Things  LL46: Storyboard  LL48: D Is for Door  LL49: Vegetable Soup  LL50: Making Shiny Paint  LL51: Pizza  LL54: Asking Questions  M08: Baggie Ice Cream  M20: I'm Thinking of a Shape  M26: Huff &amp; Puff  M27: Peach Cobbler  M28: Applesauce  M29: Apple Bread  M33: Apple Oat Muffins  M43: Pancakes  M52: Modeling Clay  M53: Black Bean Corn Salad  M54: Gingerbread Cookies  M57: Yogurt Fruit Dip  M64: Five-Layer Dip  M65: Cornbread  M67: Fruit Smoothies  M68: Trail Mix  M69: Cream Cheese &amp; Strawberry Snacks  M70: Egg Salad  M71: Flat Bread  M72: Macaroni &amp; Cheese  M73: Oatmeal Raisin Cookies  M74: Vegetable Stir Fry  M75: Sugar Cookies  M76: Orange Banana Yogurt Pops  SE02: Look Who's Here!</p>
DESCRIPTOR	1.3.PK.I.2.	<p>Ask, "What does that mean?"</p> <p><u>Intentional Teaching Cards</u>  LL09: Pocket Storytelling: The Mitten</p>
STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature
STANDARD		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>

DESCRIPTOR / STANDARD	1.3.PK.J.	Vocabulary Acquisition and Use: Use new vocabulary and phrases acquired in conversations and being read to.
DESCRIPTOR	1.3.PK.J.1.	<p>Talk about pictures using new vocabulary words or phrases.</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 &amp; Recording  M01: Dinnertime  M02: Counting &amp; Comparing  M03: Seek &amp; Find  M06: Tallying  M07: Ice Cubes  M08: Baggie Ice Cream  M11: Graphing  M13: Nursery Rhyme Count  M14: Patterns  M16: Show Me Five  M17: Guessing Jar  M24: Matzo Balls  M25: The Long and Short of It  M27: Peach Cobbler  M28: Applesauce  M29: Apple Bread  M31: Lining It Up  M33: Apple Oat Muffins  M34: Cover Up  M36: We're Going on an Adventure  M38: Patterns Under Cover  M40: Cube Trains</p>

		<p>M43: Pancakes  M45: Picture Patterns  M47: My Shadow and I  M48: Wash Day  M51: Can You Find It?  M52: Modeling Clay  M53: Black Bean Corn Salad  M54: Gingerbread Cookies  M55: Stepping Stones  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 &amp; Strawberry Snacks  M70: Egg Salad  M71: Flat Bread  M72: Macaroni &amp; 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>
DESCRIPTOR	1.3.PK.J.2.	<p>Use new vocabulary in the context of dramatic play, daily routines and classroom conversations.</p> <p><u>Intentional Teaching Cards</u>  LL05: Jumping Beans  LL17: Walk a Letter  LL30: Knowing Our Friends  LL31: I Went Shopping  LL43: Introducing New Vocabulary  LL52: Tap It, Clap It, Stomp It, Jump It  LL53: We're Going on a Trip  LL55: Dance &amp; Remember  M01: Dinnertime  M06: Tallying  M15: Play Dough  M35: Action Patterns  M36: We're Going on an Adventure</p>

		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!
DESCRIPTOR	1.3.PK.J.3.	Begin to use new vocabulary when asking questions or describing situations or objects.  <u>Intentional Teaching Cards</u> LL43: Introducing New Vocabulary LL53: We're Going on a Trip M06: Tallying M55: Stepping Stones
STANDARD AREA / STATEMENT	1.3.PK.	Reading Literature
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.3.PK.K.	Range of Reading: With prompting and support, actively engage in group reading activities with purpose and understanding.
DESCRIPTOR	1.3.PK.K.1.	Ask and answer questions about story or poem being read aloud.  <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 LL51: Pizza M01: Dinnertime M30: Buried Shapes M40: Cube Trains P30: Mixing Paints P31: Tie-Dyed Towels SE05: Character Feelings
DESCRIPTOR	1.3.PK.K.3.	Respond to and build on comments from other children.  <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

		<p>LL62: Retelling Wordless Books  M01: Dinnertime  M30: Buried Shapes  M40: Cube Trains  P30: Mixing Paints  P31: Tie-Dyed Towels  SE05: Character Feelings</p>
DESCRIPTOR	1.3.PK.K.4.	<p>Use ideas gained in group reading activities in other daily routines, learning centers, and activities.</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  M40: Cube Trains  P30: Mixing Paints  P31: Tie-Dyed Towels  SE05: Character Feelings</p>
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		<p>Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?</p>
DESCRIPTOR / STANDARD	1.4.PK.A.	Informative/ Explanatory: Draw/dictate to compose informative/explanatory texts examining a topic.
DESCRIPTOR	1.4.PK.A.1.	<p>Use illustration/dictation to convey meaning about a particular topic.</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 &amp; 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>



STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.C.	Informative / Explanatory Organization: With prompting and support, generate ideas to convey information.
DESCRIPTOR	1.4.PK.C.1.	Brainstorm ideas for pictures and stories.  <u>Intentional Teaching Cards</u> LL39: My Daily Journal LL59: Question Basket P32: Math Journal
DESCRIPTOR	1.4.PK.C.2.	Tell teacher what she/he will draw.  <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
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.D.	Informative/ Explanatory Organization: With prompting and support, make logical connections between drawing and dictation.
DESCRIPTOR	1.4.PK.D.1.	Understand that words are connected to print.  <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 SE26: Making A Mural
DESCRIPTOR	1.4.PK.D.2.	Work with teacher to create words or sentences that relate to drawings.  <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
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.E.	Informative / Explanatory Conventions of: Emerging to...Spell simple words phonetically.
DESCRIPTOR	1.4.PK.E.1.	Write symbols, letters, or letter-like shapes.  <u>Intentional Teaching Cards</u> LL03: Alphabet Cards LL04: Bookmaking LL13: Shaving Cream Letters LL20: Baggie Books LL32: Describing Art LL34: Alphabet Books LL39: My Daily Journal LL40: What Was for Breakfast? LL42: Daily Sign-In LL45: Observational Drawing LL48: D Is for Door LL56: Find the Matching Letter LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording P32: Math Journal SE15: Making Choices SE19: Friendship & Love Cards

DESCRIPTOR	1.4.PK.E.2.	<p>Attempt to reproduce own name and/or simple words, with most letters correct.</p> <p><u>Intentional Teaching Cards</u>  LL03: Alphabet Cards  LL13: Shaving Cream Letters  LL34: Alphabet Books  LL39: My Daily Journal  LL42: Daily Sign-In  LL48: D Is for Door  LL56: Find the Matching Letter  LL57: Photo Writing  LL58: Our Super Duper Writing Box  LL59: Question Basket  LL60: Writing with Wordless Books  LL63: Investigating &amp; Recording</p>
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		<p>Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?</p>
DESCRIPTOR / STANDARD	1.4.PK.M.	Narrative: Dictate narratives to describe real or imagined experiences or events.
DESCRIPTOR	1.4.PK.M.1.	<p>Use illustration/dictation to convey meaning about an experience or event.</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 &amp; 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>
DESCRIPTOR	1.4.PK.M.2.	<p>Create a picture about an experience or event and talk about it with the teacher.</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</p>

		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
<b>STANDARD AREA / STATEMENT</b>	1.4.PK.	Writing
<b>STANDARD</b>		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
<b>DESCRIPTOR / STANDARD</b>	1.4.PK.N.	Narrative Focus: Establish “who” and “what” the narrative will be about.
<b>DESCRIPTOR</b>	1.4.PK.N.1.	Generate ideas for writing.  <u>Intentional Teaching Cards</u> LL39: My Daily Journal LL59: Question Basket P32: Math Journal
<b>DESCRIPTOR</b>	1.4.PK.N.2.	Understand that “who” a story will be about refers to the person, animal, or animated object that the story will be about.  <u>Intentional Teaching Cards</u> LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL33: Clothesline Storytelling LL62: Retelling Wordless Books SE05: Character Feelings
<b>DESCRIPTOR</b>	1.4.PK.N.3.	Understand that “what” a story will be about refers to the sequenced events that happen to the referenced “who”.  <u>Intentional Teaching Cards</u> LL06: Dramatic Story Retelling LL33: Clothesline Storytelling LL62: Retelling Wordless Books
<b>DESCRIPTOR</b>	1.4.PK.N.4.	Respond when asked “who” or “what” a story is about, and follow through when drawing about or dictating the story.  <u>Intentional Teaching Cards</u> LL02: Desktop Publishing LL04: Bookmaking LL05: Jumping Beans LL07: Letters, Letters, Letters LL08: Memory Games LL13: Shaving Cream Letters 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  
 LL39: My Daily Journal  
 LL40: What Was for Breakfast?  
 LL41: Our Names, Our Things  
 LL44: Rhyming Tubs  
 LL45: Observational Drawing  
 LL46: Storyboard  
 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  
 LL57: Photo Writing  
 LL58: Our Super Duper Writing Box  
 LL59: Question Basket  
 LL60: Writing with Wordless Books  
 LL61: Color Hunt  
 LL62: Retelling Wordless Books  
 LL63: Investigating & Recording  
 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  
 M53: Black Bean Corn Salad  
 M54: Gingerbread Cookies  
 M55: Stepping Stones

		<p>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 &amp; Strawberry Snacks  M70: Egg Salad  M71: Flat Bread  M72: Macaroni &amp; Cheese  M73: Oatmeal Raisin Cookies  M74: Vegetable Stir Fry  M75: Sugar Cookies  M76: Orange Banana Yogurt Pops  M78: Math Collage  P02: Play Dough Weaving  P30: Mixing Paints  P31: Tie-Dyed Towels  P32: Math Journal  SE01: Site Visits  SE05: Character Feelings  SE06: Talk About Feelings  SE07: Good-Byes  SE13: Conflict Resolution  SE15: Making Choices  SE21: Sunshine Message Board  SE23: Related Consequences  SE25: What Can We Build Together?  SE26: Making A Mural</p>
STANDARD AREA / STATEMENT	1.4.PK.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.PK.O.	Narrative Content: With prompting and support, describe experiences and events.
DESCRIPTOR	1.4.PK.O.1.	<p>When prompted, provide details (e.g. descriptive words, feelings and thoughts of the character) to further develop a story.</p> <p><u>Intentional Teaching Cards</u>  LL02: Desktop Publishing  LL05: Jumping Beans  LL06: Dramatic Story Retelling  LL07: Letters, Letters, Letters  LL08: Memory Games  LL09: Pocket Storytelling: The Mitten  LL15: Textured Letters  LL17: Walk a Letter  LL18: What's Missing?  LL19: Silly Names  LL20: Baggie Books  LL21: Buried Treasures  LL22: Coupon Match</p>

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  
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 M43: Pancakes  
 M44: Musical Water  
 M45: Picture Patterns  
 M46: Nesting Dolls  
 M47: My Shadow and I  
 M48: Wash Day  
 M50: The Farmer Builds a Fence  
 M51: Can You Find It?  
 M52: Modeling Clay  
 M53: Black Bean Corn Salad  
 M54: Gingerbread Cookies  
 M55: Stepping Stones  
 M56: Where's the Beanbag?  
 M57: Yogurt Fruit Dip  
 M58: Missing Lids  
 M59: More or Fewer Towers  
 M60: Morning, Noon, and Night  
 M61: Shake, Rattle, and Roll  
 M62: How Big Around?  
 M63: Fishing Trip  
 M64: Five-Layer Dip  
 M65: Cornbread  
 M66: OobEck  
 M67: Fruit Smoothies

		<p>M68: Trail Mix  M69: Cream Cheese &amp; Strawberry Snacks  M70: Egg Salad  M71: Flat Bread  M72: Macaroni &amp; Cheese  M73: Oatmeal Raisin Cookies  M74: Vegetable Stir Fry  M75: Sugar Cookies  M76: Orange Banana Yogurt Pops  M78: Math Collage  SE01: Site Visits  SE05: Character Feelings  SE06: Talk About Feelings  SE13: Conflict Resolution  SE23: Related Consequences  SE25: What Can We Build Together?  SE26: Making A Mural</p>
<p>DESCRIPTOR</p>	<p>1.4.PK.O.2.</p>	<p>Tell teacher what she/he has drawn/written about.</p> <p><u>Intentional Teaching Cards</u>  LL02: Desktop Publishing  LL05: Jumping Beans  LL07: Letters, Letters, Letters  LL08: Memory Games  LL15: Textured Letters  LL17: Walk a Letter  LL18: What's Missing?  LL19: Silly Names  LL20: Baggie Books  LL21: Buried Treasures  LL22: Coupon Match  LL23: Playing with Environmental Print  LL27: Writing Poems  LL32: Describing Art  LL33: Clothesline Storytelling  LL34: Alphabet Books  LL35: Fruit Salad  LL36: Salsa  LL37: Roll-Ups  LL38: Hummus  LL40: What Was for Breakfast?  LL41: Our Names, Our Things  LL44: Rhyming Tubs  LL45: Observational Drawing  LL48: D Is for Door  LL49: Vegetable Soup  LL50: Making Shiny Paint  LL51: Pizza  LL53: We're Going on a Trip  LL56: Find the Matching Letter  LL61: Color Hunt  LL62: Retelling Wordless Books  M02: Counting &amp; Comparing  M03: Seek &amp; Find  M05: Sorting &amp; 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</p>



		M30: Buried Shapes M32: Which Container Holds More? M33: Apple Oat Muffins M34: Cover Up M36: We're Going on an Adventure M38: Patterns Under Cover M42: Straw Shapes M43: Pancakes M44: Musical Water M45: Picture Patterns M46: Nesting Dolls M47: My Shadow and I M48: Wash Day M50: The Farmer Builds a Fence M51: Can You Find It? M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M55: Stepping Stones M56: Where's the Beanbag? M57: Yogurt Fruit Dip M58: Missing Lids M59: More or Fewer Towers M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll M62: How Big Around? M63: Fishing Trip M64: Five-Layer Dip M65: Cornbread M66: OobEck M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops M78: Math Collage SE01: Site Visits SE05: Character Feelings SE06: Talk About Feelings SE13: Conflict Resolution SE23: Related Consequences SE25: What Can We Build Together? SE26: Making A Mural
<b>STANDARD AREA / STATEMENT</b>	<b>1.4.PK.</b>	<b>Writing</b>
<b>STANDARD</b>		Big Idea: Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
<b>DESCRIPTOR / STANDARD</b>	<b>1.4.PK.P.</b>	<b>Narrative Organization: Recount a single event and tell about the events in the order in which they occurred.</b>
<b>DESCRIPTOR</b>	<b>1.4.PK.P.1.</b>	Understand that stories can be told about a single event.  <u>Intentional Teaching Cards</u> LL02: Desktop Publishing LL46: Storyboard

		<b>M17: Guessing Jar</b>
<b>DESCRIPTOR</b>	1.4.PK.P.2.	Understand that a single event is made up of a series of smaller events that are in a sequence (before, next, end).  <u>Intentional Teaching Cards</u> LL06: Dramatic Story Retelling LL33: Clothesline Storytelling LL62: Retelling Wordless Books
<b>DESCRIPTOR</b>	1.4.PK.P.3.	Respond with a logical sequence of events when asked “what” their story is about.  <u>Intentional Teaching Cards</u> LL06: Dramatic Story Retelling LL33: Clothesline Storytelling LL62: Retelling Wordless Books
<b>STANDARD AREA / STATEMENT</b>	1.4.PK.	Writing
<b>STANDARD</b>		Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
<b>DESCRIPTOR / STANDARD</b>	1.4.PK.R.	Narrative Conventions of Language: Emerging to...Spell simple words phonetically.
<b>DESCRIPTOR</b>	1.4.PK.R.1.	Write symbols, letters, or letter like shapes.  <u>Intentional Teaching Cards</u> LL03: Alphabet Cards LL13: Shaving Cream Letters LL34: Alphabet Books LL39: My Daily Journal LL42: Daily Sign-In LL48: D Is for Door LL56: Find the Matching Letter LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording
<b>DESCRIPTOR</b>	1.4.PK.R.2.	Attempt to reproduce own name and/or simple words, with most letters correct.  <u>Intentional Teaching Cards</u> LL03: Alphabet Cards LL04: Bookmaking LL13: Shaving Cream Letters LL20: Baggie Books LL32: Describing Art LL34: Alphabet Books LL39: My Daily Journal LL40: What Was for Breakfast? LL42: Daily Sign-In LL45: Observational Drawing LL48: D Is for Door LL56: Find the Matching Letter LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording P32: Math Journal

		SE15: Making Choices SE19: Friendship & Love Cards
<b>STANDARD AREA / STATEMENT</b>	<b>1.4.PK.</b>	<b>Writing</b>
<b>STANDARD</b>		<b>Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>1.4.PK.T.</b>	<b>Production and Distribution of Writing Process: With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.</b>
<b>DESCRIPTOR</b>	<b>1.4.PK.T.1.</b>	Understand that drawings and dictations can convey meaning to an audience.  <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
<b>DESCRIPTOR</b>	<b>1.4.PK.T.3.</b>	Share work with others.  <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
<b>DESCRIPTOR</b>	<b>1.4.PK.T.4.</b>	Participate in discussions about their work.  <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
<b>STANDARD AREA / STATEMENT</b>	1.4.PK.	<b>Writing</b>
<b>STANDARD</b>		<b>Big Idea:</b> Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. <b>Essential Questions:</b> What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
<b>DESCRIPTOR / STANDARD</b>	1.4.PK.V.	<b>Conducting Research:</b> Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.
<b>DESCRIPTOR</b>	1.4.PK.V.1.	Ask adults for explanations or information using why, how, where and when questions (e.g. “Why do leaves turn colors?”, “Why doesn’t Jamal like pizza?”).  <u>Intentional Teaching Cards</u> LL01: Shared Writing LL54: Asking Questions LL63: Investigating & Recording SE01: Site Visits SE10: My Turn at the Microphone
<b>DESCRIPTOR</b>	1.4.PK.V.2.	Use a variety of resources (e.g. adults and peers, books, digital media, maps, recipes, experts) to find new information.  <u>Intentional Teaching Cards</u> LL26: Searching the Web LL63: Investigating & Recording M51: Can You Find It?
<b>STANDARD AREA / STATEMENT</b>	1.4.PK.	<b>Writing</b>
<b>STANDARD</b>		<b>Big Idea:</b> Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. <b>Essential Questions:</b> What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
<b>DESCRIPTOR / STANDARD</b>	1.4.PK.X.	<b>Range of Writing:</b> Emerging to...Write routinely over short time frames.
<b>DESCRIPTOR</b>	1.4.PK.X.1.	Engage in writing opportunities including journaling.  <u>Intentional Teaching Cards</u> LL39: My Daily Journal LL59: Question Basket P32: Math Journal
<b>STANDARD AREA / STATEMENT</b>	1.5.PK.	<b>Speaking and Listening</b>
<b>STANDARD</b>		<b>Big Idea:</b> Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. <b>Essential Questions:</b> What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?
<b>DESCRIPTOR / STANDARD</b>	1.5.PK.A.	<b>Comprehension and Collaboration Collaborative Discussion:</b> Participate in collaborative conversations with peers and adults in small and larger groups.

DESCRIPTOR	1.5.PK.A.1.	<p>Communicate using detail related to topic being discussed.</p> <p><u>Intentional Teaching Cards</u></p> <p>LL01: Shared Writing  LL03: Alphabet Cards  LL05: Jumping Beans  LL08: Memory Games  LL09: Pocket Storytelling: The Mitten  LL11: Rhyming Riddles  LL15: Textured Letters  LL17: Walk a Letter  LL18: What's Missing?  LL20: Baggie Books  LL21: Buried Treasures  LL22: Coupon Match  LL23: Playing with Environmental Print  LL24: Lemonade  LL26: Searching the Web  LL30: Knowing Our Friends  LL31: I Went Shopping  LL32: Describing Art  LL34: Alphabet Books  LL35: Fruit Salad  LL36: Salsa  LL37: Roll-Ups  LL38: Hummus  LL41: Our Names, Our Things  LL43: Introducing New Vocabulary  LL44: Rhyming Tubs  LL45: Observational Drawing  LL47: The Name Game  LL49: Vegetable Soup  LL53: We're Going on a Trip  LL54: Asking Questions  LL55: Dance &amp; Remember  LL56: Find the Matching Letter  LL59: Question Basket  LL61: Color Hunt  M01: Dinnertime  M02: Counting &amp; Comparing  M07: Ice Cubes  M09: Bigger Than, Smaller Than, Equal To  M12: Measure &amp; Compare  M14: Patterns  M16: Show Me Five  M17: Guessing Jar  M18: Bounce &amp; 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</p>
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	<p>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 &amp; Catch P20: Body Shapes &amp; Sizes P21: Hopping P22: Follow the Leader P23: Ways to Travel P24: Swing &amp; Jump Rope P25: Kick Hard P26: Keep It Up P27: Galloping P28: Balloon Pong P29: Stop &amp; Go P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal P33: Obstacle Course SE01: Site Visits SE02: Look Who's Here! SE03: Calm-Down Place SE04: Actively Listening to Children SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE08: Group Problem Solving SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE11: Great Groups SE12: Classroom Jobs SE13: Conflict Resolution SE14: Playing Together SE15: Making Choices SE16: "I" Statements SE17: Supporting Children to Use Their Words SE18: Encouragement SE19: Friendship &amp; Love Cards SE20: Cleanup Time SE21: Sunshine Message Board</p>
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		SE22: When, Then Statements SE23: Related Consequences SE24: I Don't Like That! SE25: What Can We Build Together? SE26: Making A Mural
DESCRIPTOR	1.5.PK.A.2.	<p>Pose questions related to topic being discussed.</p> <p><u>Intentional Teaching Cards</u></p> <p>LL01: Shared Writing LL03: Alphabet Cards LL05: Jumping Beans LL08: Memory Games LL09: Pocket Storytelling: The Mitten LL11: Rhyming Riddles LL15: Textured Letters LL17: Walk a Letter LL18: What's Missing? LL20: Baggie Books LL21: Buried Treasures LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL26: Searching the Web LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL34: Alphabet Books LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL41: Our Names, Our Things LL43: Introducing New Vocabulary LL44: Rhyming Tubs LL45: Observational Drawing LL47: The Name Game LL49: Vegetable Soup LL53: We're Going on a Trip LL54: Asking Questions LL55: Dance &amp; Remember LL56: Find the Matching Letter LL59: Question Basket LL61: Color Hunt LL63: Investigating &amp; Recording M01: Dinnertime M02: Counting &amp; Comparing M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M12: Measure &amp; Compare M14: Patterns M16: Show Me Five M17: Guessing Jar M18: Bounce &amp; 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</p>

	<p>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 &amp; Catch P20: Body Shapes &amp; Sizes P21: Hopping P22: Follow the Leader P23: Ways to Travel P24: Swing &amp; Jump Rope P25: Kick Hard P26: Keep It Up P27: Galloping P28: Balloon Pong P29: Stop &amp; Go P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal P33: Obstacle Course SE01: Site Visits SE02: Look Who's Here! SE03: Calm-Down Place SE04: Actively Listening to Children SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE08: Group Problem Solving SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE11: Great Groups SE12: Classroom Jobs SE13: Conflict Resolution SE14: Playing Together SE15: Making Choices</p>
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		<p>SE16: "I" Statements  SE17: Supporting Children to Use Their Words  SE18: Encouragement  SE19: Friendship &amp; 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>DESCRIPTOR</p>	<p>1.5.PK.A.3.</p>	<p>Allow wait time before responding.</p> <p><u>Intentional Teaching Cards</u></p> <p>LL01: Shared Writing  LL03: Alphabet Cards  LL05: Jumping Beans  LL08: Memory Games  LL09: Pocket Storytelling: The Mitten  LL11: Rhyming Riddles  LL15: Textured Letters  LL17: Walk a Letter  LL18: What's Missing?  LL20: Baggie Books  LL21: Buried Treasures  LL22: Coupon Match  LL23: Playing with Environmental Print  LL24: Lemonade  LL26: Searching the Web  LL30: Knowing Our Friends  LL31: I Went Shopping  LL32: Describing Art  LL34: Alphabet Books  LL35: Fruit Salad  LL36: Salsa  LL37: Roll-Ups  LL38: Hummus  LL41: Our Names, Our Things  LL43: Introducing New Vocabulary  LL44: Rhyming Tubs  LL45: Observational Drawing  LL47: The Name Game  LL49: Vegetable Soup  LL53: We're Going on a Trip  LL54: Asking Questions  LL55: Dance &amp; Remember  LL56: Find the Matching Letter  LL59: Question Basket  LL61: Color Hunt  M01: Dinnertime  M02: Counting &amp; Comparing  M07: Ice Cubes  M09: Bigger Than, Smaller Than, Equal To  M12: Measure &amp; Compare  M14: Patterns  M16: Show Me Five  M17: Guessing Jar  M18: Bounce &amp; 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</p>

		<p>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 &amp; Catch P20: Body Shapes &amp; Sizes P21: Hopping P22: Follow the Leader P23: Ways to Travel P24: Swing &amp; Jump Rope P25: Kick Hard P26: Keep It Up P27: Galloping P28: Balloon Pong P29: Stop &amp; Go P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal P33: Obstacle Course SE01: Site Visits SE02: Look Who's Here! SE03: Calm-Down Place SE04: Actively Listening to Children SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE08: Group Problem Solving SE09: Big Rule, Little Rule SE10: My Turn at the Microphone</p>
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		<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 &amp; 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>
DESCRIPTOR	1.5.PK.A.4.	<p>Engage in turn taking.</p> <p><u>Intentional Teaching Cards</u>  LL05: Jumping Beans  LL08: Memory Games  LL31: I Went Shopping  LL33: Clothesline Storytelling  LL44: Rhyming Tubs  LL47: The Name Game  M06: Tallying  M77: Board Games  SE01: Site Visits  SE09: Big Rule, Little Rule  SE10: My Turn at the Microphone  SE11: Great Groups  SE14: Playing Together  SE25: What Can We Build Together?</p>
STANDARD AREA / STATEMENT	1.5.PK.	Speaking and Listening
STANDARD		Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?
DESCRIPTOR / STANDARD	1.5.PK.B.	Comprehension and Collaboration Critical Listening: Answer questions about key details in a text read aloud or information presented orally or through other media.
DESCRIPTOR	1.5.PK.B.1.	<p>Respond to a question with an answer or details related to the topic being discussed.</p> <p><u>Intentional Teaching Cards</u>  LL01: Shared Writing  LL02: Desktop Publishing  LL03: Alphabet Cards  LL04: Bookmaking  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</p>

LL24: Lemonade  
LL26: Searching the Web  
LL27: Writing Poems  
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  
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M14: Patterns  
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M49: Balancing Act  
M50: The Farmer Builds a Fence  
M53: Black Bean Corn Salad  
M54: Gingerbread Cookies  
M55: Stepping Stones  
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?  
M63: Fishing Trip  
M76: Orange Banana Yogurt Pops

		<p>M77: Board Games  M78: Math Collage  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 &amp; Catch  P20: Body Shapes &amp; Sizes  P21: Hopping  P22: Follow the Leader  P23: Ways to Travel  P24: Swing &amp; Jump Rope  P25: Kick Hard  P26: Keep It Up  P27: Galloping  P28: Balloon Pong  P29: Stop &amp; Go  P30: Mixing Paints  P31: Tie-Dyed Towels  P32: Math Journal  P33: Obstacle Course  SE01: Site Visits  SE02: Look Who's Here!  SE03: Calm-Down Place  SE04: Actively Listening to Children  SE05: Character Feelings  SE06: Talk About Feelings  SE07: Good-Byes  SE08: Group Problem Solving  SE09: Big Rule, Little Rule  SE10: My Turn at the Microphone  SE11: Great Groups  SE12: Classroom Jobs  SE13: Conflict Resolution  SE14: Playing Together  SE15: Making Choices  SE16: "I" Statements  SE17: Supporting Children to Use Their Words  SE18: Encouragement  SE19: Friendship &amp; 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>
<b>STANDARD AREA / STATEMENT</b>	<b>1.5.PK.</b>	<b>Speaking and Listening</b>
<b>STANDARD</b>		<b>Big Idea: Active listeners make meaning from what they hear by</b>

		questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?
<b>DESCRIPTOR / STANDARD</b>	<b>1.5.PK.C.</b>	<b>Comprehension and Collaboration Evaluating: Respond to what a speaker says in order to follow directions, seek help, or gather information.</b>
<b>DESCRIPTOR</b>	<b>1.5.PK.C.1.</b>	<p>Follow two-step directions.</p> <p><u>Intentional Teaching Cards</u></p> <p>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 &amp; Remember  LL57: Photo Writing  LL58: Our Super Duper Writing Box  LL59: Question Basket  LL60: Writing with Wordless Books  M03: Seek &amp; 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 &amp; Strawberry Snacks  M70: Egg Salad  M71: Flat Bread  M72: Macaroni &amp; 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</p>

		<p>P06: Catching With a Scoop  P07: Balloon Catch  P08: Cutting With Scissors  P09: Up and Away  P10: Jumping Rope  P11: Jump the River  P12: Exploring Pathways  P13: Punting  P14: Moving Through the Forest  P15: Dribble Kick  P16: Body Part Balance  P17: Balance on a Beam  P18: Dribbling a Ball  P19: Bounce &amp; Catch  P20: Body Shapes &amp; Sizes  P21: Hopping  P22: Follow the Leader  P23: Ways to Travel  P24: Swing &amp; Jump Rope  P25: Kick Hard  P26: Keep It Up  P27: Galloping  P28: Balloon Pong  P29: Stop &amp; 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>
<p><b>DESCRIPTOR</b></p>	<p>1.5.PK.C.2.</p>	<p>Act upon or respond to simple statements and questions showing understanding of intent.</p> <p><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 &amp; Remember  LL57: Photo Writing  LL58: Our Super Duper Writing Box  LL59: Question Basket  LL60: Writing with Wordless Books  M03: Seek &amp; 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</p>

M36: We're Going on an Adventure  
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M43: Pancakes  
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M52: Modeling Clay  
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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?



STANDARD AREA / STATEMENT	1.5.PK.	Speaking and Listening
STANDARD		Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?
DESCRIPTOR / STANDARD	1.5.PK.D.	Presentation of Knowledge and Ideas Purpose, Audience, and: Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.
DESCRIPTOR	1.5.PK.D.1.	<p>Talk about stories, experiences, and interests using some detail.</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  LL46: Storyboard  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 &amp; Strawberry Snacks  M70: Egg Salad  M71: Flat Bread  M72: Macaroni &amp; 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>
DESCRIPTOR	1.5.PK.D.2.	<p>Use appropriate volume to be heard by group, paying attention to inside and outside voices.</p> <p><u>Intentional Teaching Cards</u>  LL14: Did You Ever See...?</p>

DESCRIPTOR	1.5.PK.D.3.	Use appropriate pacing when speaking.  <u>Intentional Teaching Cards</u> LL14: Did You Ever See...?
STANDARD AREA / STATEMENT	1.5.PK.	Speaking and Listening
STANDARD		Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?
DESCRIPTOR / STANDARD	1.5.PK.E.	Presentation of Knowledge and Ideas Context: Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.
DESCRIPTOR	1.5.PK.E.1.	Talk about personal thoughts, feelings, and ideas.  <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? LL19: Silly Names 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> <b>M21: Geoboards</b>  <b>M25: The Long and Short of It</b>  <b>M31: Lining It Up</b>  <b>M32: Which Container Holds More?</b>  <b>M34: Cover Up</b>  <b>M36: We're Going on an Adventure</b>  <b>M38: Patterns Under Cover</b>  <b>M39: Let's Go Fishing</b>  <b>M40: Cube Trains</b>  <b>M41: Making Numerals</b>  <b>M42: Straw Shapes</b>  <b>M44: Musical Water</b>  <b>M45: Picture Patterns</b>  <b>M46: Nesting Dolls</b>  <b>M47: My Shadow and I</b>  <b>M48: Wash Day</b>  <b>M49: Balancing Act</b>  <b>M50: The Farmer Builds a Fence</b>  <b>M53: Black Bean Corn Salad</b>  <b>M54: Gingerbread Cookies</b>  <b>M56: Where's the Beanbag?</b>  <b>M58: Missing Lids</b>  <b>M59: More or Fewer Towers</b>  <b>M60: Morning, Noon, and Night</b>  <b>M61: Shake, Rattle, and Roll</b>  <b>M62: How Big Around?</b>  <b>M77: Board Games</b>  <b>M79: Ping-Pong Pick-Up</b>  <b>P01: Let's Sew</b>  <b>P02: Play Dough Weaving</b>  <b>P03: Twisted Pretzels</b>  <b>P04: Kick High</b>  <b>P05: Throw Hard, Throw Far</b>  <b>P06: Catching With a Scoop</b>  <b>P07: Balloon Catch</b>  <b>P08: Cutting With Scissors</b>  <b>P09: Up and Away</b>  <b>P10: Jumping Rope</b>  <b>P11: Jump the River</b>  <b>P12: Exploring Pathways</b>  <b>P13: Punting</b>  <b>P14: Moving Through the Forest</b>  <b>P15: Dribble Kick</b>  <b>P16: Body Part Balance</b>  <b>P17: Balance on a Beam</b>  <b>P18: Dribbling a Ball</b>  <b>P19: Bounce &amp; Catch</b>  <b>P20: Body Shapes &amp; Sizes</b>  <b>P21: Hopping</b>  <b>P22: Follow the Leader</b>  <b>P23: Ways to Travel</b>  <b>P24: Swing &amp; Jump Rope</b>  <b>P25: Kick Hard</b>  <b>P26: Keep It Up</b>  <b>P27: Galloping</b>  <b>P28: Balloon Pong</b>  <b>P29: Stop &amp; Go</b>  <b>P30: Mixing Paints</b>  <b>P31: Tie-Dyed Towels</b>  <b>P32: Math Journal</b>  <b>P33: Obstacle Course</b>  <b>SE01: Site Visits</b>  <b>SE02: Look Who's Here!</b>  <b>SE03: Calm-Down Place</b>  <b>SE04: Actively Listening to Children</b> </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 &amp; 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>
DESCRIPTOR	1.5.PK.E.2.	<p>Use appropriate volume to be heard by group, paying attention to inside and outside voices.</p> <p><u>Intentional Teaching Cards</u>  LL14: Did You Ever See...?</p>
DESCRIPTOR	1.5.PK.E.3.	<p>Use appropriate pacing when speaking.</p> <p><u>Intentional Teaching Cards</u>  LL14: Did You Ever See...?</p>
STANDARD AREA / STATEMENT	1.5.PK.	Speaking and Listening
STANDARD		<p>Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?</p>
DESCRIPTOR / STANDARD	1.5.PK.G.	Conventions of Standard English: Demonstrate command of the conventions of standard English when speaking based on pre-kindergarten level and content.
DESCRIPTOR	1.5.PK.G.1.	<p>Speak in complete sentences that contain more than three words.</p> <p><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 &amp; Jump Rope  P31: Tie-Dyed Towels  SE01: Site Visits  SE03: Calm-Down Place  SE06: Talk About Feelings  SE08: Group Problem Solving</p>

		SE13: Conflict Resolution
<b>SUBJECT / STANDARD AREA</b>	PA.M.	Mathematical Thinking and Expression (Pre-kindergarten)
<b>STANDARD AREA / STATEMENT</b>	2.1.PK.	Numbers and Operations
<b>STANDARD</b>		Big Idea: Mathematical relationships among numbers can be represented, compared, and communicated. Essential Question: How is mathematics used to quantify, compare, represent, and model numbers?
<b>DESCRIPTOR / STANDARD</b>	2.1.PK.A.1.	Counting and Cardinality: Know number names and the count sequence.
<b>DESCRIPTOR</b>	2.1.PK.A.1.1.	Name numerals up to 10.  <u>Intentional Teaching Cards</u> M04: Number Cards M37: Secret Numbers
<b>DESCRIPTOR</b>	2.1.PK.A.1.2.	Rote count up to 20.  <u>Intentional Teaching Cards</u> LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL49: Vegetable Soup LL51: Pizza M02: Counting & Comparing M04: Number Cards M05: Sorting & Classifying M06: Tallying M13: Nursery Rhyme Count M17: Guessing Jar M18: Bounce & Count M19: Which Has More? M22: Story Problems M39: Let's Go Fishing M61: Shake, Rattle, and Roll M63: Fishing Trip M68: Trail Mix M77: Board Games M78: Math Collage SE02: Look Who's Here!
<b>DESCRIPTOR</b>	2.1.PK.A.1.3.	Match a numeral to a set of 0-10 objects.  <u>Intentional Teaching Cards</u> M02: Counting & Comparing M03: Seek & Find M04: Number Cards M05: Sorting & Classifying M19: Which Has More? M31: Lining It Up M37: Secret Numbers M41: Making Numerals M46: Nesting Dolls M63: Fishing Trip M79: Ping-Pong Pick-Up
<b>DESCRIPTOR</b>	2.1.PK.A.1.4.	Represent a number of objects with a written numeral 0-10.  <u>Intentional Teaching Cards</u> M41: Making Numerals
<b>DESCRIPTOR</b>	2.1.PK.A.1.6.	Counts on when a specific number is provided.  <u>Intentional Teaching Cards</u> LL24: Lemonade

		LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL49: Vegetable Soup LL51: Pizza M01: Dinnertime M02: Counting & Comparing M03: Seek & Find M04: Number Cards M05: Sorting & Classifying M06: Tallying M10: Biscuits M11: Graphing M12: Measure & Compare M13: Nursery Rhyme Count M15: Play Dough M16: Show Me Five M17: Guessing Jar M18: Bounce & Count M19: Which Has More? M22: Story Problems M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M31: Lining It Up M37: Secret Numbers M39: Let's Go Fishing M41: Making Numerals M59: More or Fewer Towers M61: Shake, Rattle, and Roll M63: Fishing Trip M66: OobEck M67: Fruit Smoothies M68: Trail Mix M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M77: Board Games M78: Math Collage M79: Ping-Pong Pick-Up P16: Body Part Balance P19: Bounce & Catch P21: Hopping P29: Stop & Go SE02: Look Who's Here! SE15: Making Choices
<b>STANDARD AREA / STATEMENT</b>	2.1.PK.	<b>Numbers and Operations</b>
<b>STANDARD</b>		Big Idea: Mathematical relationships among numbers can be represented, compared, and communicated. Essential Question: How is mathematics used to quantify, compare, represent, and model numbers?
<b>DESCRIPTOR / STANDARD</b>	2.1.PK.A.2.	<b>Counting and Cardinality: Count to tell the number of objects.</b>
<b>DESCRIPTOR</b>	2.1.PK.A.2.2.	Use one-to-one correspondence when counting to 10.  <u>Intentional Teaching Cards</u> LL22: Coupon Match M04: Number Cards M39: Let's Go Fishing M63: Fishing Trip
<b>DESCRIPTOR</b>	2.1.PK.A.2.3.	State the total number of objects counted, demonstrating understanding that the last number named tells the number of objects counted.

		<u>Intentional Teaching Cards</u> LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL49: Vegetable Soup LL51: Pizza M01: Dinnertime M02: Counting & Comparing M03: Seek & Find M04: Number Cards M05: Sorting & Classifying M06: Tallying M10: Biscuits M11: Graphing M12: Measure & Compare M13: Nursery Rhyme Count M15: Play Dough M16: Show Me Five M17: Guessing Jar M18: Bounce & Count M19: Which Has More? M22: Story Problems M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M31: Lining It Up M37: Secret Numbers M39: Let's Go Fishing M41: Making Numerals M59: More or Fewer Towers M61: Shake, Rattle, and Roll M63: Fishing Trip M66: OobEck M67: Fruit Smoothies M68: Trail Mix M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M77: Board Games M78: Math Collage M79: Ping-Pong Pick-Up P16: Body Part Balance P19: Bounce & Catch P21: Hopping P29: Stop & Go SE02: Look Who's Here! SE15: Making Choices
<b>STANDARD AREA / STATEMENT</b>	2.1.PK.	<b>Numbers and Operations</b>
<b>STANDARD</b>		Big Idea: Mathematical relationships among numbers can be represented, compared, and communicated. Essential Question: How is mathematics used to quantify, compare, represent, and model numbers?
<b>DESCRIPTOR / STANDARD</b>	2.1.PK.A.3.	<b>Counting and Cardinality: Compare numbers.</b>
<b>DESCRIPTOR</b>	2.1.PK.A.3.2.	Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.  <u>Intentional Teaching Cards</u> LL49: Vegetable Soup M02: Counting & Comparing M03: Seek & Find M59: More or Fewer Towers

DESCRIPTOR	2.1.PK.A.3.3.	Compare two numbers between 1 and 5 when presented as written numerals.  <u>Intentional Teaching Cards</u> M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M19: Which Has More? M31: Lining It Up M46: Nesting Dolls
STANDARD AREA / STATEMENT	2.1.PK.	Numbers and Operations
STANDARD		Big Idea: Mathematical relationships among numbers can be represented, compared, and communicated. Essential Question: How is mathematics used to quantify, compare, represent, and model numbers?
DESCRIPTOR / STANDARD	2.1.PK.MP.	Counting and Cardinality: Use mathematical processes when quantifying, comparing, representing, and modeling numbers.
DESCRIPTOR	2.1.PK.MP.1.	Engage in numerical play.  <u>Intentional Teaching Cards</u> M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M19: Which Has More? M31: Lining It Up M46: Nesting Dolls
DESCRIPTOR	2.1.PK.MP.2.	Persist in numerical play (Reference AL.2.PK.C).  <u>Intentional Teaching Cards</u> M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M19: Which Has More? M31: Lining It Up M46: Nesting Dolls
STANDARD AREA / STATEMENT	2.2.PK.	Algebraic Concepts
STANDARD		Big Idea: Mathematical relationships can be represented as expressions, equations, and inequalities in mathematical situations. Essential Question: How are relationships represented mathematically?
DESCRIPTOR / STANDARD	2.2.PK.A.1.	Operations and Algebraic Thinking: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
DESCRIPTOR	2.2.PK.A.1.1.	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations.  <u>Intentional Teaching Cards</u> M01: Dinnertime M13: Nursery Rhyme Count M22: Story Problems M63: Fishing Trip M77: Board Games M78: Math Collage
DESCRIPTOR	2.2.PK.A.1.2.	Explain adding and subtracting sets of objects up to and including six, using basic math vocabulary (e.g. putting together, adding to, taking away, taking apart, taking from).  <u>Intentional Teaching Cards</u> M01: Dinnertime



		M13: Nursery Rhyme Count M22: Story Problems M63: Fishing Trip M77: Board Games M78: Math Collage
DESCRIPTOR	2.2.PK.A.1.3.	Join sets of objects.  <u>Intentional Teaching Cards</u> M01: Dinnertime M13: Nursery Rhyme Count M22: Story Problems M63: Fishing Trip M77: Board Games M78: Math Collage
DESCRIPTOR	2.2.PK.A.1.4.	Separate sets of objects.  <u>Intentional Teaching Cards</u> M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M19: Which Has More? M31: Lining It Up M46: Nesting Dolls
DESCRIPTOR	2.2.PK.A.1.5.	Add objects to a set and tell a number story about it.  <u>Intentional Teaching Cards</u> M01: Dinnertime M13: Nursery Rhyme Count M22: Story Problems M63: Fishing Trip M77: Board Games M78: Math Collage
STANDARD AREA / STATEMENT	2.2.PK.	Algebraic Concepts
STANDARD		Big Idea: Mathematical relationships can be represented as expressions, equations, and inequalities in mathematical situations. Essential Question: How are relationships represented mathematically?
DESCRIPTOR / STANDARD	2.2.PK.MP.	Operations and Algebraic Thinking: Use mathematical processes when representing relationships.
DESCRIPTOR	2.2.PK.MP.1.	Engage in mathematical play.  <u>Intentional Teaching Cards</u> M01: Dinnertime M13: Nursery Rhyme Count M22: Story Problems M63: Fishing Trip M77: Board Games M78: Math Collage
DESCRIPTOR	2.2.PK.MP.2.	Persist in mathematical play (Reference AL.2.PK.C).  <u>Intentional Teaching Cards</u> M01: Dinnertime M13: Nursery Rhyme Count M22: Story Problems M63: Fishing Trip M77: Board Games M78: Math Collage
DESCRIPTOR	2.2.PK.MP.3.	Problem solve during mathematical play (Reference AL.4.PK.C).  <u>Intentional Teaching Cards</u> M01: Dinnertime

		M13: Nursery Rhyme Count M22: Story Problems M63: Fishing Trip M77: Board Games M78: Math Collage
DESCRIPTOR	2.2.PK.MP.4.	When prompted, communicate thinking while engaged in mathematical play.  <u>Intentional Teaching Cards</u> M01: Dinnertime M13: Nursery Rhyme Count M22: Story Problems M63: Fishing Trip M77: Board Games M78: Math Collage
DESCRIPTOR	2.2.PK.MP.5.	Talk and listen to peers during mathematical play.  <u>Intentional Teaching Cards</u> M01: Dinnertime M13: Nursery Rhyme Count M22: Story Problems M63: Fishing Trip M77: Board Games M78: Math Collage
STANDARD AREA / STATEMENT	2.3.PK.	Geometry
STANDARD		Big Idea: Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization. Essential Questions: How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems? How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?
DESCRIPTOR / STANDARD	2.3.PK.A.1.	Geometry: Identify and describe shapes.
DESCRIPTOR	2.3.PK.A.1.1.	Describe objects in the environment using names of shapes.  <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
DESCRIPTOR	2.3.PK.A.1.2.	Recognize and describe the attributes of geometric figures.  <u>Intentional Teaching Cards</u> M20: I'm Thinking of a Shape M21: Geoboards M23: Putting Puzzles Together M30: Buried Shapes M42: Straw Shapes M47: My Shadow and I M50: The Farmer Builds a Fence M58: Missing Lids P32: Math Journal
DESCRIPTOR	2.3.PK.A.1.3.	Describe the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to.  <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?
DESCRIPTOR	2.3.PK.A.1.4.	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (solid).  <u>Intentional Teaching Cards</u> M20: I’m Thinking of a Shape M21: Geoboards M23: Putting Puzzles Together M30: Buried Shapes M42: Straw Shapes M47: My Shadow and I M50: The Farmer Builds a Fence M58: Missing Lids P32: Math Journal
STANDARD AREA / STATEMENT	2.3.PK.	Geometry
STANDARD		Big Idea: Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization. Essential Questions: How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems? How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?
DESCRIPTOR / STANDARD	2.3.PK.A.2.	Geometry: Analyze, compare, create, and compose shapes.
DESCRIPTOR	2.3.PK.A.2.1.	Analyze and compare two-and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes.  <u>Intentional Teaching Cards</u> M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M19: Which Has More? M20: I’m Thinking of a Shape M21: Geoboards M23: Putting Puzzles Together M30: Buried Shapes M31: Lining It Up M42: Straw Shapes M46: Nesting Dolls M47: My Shadow and I M50: The Farmer Builds a Fence M61: Shake, Rattle, and Roll
DESCRIPTOR	2.3.PK.A.2.2.	Model shapes in the world by building shapes from components and drawing shapes.  <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
DESCRIPTOR	2.3.PK.A.2.3.	Use geoboards to create shapes with rubber bands.  <u>Intentional Teaching Cards</u> M20: I’m Thinking of a Shape M21: Geoboards M23: Putting Puzzles Together M30: Buried Shapes M42: Straw Shapes

		M47: My Shadow and I M50: The Farmer Builds a Fence M58: Missing Lids P32: Math Journal
DESCRIPTOR	2.3.PK.A.2.4.	Use simple shapes to compose larger shapes.  <u>Intentional Teaching Cards</u> M20: I'm Thinking of a Shape M21: Geoboards M23: Putting Puzzles Together M30: Buried Shapes M42: Straw Shapes M47: My Shadow and I M50: The Farmer Builds a Fence M58: Missing Lids P32: Math Journal
STANDARD AREA / STATEMENT	2.4.PK.	Measurement, Data and Probability
STANDARD		Big Idea: Measurement attributes can be quantified and estimated using customary and non-customary units of measure. Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions. Essential Questions: Why does “what” we measure influence “how” we measure? How can data be organized and represented to provide insight into the relationship between quantities?
DESCRIPTOR / STANDARD	2.4.PK.A.1.	Measurement and Data: Describe and compare measurable attributes of length and weights of everyday objects.
DESCRIPTOR	2.4.PK.A.1.1.	Recognize attributes of objects that can be measured.  <u>Intentional Teaching Cards</u> M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M26: Huff & Puff
DESCRIPTOR	2.4.PK.A.1.2.	Measure objects using non-standard items (e.g. hands, shoes, yarn, blocks).  <u>Intentional Teaching Cards</u> M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M26: Huff & Puff M62: How Big Around?
DESCRIPTOR	2.4.PK.A.1.3.	Practice use of standard measurement tools.  <u>Intentional Teaching Cards</u> M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M26: Huff & Puff
DESCRIPTOR	2.4.PK.A.1.4.	Practice using measurement vocabulary.  <u>Intentional Teaching Cards</u> LL38: Hummus LL50: Making Shiny Paint LL51: Pizza M07: Ice Cubes M08: Baggie Ice Cream M09: Bigger Than, Smaller Than, Equal To M10: Biscuits M12: Measure & Compare M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce

		<p>M29: Apple Bread  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  M64: Five-Layer Dip  M65: Cornbread  M66: OobEck  M69: Cream Cheese &amp; Strawberry Snacks  M70: Egg Salad  M71: Flat Bread  M72: Macaroni &amp; Cheese  M73: Oatmeal Raisin Cookies  M74: Vegetable Stir Fry  M75: Sugar Cookies  M76: Orange Banana Yogurt Pops  P32: Math Journal</p>
DESCRIPTOR	2.4.PK.A.1.5.	<p>Sort and order by one attribute.</p> <p><u>Intentional Teaching Cards</u>  M02: Counting &amp; Comparing  M03: Seek &amp; Find  M05: Sorting &amp; Classifying  M46: Nesting Dolls  M48: Wash Day  M60: Morning, Noon, and Night  M61: Shake, Rattle, and Roll</p>
DESCRIPTOR	2.4.PK.A.1.7.	<p>Compare two objects with a measureable attribute in common to see which object has “more of”/ “less of” the attribute and describe the difference.</p> <p><u>Intentional Teaching Cards</u>  M02: Counting &amp; Comparing  M03: Seek &amp; Find  M05: Sorting &amp; Classifying  M46: Nesting Dolls  M48: Wash Day  M60: Morning, Noon, and Night  M61: Shake, Rattle, and Roll</p>
STANDARD AREA / STATEMENT	2.4.PK.	Measurement, Data and Probability
STANDARD		<p>Big Idea: Measurement attributes can be quantified and estimated using customary and non-customary units of measure. Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions.  Essential Questions: Why does “what” we measure influence “how” we measure? How can data be organized and represented to provide insight into the relationship between quantities?</p>
DESCRIPTOR / STANDARD	2.4.PK.A.2.	Measurement and Data: Classify objects and count the number of objects in each category.
DESCRIPTOR	2.4.PK.A.2.1.	<p>Classify up to 10 objects using one attribute into categories.</p> <p><u>Intentional Teaching Cards</u>  M02: Counting &amp; Comparing  M03: Seek &amp; Find  M05: Sorting &amp; Classifying  M46: Nesting Dolls  M48: Wash Day</p>

		M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll
DESCRIPTOR	2.4.PK.A.2.2.	Display the number of objects in each category.  <u>Intentional Teaching Cards</u> LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL49: Vegetable Soup LL51: Pizza M01: Dinnertime M02: Counting & Comparing M03: Seek & Find M04: Number Cards M05: Sorting & Classifying M06: Tallying M10: Biscuits M11: Graphing M12: Measure & Compare M13: Nursery Rhyme Count M15: Play Dough M16: Show Me Five M17: Guessing Jar M18: Bounce & Count M19: Which Has More? M22: Story Problems M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M31: Lining It Up M37: Secret Numbers M39: Let's Go Fishing M41: Making Numerals M59: More or Fewer Towers M61: Shake, Rattle, and Roll M63: Fishing Trip M66: OobEck M67: Fruit Smoothies M68: Trail Mix M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M77: Board Games M78: Math Collage M79: Ping-Pong Pick-Up P16: Body Part Balance P19: Bounce & Catch P21: Hopping P29: Stop & Go SE02: Look Who's Here! SE15: Making Choices
STANDARD AREA / STATEMENT	2.4.PK.	Measurement, Data and Probability
STANDARD		Big Idea: Measurement attributes can be quantified and estimated using customary and non-customary units of measure. Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions. Essential Questions: Why does "what" we measure influence "how" we measure? How can data be organized and represented to provide insight into the relationship between quantities?
DESCRIPTOR / STANDARD	2.4.PK.MP.	Measurement and Data: Use mathematical processes when measuring; representing, organizing, and understanding data.
DESCRIPTOR	2.4.PK.MP.1.	Engage in activities that include measuring, representing, organizing, and understanding data.

		<p><u>Intentional Teaching Cards</u>  M02: Counting &amp; Comparing  M03: Seek &amp; Find  M05: Sorting &amp; Classifying  M07: Ice Cubes  M09: Bigger Than, Smaller Than, Equal To  M11: Graphing  M12: Measure &amp; Compare  M19: Which Has More?  M25: The Long and Short of It  M26: Huff &amp; Puff  M31: Lining It Up  M46: Nesting Dolls  M62: How Big Around?  P32: Math Journal</p>
DESCRIPTOR	2.4.PK.MP.2.	<p>Persist in activities that include measuring, representing, organizing, and understanding data (Reference AL.2.PK.C).</p> <p><u>Intentional Teaching Cards</u>  M02: Counting &amp; Comparing  M03: Seek &amp; Find  M05: Sorting &amp; Classifying  M07: Ice Cubes  M09: Bigger Than, Smaller Than, Equal To  M11: Graphing  M12: Measure &amp; Compare  M19: Which Has More?  M25: The Long and Short of It  M26: Huff &amp; Puff  M31: Lining It Up  M46: Nesting Dolls  M62: How Big Around?  P32: Math Journal</p>
DESCRIPTOR	2.4.PK.MP.3.	<p>Problem solve in activities that include measuring, representing, organizing, and understanding data (Reference AL.4.PK.C).</p> <p><u>Intentional Teaching Cards</u>  M02: Counting &amp; Comparing  M03: Seek &amp; Find  M05: Sorting &amp; Classifying  M11: Graphing  M19: Which Has More?  M31: Lining It Up  M46: Nesting Dolls</p>
DESCRIPTOR	2.4.PK.MP.4.	<p>When prompted, communicate thinking while engaged in activities that include measuring, representing, organizing, and understanding data.</p> <p><u>Intentional Teaching Cards</u>  M02: Counting &amp; Comparing  M03: Seek &amp; Find  M05: Sorting &amp; Classifying  M07: Ice Cubes  M09: Bigger Than, Smaller Than, Equal To  M11: Graphing  M12: Measure &amp; Compare  M19: Which Has More?  M25: The Long and Short of It  M26: Huff &amp; Puff  M31: Lining It Up  M46: Nesting Dolls  M62: How Big Around?  P32: Math Journal</p>

DESCRIPTOR	2.4.PK.MP.5.	Talk and listen to peers during activities that include measuring, representing, organizing, and understanding data.  <u>Intentional Teaching Cards</u> M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M11: Graphing M12: Measure & Compare M19: Which Has More? M25: The Long and Short of It M26: Huff & Puff M31: Lining It Up M46: Nesting Dolls M62: How Big Around? P32: Math Journal
SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Pre-kindergarten)
STANDARD AREA / STATEMENT	3.1.PK.A.	Biological Sciences: Living and Non-Living Organisms
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.PK.A.1.	Common Characteristics of Life: Recognize the difference between living and non-living things.
DESCRIPTOR	3.1.PK.A.1.2.	Categorize common living things into plants and animals.  <u>Intentional Teaching Cards</u> LL26: Searching the Web
STANDARD AREA / STATEMENT	3.1.PK.A.	Biological Sciences: Living and Non-Living Organisms
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.PK.A.2.	Energy Flow: Identify basic needs of plants (water and light) and animals (food, water and light).
DESCRIPTOR	3.1.PK.A.2.1.	Categorize common living things into plants and animals.  <u>Intentional Teaching Cards</u> LL26: Searching the Web
DESCRIPTOR	3.1.PK.A.2.2.	State that living things need air, food and water to survive.  <u>Intentional Teaching Cards</u> LL53: We're Going on a Trip
STANDARD AREA / STATEMENT	3.1.PK.A.	Biological Sciences: Living and Non-Living Organisms
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.PK.A.3.	Life Cycles: Recognize that plants and animals grow and change.
DESCRIPTOR	3.1.PK.A.3.1.	Observe and document the growth of a living thing through drawings, writing, and/or photos.



**Intentional Teaching Cards**

LL01: Shared Writing  
LL02: Desktop Publishing  
LL04: Bookmaking  
LL06: Dramatic Story Retelling  
LL08: Memory Games  
LL10: Rhyming Chart  
LL11: Rhyming Riddles  
LL13: Shaving Cream Letters  
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  
LL58: Our Super Duper Writing Box  
LL59: Question Basket  
LL60: Writing with Wordless Books  
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

		<p>M40: Cube Trains  M42: Straw Shapes  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 &amp; Strawberry Snacks  M70: Egg Salad  M71: Flat Bread  M72: Macaroni &amp; 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  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  P30: Mixing Paints  P31: Tie-Dyed Towels  P32: Math Journal  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>
<b>DESCRIPTOR</b>	3.1.PK.A.3.3.	Care for plants and animals in the classroom.  <u>Intentional Teaching Cards</u> LL26: Searching the Web
<b>STANDARD AREA / STATEMENT</b>	3.1.PK.A.	Biological Sciences: Living and Non-Living Organisms
<b>STANDARD</b>		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?

<b>DESCRIPTOR / STANDARD</b>	<b>3.1.PK.A.5.</b>	<b>Form and Function: Name basic parts of living things.</b>
<b>DESCRIPTOR</b>	<b>3.1.PK.A.5.1.</b>	Tell the parts of a person, an animal or a plant.  <u>Intentional Teaching Cards</u> LL26: Searching the Web
<b>DESCRIPTOR</b>	<b>3.1.PK.A.5.2.</b>	Draw a picture of a person, an animal or plant including most of the major observable features.  <u>Intentional Teaching Cards</u> LL04: Bookmaking LL13: Shaving Cream Letters LL26: Searching the Web 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
<b>STANDARD AREA / STATEMENT</b>	<b>3.1.PK.A.</b>	<b>Biological Sciences: Living and Non-Living Organisms</b>
<b>STANDARD</b>		<b>Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>3.1.PK.A.9.</b>	<b>Science as Inquiry: Participate in simple investigations about living and/or non-living things to answer a question or to test a prediction.</b>
<b>DESCRIPTOR</b>	<b>3.1.PK.A.9.1.</b>	Ask questions about objects, organisms, and events.  <u>Intentional Teaching Cards</u> LL54: Asking Questions SE01: Site Visits
<b>DESCRIPTOR</b>	<b>3.1.PK.A.9.2.</b>	Use the five senses and simple equipment to gather data.  <u>Intentional Teaching Cards</u> LL63: Investigating & Recording M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M11: Graphing
<b>DESCRIPTOR</b>	<b>3.1.PK.A.9.3.</b>	Collect objects during a nature walk.  <u>Intentional Teaching Cards</u> LL07: Letters, Letters, Letters LL24: Lemonade LL25: What's for Snack? LL35: Fruit Salad LL36: Salsa

		<p>LL37: Roll-Ups  LL38: Hummus  LL49: Vegetable Soup  LL50: Making Shiny Paint  LL51: Pizza  LL61: Color Hunt  LL63: Investigating &amp; Recording  M02: Counting &amp; Comparing  M03: Seek &amp; Find  M05: Sorting &amp; Classifying  M07: Ice Cubes  M08: Baggie Ice Cream  M09: Bigger Than, Smaller Than, Equal To  M10: Biscuits  M12: Measure &amp; Compare  M15: Play Dough  M18: Bounce &amp; Count  M24: Matzo Balls  M25: The Long and Short of It  M26: Huff &amp; 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 &amp; Strawberry Snacks  M70: Egg Salad  M71: Flat Bread  M72: Macaroni &amp; 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>DESCRIPTOR</p>	<p>3.1.PK.A.9.6.</p>	<p>Make a prediction about the result of the experiment.</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</p>

		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
<b>STANDARD AREA / STATEMENT</b>	<b>3.1.PK.B.</b>	<b>Biological Sciences: Genetics</b>
<b>STANDARD</b>		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
<b>DESCRIPTOR / STANDARD</b>	<b>3.1.PK.B.1.</b>	<b>Heredity: Recognize and compare physical characteristics of living things from same species.</b>
<b>DESCRIPTOR</b>	<b>3.1.PK.B.1.1.</b>	Note things that are similar among family members when looking at photographs.  <u>Intentional Teaching Cards</u> LL41: Our Names, Our Things
<b>DESCRIPTOR</b>	<b>3.1.PK.B.1.2.</b>	Identify characteristics of own family (e.g. hair color, eye color and height).  <u>Intentional Teaching Cards</u>

		LL41: Our Names, Our Things
DESCRIPTOR	3.1.PK.B.1.3.	Match parent animal with offspring. <u>Intentional Teaching Cards</u> LL26: Searching the Web
STANDARD AREA / STATEMENT	3.1.PK.B.	Biological Sciences: Genetics
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.PK.B.6.	Science as Inquiry: Participate in simple investigations of physical characteristics of living things from same species to answer a question or to test a prediction.
DESCRIPTOR	3.1.PK.B.6.1.	Ask questions about objects, organisms, and events. <u>Intentional Teaching Cards</u> LL54: Asking Questions SE01: Site Visits
DESCRIPTOR	3.1.PK.B.6.2.	Use the five senses and simple equipment to gather data. <u>Intentional Teaching Cards</u> LL63: Investigating & Recording M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M11: Graphing
DESCRIPTOR	3.1.PK.B.6.6.	Make a prediction about the results of the experiment. <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
DESCRIPTOR	3.1.PK.B.6.7.	Ask questions about objects, organisms, and events.  <u>Intentional Teaching Cards</u> LL54: Asking Questions SE01: Site Visits
STANDARD AREA / STATEMENT	3.1.PK.C.	Biological Sciences: Evolution
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.PK.C.3.	Unifying Themes: Describe changes that occur in animals.
DESCRIPTOR	3.1.PK.C.3.1.	Identify changes that occur in animals during the seasons.  <u>Intentional Teaching Cards</u> LL09: Pocket Storytelling: The Mitten
DESCRIPTOR	3.1.PK.C.3.2.	Describe that some animals, such as bear, hibernate when it gets cold.  <u>Intentional Teaching Cards</u> LL09: Pocket Storytelling: The Mitten
STANDARD AREA / STATEMENT	3.1.PK.C.	Biological Sciences: Evolution
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied. Essential Questions: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.PK.C.4.	Science as Inquiry: Participate in simple investigations of changes in animals to answer a question or to test a prediction.
DESCRIPTOR	3.1.PK.C.4.1.	Ask questions about objects, organisms, and events.  <u>Intentional Teaching Cards</u> LL54: Asking Questions SE01: Site Visits
DESCRIPTOR	3.1.PK.C.4.2.	Use the five senses and simple equipment to gather data.

		<p><b>Intentional Teaching Cards</b>  LL63: Investigating &amp; Recording  M07: Ice Cubes  M09: Bigger Than, Smaller Than, Equal To  M11: Graphing</p>
DESCRIPTOR	3.1.PK.C.4.6.	<p>Make a prediction about the results of the experiment.</p> <p><b>Intentional Teaching Cards</b>  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 &amp; Recording  M02: Counting &amp; Comparing  M03: Seek &amp; Find  M05: Sorting &amp; Classifying  M07: Ice Cubes  M08: Baggie Ice Cream  M09: Bigger Than, Smaller Than, Equal To  M10: Biscuits  M12: Measure &amp; Compare  M15: Play Dough  M18: Bounce &amp; Count  M24: Matzo Balls  M25: The Long and Short of It  M26: Huff &amp; 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 &amp; Strawberry Snacks  M70: Egg Salad  M71: Flat Bread  M72: Macaroni &amp; 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>



<b>STANDARD AREA / STATEMENT</b>	<b>3.2.PK.A.</b>	<b>Physical Sciences: Chemistry</b>
<b>STANDARD</b>		<b>Big Idea: Physical properties help us to understand the world. Essential Questions: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>3.2.PK.A.3.</b>	<b>Matter and Energy: Notice change in matter.</b>
<b>DESCRIPTOR</b>	<b>3.2.PK.A.3.1.</b>	Point out when a change in matter occurs.  <u>Intentional Teaching Cards</u> M07: Ice Cubes M08: Baggie Ice Cream
<b>DESCRIPTOR</b>	<b>3.2.PK.A.3.2.</b>	Observe differences in water (e.g. ice cube or snow melting and freezing).  <u>Intentional Teaching Cards</u> M07: Ice Cubes M08: Baggie Ice Cream
<b>DESCRIPTOR</b>	<b>3.2.PK.A.3.3.</b>	Notice changes in food substances during cooking.  <u>Intentional Teaching Cards</u> M07: Ice Cubes M08: Baggie Ice Cream
<b>STANDARD AREA / STATEMENT</b>	<b>3.2.PK.A.</b>	<b>Physical Sciences: Chemistry</b>
<b>STANDARD</b>		<b>Big Idea: Physical properties help us to understand the world. Essential Questions: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>3.2.PK.A.6.</b>	<b>Science as Inquiry: Participate in simple investigations of matter to answer a question or to test a prediction.</b>
<b>DESCRIPTOR</b>	<b>3.2.PK.A.6.1.</b>	Ask questions about objects.  <u>Intentional Teaching Cards</u> LL54: Asking Questions SE01: Site Visits
<b>DESCRIPTOR</b>	<b>3.2.PK.A.6.2.</b>	Use the five senses and simple equipment to gather data.  <u>Intentional Teaching Cards</u> LL63: Investigating & Recording M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M11: Graphing
<b>DESCRIPTOR</b>	<b>3.2.PK.A.6.3.</b>	Experiment with changes in matter.  <u>Intentional Teaching Cards</u> M07: Ice Cubes M08: Baggie Ice Cream
<b>DESCRIPTOR</b>	<b>3.2.PK.A.6.4.</b>	Experiment with changes in substances when combined.  <u>Intentional Teaching Cards</u> M07: Ice Cubes M08: Baggie Ice Cream
<b>DESCRIPTOR</b>	<b>3.2.PK.A.6.5.</b>	Make a prediction about the results of the experiment.  <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
<b>STANDARD AREA / STATEMENT</b>	<b>3.2.PK.B.</b>	<b>Physical Sciences: Physics</b>
<b>STANDARD</b>		<b>Big Idea: Physical properties help us to understand the world.</b> <b>Essential Questions: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>3.2.PK.B.1.</b>	<b>Force &amp; Motion of Practices &amp; Rigid Bodies: Explore and describe the motion of toys and objects.</b>
<b>DESCRIPTOR</b>	<b>3.2.PK.B.1.1.</b>	<b>Comment about the motion of a variety of objects during play.</b>  <u><b>Intentional Teaching Cards</b></u> <b>P12: Exploring Pathways</b>

STANDARD AREA / STATEMENT	3.2.PK.B.	Physical Sciences: Physics
STANDARD		Big Idea: Physical properties help us to understand the world. Essential Questions: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?
DESCRIPTOR / STANDARD	3.2.PK.B.6.	Unifying Themes (Energy): Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.
DESCRIPTOR	3.2.PK.B.6.3.	Identify what plants and animals need to grow.  <u>Intentional Teaching Cards</u> LL26: Searching the Web
STANDARD AREA / STATEMENT	3.2.PK.B.	Physical Sciences: Physics
STANDARD		Big Idea: Physical properties help us to understand the world. Essential Questions: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?
DESCRIPTOR / STANDARD	3.2.PK.B.7.	Science as Inquiry: Participate in simple investigations of energy and motion to answer a question or to test a prediction.
DESCRIPTOR	3.2.PK.B.7.1.	Ask questions about objects.  <u>Intentional Teaching Cards</u> LL54: Asking Questions SE01: Site Visits
DESCRIPTOR	3.2.PK.B.7.2.	Use the five senses and simple equipment to gather data.  <u>Intentional Teaching Cards</u> LL63: Investigating & Recording M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M11: Graphing
DESCRIPTOR	3.2.PK.B.7.3.	Experiment with objects or ideas to obtain a result.  <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

		<p>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 &amp; Strawberry Snacks  M70: Egg Salad  M71: Flat Bread  M72: Macaroni &amp; Cheese  M73: Oatmeal Raisin Cookies  M74: Vegetable Stir Fry  M75: Sugar Cookies  M76: Orange Banana Yogurt Pops</p>
<p><b>DESCRIPTOR</b></p>	<p>3.2.PK.B.7.4.</p>	<p>Make predictions about an outcome (e.g. "What might happen to a kite when the wind blows or slows down?").</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 &amp; Recording  M02: Counting &amp; Comparing  M03: Seek &amp; Find  M05: Sorting &amp; Classifying  M07: Ice Cubes  M08: Baggie Ice Cream  M09: Bigger Than, Smaller Than, Equal To  M10: Biscuits  M12: Measure &amp; Compare  M15: Play Dough  M18: Bounce &amp; Count  M24: Matzo Balls  M25: The Long and Short of It  M26: Huff &amp; 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</p>

		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
<b>STANDARD AREA / STATEMENT</b>	3.3.PK.A.	Earth and Space Sciences: Earth Structure, Processes and Cycles
<b>STANDARD</b>		Big Idea: The earth, which is part of a larger solar system, consists of structures, processes and cycles which affect its inhabitants. Essential Questions: What structures, processes, and cycles make up the earth? How do the various structures, processes and cycles affect the earth's inhabitants? How do we know the earth is part of a larger solar system?
<b>DESCRIPTOR / STANDARD</b>	3.3.PK.A.1.	Earth Features and the Processes that Change it: Sort different types of earth materials.
<b>DESCRIPTOR</b>	3.3.PK.A.1.3.	Use senses and simple tools to explore earth materials.  <u>Intentional Teaching Cards</u> LL15: Textured Letters LL21: Buried Treasures LL24: Lemonade LL25: What's for Snack? LL27: Writing Poems LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL45: Observational Drawing 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>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 &amp; Strawberry Snacks  M70: Egg Salad  M71: Flat Bread  M72: Macaroni &amp; 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>
<b>STANDARD AREA / STATEMENT</b>	3.3.PK.A.	Earth and Space Sciences: Earth Structure, Processes and Cycles
<b>STANDARD</b>		<p>Big Idea: The earth, which is part of a larger solar system, consists of structures, processes and cycles which affect its inhabitants.  Essential Questions: What structures, processes, and cycles make up the earth? How do the various structures, processes and cycles affect the earth's inhabitants? How do we know the earth is part of a larger solar system?</p>
<b>DESCRIPTOR / STANDARD</b>	3.3.PK.A.7.	Science as Inquiry: Participate in simple investigations of earth structures, processes, and cycles to answer a question or to test a prediction.
<b>DESCRIPTOR</b>	3.3.PK.A.7.1.	<p>Ask questions about objects, organisms, and events.</p> <p><u>Intentional Teaching Cards</u>  LL54: Asking Questions  SE01: Site Visits</p>
<b>DESCRIPTOR</b>	3.3.PK.A.7.2.	<p>Use the five senses and simple equipment to gather data.</p> <p><u>Intentional Teaching Cards</u>  LL63: Investigating &amp; Recording  M07: Ice Cubes  M09: Bigger Than, Smaller Than, Equal To  M11: Graphing</p>
<b>DESCRIPTOR</b>	3.3.PK.A.7.3.	<p>Experiment with different types of earth materials.</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 &amp; Recording  M02: Counting &amp; Comparing  M03: Seek &amp; Find  M05: Sorting &amp; Classifying  M07: Ice Cubes  M08: Baggie Ice Cream</p>

		<p>M09: Bigger Than, Smaller Than, Equal To  M10: Biscuits  M12: Measure &amp; Compare  M15: Play Dough  M18: Bounce &amp; Count  M24: Matzo Balls  M25: The Long and Short of It  M26: Huff &amp; 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 &amp; Strawberry Snacks  M70: Egg Salad  M71: Flat Bread  M72: Macaroni &amp; Cheese  M73: Oatmeal Raisin Cookies  M74: Vegetable Stir Fry  M75: Sugar Cookies  M76: Orange Banana Yogurt Pops</p>
<p>DESCRIPTOR</p>	<p>3.3.PK.A.7.4.</p>	<p>Make predictions about an outcome (e.g. “What might happen if we go out in the snow without our boots?”).</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 &amp; Recording  M02: Counting &amp; Comparing  M03: Seek &amp; Find  M05: Sorting &amp; Classifying  M07: Ice Cubes  M08: Baggie Ice Cream  M09: Bigger Than, Smaller Than, Equal To  M10: Biscuits  M12: Measure &amp; Compare  M15: Play Dough  M18: Bounce &amp; Count  M24: Matzo Balls  M25: The Long and Short of It  M26: Huff &amp; Puff  M27: Peach Cobbler  M28: Applesauce</p>

		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
<b>STANDARD AREA / STATEMENT</b>	<b>3.3.PK.B.</b>	<b>Earth and Space Sciences: Origin and Evolution of the Universe</b>
<b>STANDARD</b>		<b>Big Idea:</b> The earth, which is part of a larger solar system, consists of structures, processes and cycles which affect its inhabitants. <b>Essential Questions:</b> What structures, processes, and cycles make up the earth? How do the various structures, processes and cycles affect the earth's inhabitants? How do we know the earth is part of a larger solar system?
<b>DESCRIPTOR / STANDARD</b>	<b>3.3.PK.B.3.</b>	<b>Science as Inquiry: Participate in simple investigations of the objects found in the day or night sky to answer a question or to test a prediction.</b>
<b>DESCRIPTOR</b>	<b>3.3.PK.B.3.1.</b>	Ask questions about objects, organisms, and events.  <u>Intentional Teaching Cards</u> LL54: Asking Questions SE01: Site Visits
<b>DESCRIPTOR</b>	<b>3.3.PK.B.3.2.</b>	Use the five senses and simple equipment (e.g. prisms, binoculars) to gather data.  <u>Intentional Teaching Cards</u> LL63: Investigating & Recording M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M11: Graphing
<b>STANDARD AREA / STATEMENT</b>	<b>4.1.PK.</b>	<b>Environment and Ecology: Ecology</b>
<b>STANDARD</b>		<b>Big Idea:</b> People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. <b>Essential Questions:</b> How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
<b>DESCRIPTOR / STANDARD</b>	<b>4.1.PK.C.</b>	<b>Energy Flow: Identify that plants need the sun to grow.</b>



DESCRIPTOR	4.1.PK.C.1.	<p>Participate in experiments that show the effects on plant growth when the sun is removed as a source of energy.</p> <p><u>Intentional Teaching Cards</u></p> <p>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 &amp; Recording  M02: Counting &amp; Comparing  M03: Seek &amp; Find  M05: Sorting &amp; Classifying  M07: Ice Cubes  M08: Baggie Ice Cream  M09: Bigger Than, Smaller Than, Equal To  M10: Biscuits  M12: Measure &amp; Compare  M15: Play Dough  M18: Bounce &amp; Count  M24: Matzo Balls  M25: The Long and Short of It  M26: Huff &amp; 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 &amp; Strawberry Snacks  M70: Egg Salad  M71: Flat Bread  M72: Macaroni &amp; Cheese  M73: Oatmeal Raisin Cookies  M74: Vegetable Stir Fry  M75: Sugar Cookies  M76: Orange Banana Yogurt Pops</p>
STANDARD AREA / STATEMENT	4.1.PK.	Environment and Ecology: Ecology
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.1.PK.D.	Biodiversity: Identify basic needs of living things.

DESCRIPTOR	4.1.PK.D.1.	Reference 3.1.PK.A.2. <u>Intentional Teaching Cards</u> LL53: We're Going on a Trip
STANDARD AREA / STATEMENT	4.2.PK.	Environment and Ecology: Watersheds and Wetlands
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.2.PK.B.	Wetlands: Identify a wetland as an ecosystem in Pennsylvania.
DESCRIPTOR	4.2.PK.B.1.	Understand that an ecosystem is a community of living things and everything that surround them. <u>Intentional Teaching Cards</u> LL26: Searching the Web
DESCRIPTOR	4.2.PK.B.2.	Understand that a wetland is an ecosystem in which the living things depend on a large amount of water for survival. <u>Intentional Teaching Cards</u> LL26: Searching the Web
DESCRIPTOR	4.2.PK.B.3.	Participate in classroom activities about wetlands. <u>Intentional Teaching Cards</u> LL26: Searching the Web
STANDARD AREA / STATEMENT	4.2.PK.	Environment and Ecology: Watersheds and Wetlands
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.2.PK.C.	Aquatic Ecosystem: Describe an aquatic (water) and terrestrial (land) habitat.
DESCRIPTOR	4.2.PK.C.1.	Understand that a habitat is where a living thing finds its basic needs for survival. <u>Intentional Teaching Cards</u> LL26: Searching the Web
DESCRIPTOR	4.2.PK.C.2.	Describe different places animals can live. <u>Intentional Teaching Cards</u> LL26: Searching the Web
DESCRIPTOR	4.2.PK.C.3.	Match animals to an aquatic (water) or terrestrial (land) habitat. <u>Intentional Teaching Cards</u> LL26: Searching the Web
DESCRIPTOR	4.2.PK.C.4.	Include a description of a specific habitat in drawing, creations, or dictations. <u>Intentional Teaching Cards</u> LL26: Searching the Web
STANDARD AREA / STATEMENT	4.4.PK.	Environment and Ecology: Agriculture and Society
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe

		my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.4.PK.A.	Food and Fiber Systems: Identify what plants and animals need to grow.
DESCRIPTOR	4.4.PK.A.1.	Reference 3.1.PK.A.2.  <u>Intentional Teaching Cards</u> LL53: We're Going on a Trip
STANDARD AREA / STATEMENT	4.4.PK.	Environment and Ecology: Agriculture and Society
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.4.PK.C.	Applying Sciences to: Recognize that plants and animals grow and change.
DESCRIPTOR	4.4.PK.C.1.	Reference 3.1.PK.A.3.  <u>Intentional Teaching Cards</u> LL26: Searching the Web
STANDARD AREA / STATEMENT	4.5.PK.	Environment and Ecology: Humans and the Environment
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.5.PK.A.	Sustainability: Identify what people need to survive.
DESCRIPTOR	4.5.PK.A.2.	Label human needs as air, food, water, shelter, clothing.  <u>Intentional Teaching Cards</u> LL53: We're Going on a Trip
STANDARD AREA / STATEMENT	4.5.PK.	Environment and Ecology: Humans and the Environment
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.5.PK.B.	Integrated Pest Management: Identify things in the natural environment that can be harmful to people, pets and other living things.
DESCRIPTOR	4.5.PK.B.2.	Discuss plants, insects and animals that could be harmful; share personal experiences when relevant.  <u>Intentional Teaching Cards</u> LL26: Searching the Web
STANDARD AREA / STATEMENT	15.4.PK.	Computer and Information Technology:
STANDARD		Big Idea: Technology impacts daily living and can be used as a tool for exploring and understanding the world, as well as communicating with one another. The media (e.g. music, books, maps, TV programming, newspapers, magazines, movies, Internet, applications, advertising) constructed with available technology conveys a message that can be read, interpreted, and evaluated.

		Essential Questions: How do I choose the correct technology for a task? Can I use various technologies appropriately? How do I read, interpret, and evaluate media?
DESCRIPTOR / STANDARD	15.4.PK.L.	Technology Research: With help and support, use web browser to locate content-specific websites.
DESCRIPTOR	15.4.PK.L.1.	Generate or choose a topic to learn about.  <u>Intentional Teaching Cards</u> LL26: Searching the Web LL54: Asking Questions LL63: Investigating & Recording
SUBJECT / STANDARD AREA	PA.SS.	Social Studies Thinking (Pre-kindergarten)
STANDARD AREA / STATEMENT	5.1.PK.	Civics and Government: Principles and Documents of Government
STANDARD		Big Idea: Learning to be a good citizen helps one contribute to society in a meaningful way. Essential Questions: What rules and consequences are important? Can I identify some American symbols?
DESCRIPTOR / STANDARD	5.1.PK.A.	Rule of Law: State rules and their consequences.
DESCRIPTOR	5.1.PK.A.1.	Describe 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
DESCRIPTOR	5.1.PK.A.2.	Explain a consequence for breaking a classroom rule.  <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
STANDARD AREA / STATEMENT	5.2.PK.	Civics and Government: Rights and Responsibilities of Citizenship
STANDARD		Big Idea: Learning to be a good citizen helps one contribute to society in a meaningful way. Essential Questions: What rules and consequences are important? Can I identify some American symbols?
DESCRIPTOR / STANDARD	5.2.PK.A.	Civics Rights and Responsibilities: Identify self-membership of a group such as the class or family.
DESCRIPTOR	5.2.PK.A.1.	Display awareness of role as member of a group.  <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  
 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

		<p>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 &amp; Catch  P20: Body Shapes &amp; 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 &amp; 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>
DESCRIPTOR	5.2.PK.A.2.	<p>Participate in group decision-making.</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</p>

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  
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 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

		<p>P19: Bounce &amp; Catch  P20: Body Shapes &amp; 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 &amp; 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>
DESCRIPTOR	5.2.PK.A.3.	<p>Participate in classroom and family responsibilities.</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>
DESCRIPTOR	5.2.PK.A.5.	<p>Work cooperatively with other children to achieve an outcome.</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</p>



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  
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 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

		<p>P18: Dribbling a Ball  P19: Bounce &amp; Catch  P20: Body Shapes &amp; 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 &amp; 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>
<b>STANDARD AREA / STATEMENT</b>	5.3.PK.	Civics and Government: How Government Works
<b>STANDARD</b>		Big Idea: Learning to be a good citizen helps one contribute to society in a meaningful way. Essential Questions: What rules and consequences are important? Can I identify some American symbols?
<b>DESCRIPTOR / STANDARD</b>	5.3.PK.F.	Conflict and the Court System: Identify appropriate behaviors for responsible classroom citizens.
<b>DESCRIPTOR</b>	5.3.PK.F.1.	Use inside voices while indoors and outside voices when outdoors.  <u>Intentional Teaching Cards</u> LL14: Did You Ever See...?
<b>DESCRIPTOR</b>	5.3.PK.F.2.	Cooperate in both large and small group activities that are facilitated by adult.  <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  
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 LL37: Roll-Ups  
 LL38: Hummus  
 LL41: Our Names, Our Things  
 LL43: Introducing New Vocabulary  
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 LL55: Dance & Remember  
 LL56: Find the Matching Letter  
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 M01: Dinnertime  
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 M60: Morning, Noon, and Night  
 M61: Shake, Rattle, and Roll  
 M62: How Big Around?  
 M77: Board Games  
 M79: Ping-Pong Pick-Up  
 P01: Let's Sew  
 P03: Twisted Pretzels  
 P04: Kick High  
 P08: Cutting With Scissors  
 P09: Up and Away

		<p>P14: Moving Through the Forest  P15: Dribble Kick  P18: Dribbling a Ball  P19: Bounce &amp; Catch  P20: Body Shapes &amp; 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 &amp; 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>
DESCRIPTOR	5.3.PK.F.3.	<p>Follow rules and routines in classroom.</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>
STANDARD AREA / STATEMENT	6.1.PK.	Economics: Scarcity and Choice
STANDARD		Big Idea: Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money based on different influences. Essential Questions: How can I use money? What influences the choices I make about spending what I have earned?
DESCRIPTOR / STANDARD	6.1.PK.A.	Scarcity and Choice: Emerging to...Identify how scarcity influences choice.
DESCRIPTOR	6.1.PK.A.1.	<p>Understand that some resources are limited.</p> <p><u>Intentional Teaching Cards</u>  SE08: Group Problem Solving  SE09: Big Rule, Little Rule</p>
DESCRIPTOR	6.1.PK.A.2.	Notice when materials are running low (e.g. we need more paper in

		the art area).  <u>Intentional Teaching Cards</u> LL07: Letters, Letters, Letters LL13: Shaving Cream Letters LL40: What Was for Breakfast? M15: Play Dough M60: Morning, Noon, and Night M78: Math Collage P01: Let's Sew P02: Play Dough Weaving P08: Cutting With Scissors P30: Mixing Paints P31: Tie-Dyed Towels SE26: Making A Mural
DESCRIPTOR	6.1.PK.A.3.	Offer to share materials when materials are scarce (e.g. one shovel in sensory table).  <u>Intentional Teaching Cards</u> LL07: Letters, Letters, Letters LL13: Shaving Cream Letters LL40: What Was for Breakfast? M15: Play Dough M60: Morning, Noon, and Night M78: Math Collage P01: Let's Sew P02: Play Dough Weaving P08: Cutting With Scissors P30: Mixing Paints P31: Tie-Dyed Towels SE26: Making A Mural
DESCRIPTOR	6.1.PK.A.4.	Show preference for one material/center, but choose a different material/center when materials are scarce or center is full.  <u>Intentional Teaching Cards</u> LL07: Letters, Letters, Letters LL13: Shaving Cream Letters LL40: What Was for Breakfast? M15: Play Dough M60: Morning, Noon, and Night M78: Math Collage P01: Let's Sew P02: Play Dough Weaving P08: Cutting With Scissors P30: Mixing Paints P31: Tie-Dyed Towels SE08: Group Problem Solving SE09: Big Rule, Little Rule SE26: Making A Mural
STANDARD AREA / STATEMENT	6.1.PK.	Economics: Scarcity and Choice
STANDARD		Big Idea: Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money based on different influences. Essential Questions: How can I use money? What influences the choices I make about spending what I have earned?
DESCRIPTOR / STANDARD	6.1.PK.B.	Limited: Emerging to...Identify family wants and needs.
DESCRIPTOR	6.1.PK.B.1.	Identify what people need to survive.  <u>Intentional Teaching Cards</u> LL53: We're Going on a Trip
STANDARD AREA / STATEMENT	6.1.PK.	Economics: Scarcity and Choice

STANDARD		Big Idea: Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money based on different influences. Essential Questions: How can I use money? What influences the choices I make about spending what I have earned?
DESCRIPTOR / STANDARD	6.1.PK.D.	Incentives and Choice: Identify a choice based on individual interest.
DESCRIPTOR	6.1.PK.D.1.	Make a choice and explain the reason for the choice.  <u>Intentional Teaching Cards</u> SE08: Group Problem Solving SE09: Big Rule, Little Rule
DESCRIPTOR	6.1.PK.D.2.	Provide a reason for choosing to play in a particular center that shows interest in specific materials or people.  <u>Intentional Teaching Cards</u> SE08: Group Problem Solving SE09: Big Rule, Little Rule
STANDARD AREA / STATEMENT	6.2.PK.	Economics: Market and Economic Systems
STANDARD		Big Idea: Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money based on different influences. Essential Questions: How can I use money? What influences the choices I make about spending what I have earned?
DESCRIPTOR / STANDARD	6.2.PK.C.	Advertising and Media: Emerging to...Identify advertisements that encourage us to buy things.
DESCRIPTOR	6.2.PK.C.1.	Recognize logos (environmental print) from local businesses.  <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
STANDARD AREA / STATEMENT	6.5.PK.	Economics: Income, Profit, and Wealth
STANDARD		Big Idea: Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money based on different influences. Essential Questions: How can I use money? What influences the choices I make about spending what I have earned?
DESCRIPTOR / STANDARD	6.5.PK.C.	Types of Business: Identify local businesses.
DESCRIPTOR	6.5.PK.C.1.	Participate in role play that is related to a local business (e.g. pet store, hair salon, restaurant).  <u>Intentional Teaching Cards</u> LL53: We're Going on a Trip M36: We're Going on an Adventure
STANDARD AREA / STATEMENT	7.1.PK.	Geography: Basic Geographic Literacy
STANDARD		Big Idea: Location can be represented using a variety of tools. Essential Questions: What tools help me to understand the location of places and things? How can I represent the location of places and things?
DESCRIPTOR / STANDARD	7.1.PK.B.	Location of Places and Regions: Emerging to...Describe the location of places in the home, school, and community to gain an

		understanding of relative location.
DESCRIPTOR	7.1.PK.B.2.	<p>Use directionality, size and position (e.g. left, right, first, last, little, big, top, bottom) to describe location.</p> <p><u>Intentional Teaching Cards</u>  M01: Dinnertime  M36: We're Going on an Adventure  M51: Can You Find It?</p>
DESCRIPTOR	7.1.PK.B.4.	<p>Listen to directions and retrieve items.</p> <p><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 &amp; Remember  LL57: Photo Writing  LL58: Our Super Duper Writing Box  LL59: Question Basket  LL60: Writing with Wordless Books  M03: Seek &amp; 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 &amp; Strawberry Snacks  M70: Egg Salad  M71: Flat Bread  M72: Macaroni &amp; 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</p>

		<p>P06: Catching With a Scoop  P07: Balloon Catch  P08: Cutting With Scissors  P09: Up and Away  P10: Jumping Rope  P11: Jump the River  P12: Exploring Pathways  P13: Punting  P14: Moving Through the Forest  P15: Dribble Kick  P16: Body Part Balance  P17: Balance on a Beam  P18: Dribbling a Ball  P19: Bounce &amp; Catch  P20: Body Shapes &amp; Sizes  P21: Hopping  P22: Follow the Leader  P23: Ways to Travel  P24: Swing &amp; Jump Rope  P25: Kick Hard  P26: Keep It Up  P27: Galloping  P28: Balloon Pong  P29: Stop &amp; 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>
<b>STANDARD AREA / STATEMENT</b>	<b>8.1.PK.</b>	<b>History: Historical Analysis and Skills Development</b>
<b>STANDARD</b>		Big Idea: Past experiences and ideas help us make sense of the world. Essential Questions: In what ways can events be sequenced? How do I use past experiences and events to understand the present?
<b>DESCRIPTOR / STANDARD</b>	<b>8.1.PK.C.</b>	<b>Research: Understand that information comes from many sources such as books, computers, and newspapers.</b>
<b>DESCRIPTOR</b>	<b>8.1.PK.C.2.</b>	Locate information on identified topics using media (e.g. music, books, maps, TV programming, newspapers, magazines, movies, Internet, applications, advertising).  <u>Intentional Teaching Cards</u> M51: Can You Find It?
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CA.</b>	<b>Creative Thinking and Expression (Pre-kindergarten)</b>
<b>STANDARD AREA / STATEMENT</b>	<b>9.1.M.PK.</b>	<b>Production and Performance: Music and Movement</b>
<b>STANDARD</b>		Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?
<b>DESCRIPTOR / STANDARD</b>	<b>9.1.M.PK.A.</b>	<b>Elements and Principles: Know and use basic elements and principles of music and movement.</b>
<b>DESCRIPTOR</b>	<b>9.1.M.PK.A.1.</b>	Practice rhythms in different forms of music and dance.  <u>Intentional Teaching Cards</u>



		LL14: Did You Ever See...? P12: Exploring Pathways
DESCRIPTOR	9.1.M.PK.A.4.	<p>Participate in teacher-guided music and movement activities.</p> <p><u>Intentional Teaching Cards</u></p> <p>LL01: Shared Writing  LL03: Alphabet Cards  LL05: Jumping Beans  LL08: Memory Games  LL09: Pocket Storytelling: The Mitten  LL11: Rhyming Riddles  LL14: Did You Ever See...?  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 &amp; Remember  LL56: Find the Matching Letter  LL59: Question Basket  LL61: Color Hunt  M01: Dinnertime  M02: Counting &amp; Comparing  M07: Ice Cubes  M09: Bigger Than, Smaller Than, Equal To  M12: Measure &amp; Compare  M14: Patterns  M16: Show Me Five  M17: Guessing Jar  M18: Bounce &amp; 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</p>

		<p>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  P12: Exploring Pathways  P14: Moving Through the Forest  P15: Dribble Kick  P18: Dribbling a Ball  P19: Bounce &amp; Catch  P20: Body Shapes &amp; 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 &amp; 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><b>DESCRIPTOR</b></p>	<p>9.1.M.PK.A.5.</p>	<p>Participate in group movement activities demonstrating an awareness of shared space.</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 &amp; Catch  P20: Body Shapes &amp; 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 &amp; 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>
<b>STANDARD AREA / STATEMENT</b>	<b>9.1.M.PK.</b>	<b>Production and Performance: Music and Movement</b>
<b>STANDARD</b>		<b>Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>9.1.M.PK.B.</b>	<b>Demonstration: Respond to different types of music and dance through participation and discussion.</b>
<b>DESCRIPTOR</b>	<b>9.1.M.PK.B.1.</b>	<p>Participate in teacher-guided music and movement activities.</p> <p><u>Intentional Teaching Cards</u>  LL14: Did You Ever See...?  P12: Exploring Pathways</p>
<b>DESCRIPTOR</b>	<b>9.1.M.PK.B.2.</b>	<p>Sing familiar songs, chants, and finger plays.</p> <p><u>Intentional Teaching Cards</u>  LL10: Rhyming Chart  LL12: Same Sound Sort  LL14: Did You Ever See...?  LL30: Knowing Our Friends</p>

		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
DESCRIPTOR	9.1.M.PK.B.3.	Dance to different types of music.  <u>Intentional Teaching Cards</u> P12: Exploring Pathways
DESCRIPTOR	9.1.M.PK.B.4.	Discuss music and movement experiences.  <u>Intentional Teaching Cards</u> LL14: Did You Ever See...? P12: Exploring Pathways
STANDARD AREA / STATEMENT	9.1.M.PK.	Production and Performance: Music and Movement
STANDARD		Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?
DESCRIPTOR / STANDARD	9.1.M.PK.E.	Representation: Use imagination and creativity to express self through music and dance.
DESCRIPTOR	9.1.M.PK.E.1.	Initiate music and movement activities.  <u>Intentional Teaching Cards</u> LL14: Did You Ever See...? P12: Exploring Pathways
DESCRIPTOR	9.1.M.PK.E.2.	Select music and movement area during free choice.  <u>Intentional Teaching Cards</u> LL14: Did You Ever See...? P12: Exploring Pathways
DESCRIPTOR	9.1.M.PK.E.3.	Improvise songs and rhythmic patterns.  <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
DESCRIPTOR	9.1.M.PK.E.4.	Change words or tune of familiar songs to make new songs.

		<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
<b>STANDARD AREA / STATEMENT</b>	9.1.M.PK.	<b>Production and Performance: Music and Movement</b>
<b>STANDARD</b>		<b>Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?</b>
<b>DESCRIPTOR / STANDARD</b>	9.1.M.PK.J.	<b>Technologies: Use a variety of technologies for producing or performing works of art.</b>
<b>DESCRIPTOR</b>	9.1.M.PK.J.4.	Use age appropriate digital media applications to create music.  <u>Intentional Teaching Cards</u> LL14: Did You Ever See...? P12: Exploring Pathways
<b>DESCRIPTOR</b>	9.1.M.PK.J.5.	Use a variety of props to enhance movement activities (e.g. scarves, bean bags, ribbons).  <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
<b>DESCRIPTOR</b>	9.1.M.PK.J.6.	Use recording devices (e.g. voice recorder, video recorder) to capture music and/or movement performances.  <u>Intentional Teaching Cards</u> LL14: Did You Ever See...? P12: Exploring Pathways
<b>STANDARD AREA / STATEMENT</b>	9.1.D.PK.	<b>Production and Performance: Dramatic and Performance Play</b>
<b>STANDARD</b>		<b>Big Idea: Dramatic and performance play is a way to act out reality and fantasy. Essential Question: How can I express my thoughts, feelings, and ideas through dramatic play?</b>
<b>DESCRIPTOR / STANDARD</b>	9.1.D.PK.B.	<b>Demonstrations: Recreate a dramatic play experience for an audience.</b>
<b>DESCRIPTOR</b>	9.1.D.PK.B.1.	Create various voice inflections and facial expressions in play.  <u>Intentional Teaching Cards</u> LL10: Rhyming Chart

		LL14: Did You Ever See...? LL15: Textured Letters LL18: What's Missing? LL26: Searching the Web LL30: Knowing Our Friends LL44: Rhyming Tubs LL47: The Name Game LL48: D Is for Door M03: Seek & Find M04: Number Cards M10: Biscuits M19: Which Has More? M21: Geoboards M29: Apple Bread M32: Which Container Holds More? M35: Action Patterns M37: Secret Numbers M52: Modeling Clay M58: Missing Lids M62: How Big Around? M73: Oatmeal Raisin Cookies M76: Orange Banana Yogurt Pops M77: Board Games P05: Throw Hard, Throw Far P06: Catching With a Scoop P12: Exploring Pathways P15: Dribble Kick P16: Body Part Balance P24: Swing & Jump Rope P25: Kick Hard P27: Galloping SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE08: Group Problem Solving SE17: Supporting Children to Use Their Words SE24: I Don't Like That!
DESCRIPTOR	9.1.D.PK.B.2.	Change voice inflections when recreating various characters.  <u>Intentional Teaching Cards</u> LL14: Did You Ever See...? LL53: We're Going on a Trip M36: We're Going on an Adventure
DESCRIPTOR	9.1.D.PK.B.3.	Direct peers or follow peers' instructions about dramatic play schemes.  <u>Intentional Teaching Cards</u> LL53: We're Going on a Trip M36: We're Going on an Adventure
DESCRIPTOR	9.1.D.PK.B.4.	Act out stories with guidance of the adult.  <u>Intentional Teaching Cards</u> LL53: We're Going on a Trip M36: We're Going on an Adventure
STANDARD AREA / STATEMENT	9.1.D.PK.	Production and Performance: Dramatic and Performance Play
STANDARD		Big Idea: Dramatic and performance play is a way to act out reality and fantasy. Essential Question: How can I express my thoughts, feelings, and ideas through dramatic play?
DESCRIPTOR / STANDARD	9.1.D.PK.E.	Representation: Use imagination and creativity to express self through dramatic play.
DESCRIPTOR	9.1.D.PK.E.1.	Use nonconforming objects to create representations of real life objects or activities.

		<p><u>Intentional Teaching Cards</u>  LL53: We're Going on a Trip  M36: We're Going on an Adventure</p>
DESCRIPTOR	9.1.D.PK.E.2.	<p>Represent fantasy and real-life experiences through pretend play.</p> <p><u>Intentional Teaching Cards</u>  LL53: We're Going on a Trip  M36: We're Going on an Adventure</p>
DESCRIPTOR	9.1.D.PK.E.3.	<p>Imitate roles of people, animals, or objects observed in life experiences.</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 &amp; 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 &amp; 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>
DESCRIPTOR	9.1.D.PK.E.4.	<p>Use props and costumes during dramatic play.</p> <p><u>Intentional Teaching Cards</u>  LL05: Jumping Beans  LL06: Dramatic Story Retelling  LL09: Pocket Storytelling: The Mitten  LL10: Rhyming Chart  LL11: Rhyming Riddles  LL12: Same Sound Sort  LL14: Did You Ever See...?  LL17: Walk a Letter  LL30: Knowing Our Friends  LL31: I Went Shopping  LL46: Storyboard  LL52: Tap It, Clap It, Stomp It, Jump It  LL55: Dance &amp; Remember  LL62: Retelling Wordless Books  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</p>



		<p>M55: Stepping Stones  M63: Fishing Trip  P13: Punting  P14: Moving Through the Forest  P20: Body Shapes &amp; 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>
DESCRIPTOR	9.1.D.PK.E.5.	<p>Create props from available materials.</p> <p><u>Intentional Teaching Cards</u>  LL05: Jumping Beans  LL06: Dramatic Story Retelling  LL09: Pocket Storytelling: The Mitten  LL10: Rhyming Chart  LL11: Rhyming Riddles  LL12: Same Sound Sort  LL14: Did You Ever See...?  LL17: Walk a Letter  LL30: Knowing Our Friends  LL31: I Went Shopping  LL46: Storyboard  LL52: Tap It, Clap It, Stomp It, Jump It  LL55: Dance &amp; Remember  LL62: Retelling Wordless Books  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 &amp; 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>
STANDARD AREA / STATEMENT	9.1.V.PK.	Production and Performance: Visual Arts
STANDARD		Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts, feelings, and ideas through visual arts?
DESCRIPTOR / STANDARD	9.1.V.PK.A.	Elements and Principles: Know and use basic elements of visual arts.
DESCRIPTOR	9.1.V.PK.A.1.	<p>Participate in teacher-guided visual arts activities.</p> <p><u>Intentional Teaching Cards</u>  LL04: Bookmaking  LL13: Shaving Cream Letters  LL32: Describing Art  LL39: My Daily Journal</p>

		<p>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 &amp; Recording  M07: Ice Cubes  M15: Play Dough  M34: Cover Up  M41: Making Numerals  M42: Straw Shapes  M45: Picture Patterns  M66: OobEck  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  SE26: Making A Mural</p>
DESCRIPTOR	9.1.V.PK.A.2.	<p>Choose art center during free choice.</p> <p><u>Intentional Teaching Cards</u>  LL04: Bookmaking  LL13: Shaving Cream Letters  LL32: Describing Art  LL39: My Daily Journal  LL40: What Was for Breakfast?  LL45: Observational Drawing  LL46: Storyboard  LL57: Photo Writing  LL58: Our Super Duper Writing Box  LL59: Question Basket  LL60: Writing with Wordless Books  LL63: Investigating &amp; Recording  M07: Ice Cubes  M15: Play Dough  M34: Cover Up  M41: Making Numerals  M42: Straw Shapes  M45: Picture Patterns  M66: OobEck  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  SE26: Making A Mural</p>
DESCRIPTOR	9.1.V.PK.A.3.	<p>Demonstrate an understanding of “color,” “shape,” and “line”.</p> <p><u>Intentional Teaching Cards</u>  LL61: Color Hunt  M21: Geoboards  M23: Putting Puzzles Together  M30: Buried Shapes  M38: Patterns Under Cover  M42: Straw Shapes</p>

		M47: My Shadow and I M50: The Farmer Builds a Fence M61: Shake, Rattle, and Roll P31: Tie-Dyed Towels
DESCRIPTOR	9.1.V.PK.A.4.	Create a picture using different colors, varying the intensity of strokes and combining colors.  <u>Intentional Teaching Cards</u> LL04: Bookmaking LL13: Shaving Cream Letters LL32: Describing Art LL39: My Daily Journal LL40: What Was for Breakfast? LL45: Observational Drawing LL46: Storyboard LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL61: Color Hunt LL63: Investigating & Recording M07: Ice Cubes M34: Cover Up M38: Patterns Under Cover 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 SE26: Making A Mural
STANDARD AREA / STATEMENT	9.1.V.PK.	Production and Performance: Visual Arts
STANDARD		Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts, feelings, and ideas through visual arts?
DESCRIPTOR / STANDARD	9.1.V.PK.B.	Demonstration: Combine a variety of materials to create a work of art.
DESCRIPTOR	9.1.V.PK.B.1.	Participate in teacher-guided visual arts activities.  <u>Intentional Teaching Cards</u> LL04: Bookmaking LL13: Shaving Cream Letters LL32: Describing Art LL39: My Daily Journal LL40: What Was for Breakfast? LL45: Observational Drawing LL46: Storyboard LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording M07: Ice Cubes M15: Play Dough M34: Cover Up M41: Making Numerals M42: Straw Shapes M45: Picture Patterns

		<p>M66: OobEck  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  SE26: Making A Mural</p>
DESCRIPTOR	9.1.V.PK.B.2.	<p>Choose art center during free choice.</p> <p><u>Intentional Teaching Cards</u>  LL04: Bookmaking  LL13: Shaving Cream Letters  LL32: Describing Art  LL39: My Daily Journal  LL40: What Was for Breakfast?  LL45: Observational Drawing  LL46: Storyboard  LL57: Photo Writing  LL58: Our Super Duper Writing Box  LL59: Question Basket  LL60: Writing with Wordless Books  LL63: Investigating &amp; Recording  M07: Ice Cubes  M15: Play Dough  M34: Cover Up  M41: Making Numerals  M42: Straw Shapes  M45: Picture Patterns  M66: OobEck  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  SE26: Making A Mural</p>
DESCRIPTOR	9.1.V.PK.B.3.	<p>Use a variety of materials (e.g. chalk, paint, crayons, pencils, markers, wood, play dough).</p> <p><u>Intentional Teaching Cards</u>  LL07: Letters, Letters, Letters  LL13: Shaving Cream Letters  LL40: What Was for Breakfast?  M15: Play Dough  M60: Morning, Noon, and Night  M78: Math Collage  P01: Let's Sew  P02: Play Dough Weaving  P08: Cutting With Scissors  P30: Mixing Paints  P31: Tie-Dyed Towels  SE26: Making A Mural</p>
DESCRIPTOR	9.1.V.PK.B.4.	<p>Draw to explore and extend themes in the classroom.</p> <p><u>Intentional Teaching Cards</u>  LL04: Bookmaking  LL13: Shaving Cream Letters  LL39: My Daily Journal  LL40: What Was for Breakfast?</p>

		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
<b>STANDARD AREA / STATEMENT</b>	<b>9.1.V.PK.</b>	<b>Production and Performance: Visual Arts</b>
<b>STANDARD</b>		<b>Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts, feelings, and ideas through visual arts?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>9.1.V.PK.E.</b>	<b>Representation: Use imagination and creativity to express self through visual arts.</b>
<b>DESCRIPTOR</b>	<b>9.1.V.PK.E.1.</b>	Participate in teacher-guided visual arts activities.  <u>Intentional Teaching Cards</u> LL04: Bookmaking LL13: Shaving Cream Letters LL32: Describing Art LL39: My Daily Journal LL40: What Was for Breakfast? LL45: Observational Drawing LL46: Storyboard LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording M07: Ice Cubes M15: Play Dough M34: Cover Up M41: Making Numerals M42: Straw Shapes M45: Picture Patterns M66: OobEck 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 SE26: Making A Mural
<b>DESCRIPTOR</b>	<b>9.1.V.PK.E.2.</b>	Choose art center during free choice.  <u>Intentional Teaching Cards</u> LL04: Bookmaking LL13: Shaving Cream Letters LL32: Describing Art

		<p>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 &amp; Recording  M07: Ice Cubes  M15: Play Dough  M34: Cover Up  M41: Making Numerals  M42: Straw Shapes  M45: Picture Patterns  M66: OobEck  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  SE26: Making A Mural</p>
DESCRIPTOR	9.1.V.PK.E.3.	<p>Draw self-portrait.</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 &amp; 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>
DESCRIPTOR	9.1.V.PK.E.4.	<p>Create a work of art to represent a real or imagined object, animal, or person.</p> <p><u>Intentional Teaching Cards</u>  LL04: Bookmaking  LL13: Shaving Cream Letters  LL32: Describing Art  LL39: My Daily Journal  LL40: What Was for Breakfast?  LL45: Observational Drawing  LL46: Storyboard  LL57: Photo Writing  LL58: Our Super Duper Writing Box</p>

		<p>LL59: Question Basket  LL60: Writing with Wordless Books  LL63: Investigating &amp; Recording  M07: Ice Cubes  M15: Play Dough  M34: Cover Up  M41: Making Numerals  M42: Straw Shapes  M45: Picture Patterns  M66: OobEck  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  SE26: Making A Mural</p>
DESCRIPTOR	9.1.V.PK.E.5.	<p>Use a growing number of details and make more realistic representations.</p> <p><u>Intentional Teaching Cards</u>  LL04: Bookmaking  LL13: Shaving Cream Letters  LL32: Describing Art  LL39: My Daily Journal  LL40: What Was for Breakfast?  LL45: Observational Drawing  LL46: Storyboard  LL57: Photo Writing  LL58: Our Super Duper Writing Box  LL59: Question Basket  LL60: Writing with Wordless Books  LL63: Investigating &amp; Recording  M07: Ice Cubes  M15: Play Dough  M34: Cover Up  M41: Making Numerals  M42: Straw Shapes  M45: Picture Patterns  M66: OobEck  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  SE26: Making A Mural</p>
DESCRIPTOR	9.1.V.PK.E.6.	<p>Choose different art materials to represent different types of thoughts or feelings.</p> <p><u>Intentional Teaching Cards</u>  LL07: Letters, Letters, Letters  LL13: Shaving Cream Letters  LL40: What Was for Breakfast?  M15: Play Dough  M60: Morning, Noon, and Night  M78: Math Collage  P01: Let's Sew  P02: Play Dough Weaving  P08: Cutting With Scissors</p>

		P30: Mixing Paints P31: Tie-Dyed Towels SE26: Making A Mural
STANDARD AREA / STATEMENT	9.1.V.PK.	Production and Performance: Visual Arts
STANDARD		Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts, feelings, and ideas through visual arts?
DESCRIPTOR / STANDARD	9.1.V.PK.J.	Technologies: Use a variety of technologies for producing works of art.
DESCRIPTOR	9.1.V.PK.J.1.	Explore a variety of art materials and tools.  <u>Intentional Teaching Cards</u> LL07: Letters, Letters, Letters LL13: Shaving Cream Letters LL40: What Was for Breakfast? M15: Play Dough M60: Morning, Noon, and Night M78: Math Collage P01: Let's Sew P02: Play Dough Weaving P08: Cutting With Scissors P30: Mixing Paints P31: Tie-Dyed Towels SE26: Making A Mural
DESCRIPTOR	9.1.V.PK.J.2.	Participate in teacher-guided visual arts activities.  <u>Intentional Teaching Cards</u> LL04: Bookmaking LL13: Shaving Cream Letters LL32: Describing Art LL39: My Daily Journal LL40: What Was for Breakfast? LL45: Observational Drawing LL46: Storyboard LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording M07: Ice Cubes M15: Play Dough M34: Cover Up M41: Making Numerals M42: Straw Shapes M45: Picture Patterns M66: OobEck 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 SE26: Making A Mural
DESCRIPTOR	9.1.V.PK.J.3.	Choose art center during free choice.  <u>Intentional Teaching Cards</u> LL04: Bookmaking LL13: Shaving Cream Letters LL32: Describing Art LL39: My Daily Journal



		<p>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 &amp; Recording  M07: Ice Cubes  M15: Play Dough  M34: Cover Up  M41: Making Numerals  M42: Straw Shapes  M45: Picture Patterns  M66: OobEck  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  SE26: Making A Mural</p>
DESCRIPTOR	9.1.V.PK.J.4.	<p>Use art materials and tools as intended.</p> <p><u>Intentional Teaching Cards</u>  LL07: Letters, Letters, Letters  LL13: Shaving Cream Letters  LL40: What Was for Breakfast?  M15: Play Dough  M60: Morning, Noon, and Night  M78: Math Collage  P01: Let's Sew  P02: Play Dough Weaving  P08: Cutting With Scissors  P30: Mixing Paints  P31: Tie-Dyed Towels  SE26: Making A Mural</p>
DESCRIPTOR	9.1.V.PK.J.5.	<p>Manipulate materials in a variety of ways (e.g. pounding, squeeze, cutting, rolling).</p> <p><u>Intentional Teaching Cards</u>  LL07: Letters, Letters, Letters  LL13: Shaving Cream Letters  LL40: What Was for Breakfast?  M15: Play Dough  M60: Morning, Noon, and Night  M78: Math Collage  P01: Let's Sew  P02: Play Dough Weaving  P08: Cutting With Scissors  P30: Mixing Paints  P31: Tie-Dyed Towels  SE26: Making A Mural</p>
DESCRIPTOR	9.1.V.PK.J.6.	<p>Use age appropriate digital media applications to create works of art.</p> <p><u>Intentional Teaching Cards</u>  LL07: Letters, Letters, Letters  LL13: Shaving Cream Letters  LL40: What Was for Breakfast?  M15: Play Dough  M60: Morning, Noon, and Night</p>

		<p>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>
<b>STANDARD AREA / STATEMENT</b>	<b>9.2.PK.</b>	<b>Historical and Cultural Context of Works in the Arts</b>
<b>STANDARD</b>		<b>Big Idea: Every culture has its own art forms. Essential Question: Can I identify instruments and/or art forms from another culture?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>9.2.PK.D.</b>	<b>Perspective: Explain that instruments or art forms represent cultural perspectives.</b>
<b>DESCRIPTOR</b>	<b>9.2.PK.D.2.</b>	<p>Participate in discussions about where various instruments and art forms originate.</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  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 &amp; Recording  M01: Dinnertime  M02: Counting &amp; Comparing  M03: Seek &amp; Find  M06: Tallying  M07: Ice Cubes  M08: Baggie Ice Cream  M11: Graphing  M13: Nursery Rhyme Count  M14: Patterns</p>

		<p>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 &amp; Strawberry Snacks  M70: Egg Salad  M71: Flat Bread  M72: Macaroni &amp; 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>
DESCRIPTOR	9.2.PK.D.3.	Identify cultures represented by various art forms.  <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  
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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

		<p>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 &amp; Strawberry Snacks  M70: Egg Salad  M71: Flat Bread  M72: Macaroni &amp; 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>
<b>STANDARD AREA / STATEMENT</b>	<b>9.3.PK.</b>	<b>Critical Response to Works of Art</b>
<b>STANDARD</b>		Big Idea: People evaluate art based upon a variety of characteristics. Essential Questions: Can I explain how I feel about a particular art form? Can I provide reasons that explain my feelings about a particular art form?
<b>DESCRIPTOR / STANDARD</b>	<b>9.3.PK.F.</b>	<b>Identification: Recognize and name a variety of art forms.</b>
<b>DESCRIPTOR</b>	<b>9.3.PK.F.1.</b>	Identify a photo, painting, drawing, dance, and songs.  <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  
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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
<b>STANDARD AREA / STATEMENT</b>	9.3.PK.	Critical Response to Works of Art
<b>STANDARD</b>		Big Idea: People evaluate art based upon a variety of characteristics. Essential Questions: Can I explain how I feel about a particular art form? Can I provide reasons that explain my feelings about a particular art form?
<b>DESCRIPTOR / STANDARD</b>	9.3.PK.G.	Critical: Formulate and share an opinion about others' art products.
<b>DESCRIPTOR</b>	9.3.PK.G.1.	Observe, applaud or comment on the works of others.  <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  
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LL45: Observational Drawing  
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LL49: Vegetable Soup  
LL53: We're Going on a Trip  
LL54: Asking Questions  
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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  
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M59: More or Fewer Towers  
M60: Morning, Noon, and Night  
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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



		<p>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>
DESCRIPTOR	9.3.PK.G.2.	<p>Share an opinion about art work when asked, "What do you think this is about?"</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  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 &amp; Recording  M01: Dinnertime  M02: Counting &amp; Comparing  M03: Seek &amp; Find  M06: Tallying  M07: Ice Cubes  M08: Baggie Ice Cream  M11: Graphing</p>

		<p>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 &amp; Strawberry Snacks  M70: Egg Salad  M71: Flat Bread  M72: Macaroni &amp; 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>
<b>STANDARD AREA / STATEMENT</b>	<b>9.4.PK.</b>	<b>Aesthetic Response to Works in the Arts</b>
<b>STANDARD</b>		<b>Big Idea: Art work can mean different things to different people.</b>

		<b>Essential Question: How do I express my response to a work of art?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>9.4.PK.B.</b>	<b>Emotional Response: Demonstrate an emotional response to viewing or creating various art works.</b>
<b>DESCRIPTOR</b>	<b>9.4.PK.B.1.</b>	<p>Respond through body language, facial expression or oral language.</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 &amp; Recording  M01: Dinnertime  M02: Counting &amp; Comparing  M03: Seek &amp; 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</p>

		<p>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 &amp; Strawberry Snacks  M70: Egg Salad  M71: Flat Bread  M72: Macaroni &amp; 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>
DESCRIPTOR	9.4.PK.B.2.	Respond through humming, swaying, tapping foot to others' work.  <u>Intentional Teaching Cards</u> P12: Exploring Pathways
SUBJECT / STANDARD AREA	PA.HPD.	Health, Wellness and Physical Development (Pre-kindergarten)
STANDARD AREA / STATEMENT	10.1.PK.	Concepts of Health
STANDARD		Big Idea: Awareness of health concepts provides a foundation for healthy decision making. Essential Questions: Do I have a basic understanding of my body? Can I identify basic health concepts that help my body develop?
DESCRIPTOR / STANDARD	10.1.PK.C.	Nutrition: Identify foods that keep our body healthy.
DESCRIPTOR	10.1.PK.C.2.	Classify foods by their food groups (e.g. fruits, vegetables, dairy).

		<u>Intentional Teaching Cards</u> LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL51: Pizza
<b>STANDARD AREA / STATEMENT</b>	<b>10.4.PK.</b>	<b>Physical Activity: Gross Motor Coordination</b>
<b>STANDARD</b>		<b>Big Idea: Children gain control over their bodies and body movements through active experiences and exploration. Essential Question: How do I control and coordinate my body during large motor activities and games?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>10.4.PK.A.</b>	<b>Control and Coordination: Demonstrate coordination of body movements in active play.</b>
<b>DESCRIPTOR</b>	<b>10.4.PK.A.1.</b>	Combine large motor movements with the use of equipment (e.g. ride a tricycle, using feet to pedal, catch a ball, throw a bean bag or ball overhand with aim, kick a ball).  <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
<b>DESCRIPTOR</b>	<b>10.4.PK.A.2.</b>	Move and stop with control.  <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
<b>DESCRIPTOR</b>	<b>10.4.PK.A.3.</b>	Use outdoor gross motor equipment.  <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
<b>DESCRIPTOR</b>	<b>10.4.PK.A.4.</b>	Run with control and direction.  <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
DESCRIPTOR	10.4.PK.A.5.	Engage in gross motor games (e.g. Hokey Pokey, London Bridge, Simon Says).  <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
DESCRIPTOR	10.4.PK.A.6.	Perform a variety of movement alongside and with a partner.  <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
STANDARD AREA / STATEMENT	10.4.PK.	Physical Activity: Gross Motor Coordination
STANDARD		Big Idea: Children gain control over their bodies and body movements through active experiences and exploration. Essential Question: How do I control and coordinate my body during large motor activities and games?
DESCRIPTOR / STANDARD	10.4.PK.B.	Balance and Strength: Exhibit balance while moving on the ground or using equipment.
DESCRIPTOR	10.4.PK.B.1.	Engage in large motor activities that require strength and balance (e.g. marching, hopping, running, jumping, dancing, walking tip toe).  <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
DESCRIPTOR	10.4.PK.B.2.	Walk on a balance beam.  <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
DESCRIPTOR	10.4.PK.B.3.	Climb stairs using alternating feet.

		<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
DESCRIPTOR	10.4.PK.B.4.	Participate in an obstacle course going through tunnels, over or under equipment.  <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
STANDARD AREA / STATEMENT	10.5.PK.	Concepts, Principles and Strategies of Movement: Fine Motor Development
STANDARD		Big Idea: Fine motor practice helps children develop eye-hand coordination, strength, and controlled use of tools. Essential Questions: How do I use my hands and fingers to manipulate objects? How do I develop eye-hand coordination?
DESCRIPTOR / STANDARD	10.5.PK.A.	Strength, Coordination and Muscle Control: Use hands, fingers and wrists to manipulate objects.
DESCRIPTOR	10.5.PK.A.1.	Practice manual self-help skills (e.g. zipping, snapping, buttoning).  <u>Intentional Teaching Cards</u> M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong
DESCRIPTOR	10.5.PK.A.2.	Practice using scissors.  <u>Intentional Teaching Cards</u> M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong
DESCRIPTOR	10.5.PK.A.3.	Use tongs or tweezers to pick up objects.  <u>Intentional Teaching Cards</u> M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong
DESCRIPTOR	10.5.PK.A.4.	Manipulate smaller objects (e.g. pegs into a pegboard, puzzle pieces, stringing beads).  <u>Intentional Teaching Cards</u>

		M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong
<b>STANDARD AREA / STATEMENT</b>	<b>10.5.PK.</b>	<b>Concepts, Principles and Strategies of Movement: Fine Motor Development</b>
<b>STANDARD</b>		<b>Big Idea: Fine motor practice helps children develop eye-hand coordination, strength, and controlled use of tools. Essential Questions: How do I use my hands and fingers to manipulate objects? How do I develop eye-hand coordination?</b>
<b>DESCRIPTOR / STANDARD</b>	<b>10.5.PK.B.</b>	<b>Eye/Hand Coordination: Coordinate eye and hand movements to perform a task.</b>
<b>DESCRIPTOR</b>	<b>10.5.PK.B.1.</b>	Act out finger plays with hands and fingers.  <u>Intentional Teaching Cards</u> M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong
<b>DESCRIPTOR</b>	<b>10.5.PK.B.2.</b>	Use scissors to cut on a straight line.  <u>Intentional Teaching Cards</u> M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong
<b>DESCRIPTOR</b>	<b>10.5.PK.B.3.</b>	Complete self-help skills such as zip, snap or button.  <u>Intentional Teaching Cards</u> M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong
<b>DESCRIPTOR</b>	<b>10.5.PK.B.4.</b>	Manipulate smaller objects (e.g. pegs into a pegboard, puzzle pieces, stringing beads).  <u>Intentional Teaching Cards</u> M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong
<b>DESCRIPTOR</b>	<b>10.5.PK.B.5.</b>	Use tools to pour (e.g. funnels, basters, and pitchers).  <u>Intentional Teaching Cards</u> M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong
<b>STANDARD AREA / STATEMENT</b>	<b>10.5.PK.</b>	<b>Concepts, Principles and Strategies of Movement: Fine Motor Development</b>



STANDARD		Big Idea: Fine motor practice helps children develop eye-hand coordination, strength, and controlled use of tools. Essential Questions: How do I use my hands and fingers to manipulate objects? How do I develop eye-hand coordination?
DESCRIPTOR / STANDARD	10.5.PK.C.	Use of Tools: Use tools that require use of fingers, hands, and/or wrists to accomplish a task.
DESCRIPTOR	10.5.PK.C.1.	Use writing and drawing implements with functional grasp (pincer grasp).  <u>Intentional Teaching Cards</u> LL07: Letters, Letters, Letters LL13: Shaving Cream Letters LL40: What Was for Breakfast? M15: Play Dough M60: Morning, Noon, and Night M78: Math Collage M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P08: Cutting With Scissors P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong P30: Mixing Paints P31: Tie-Dyed Towels SE26: Making A Mural
DESCRIPTOR	10.5.PK.C.2.	Use a variety of art tools (e.g. glue sticks, paint brushes, scissors) for a specific purpose.  <u>Intentional Teaching Cards</u> LL07: Letters, Letters, Letters LL13: Shaving Cream Letters LL40: What Was for Breakfast? M15: Play Dough M60: Morning, Noon, and Night M78: Math Collage P01: Let's Sew P02: Play Dough Weaving P08: Cutting With Scissors P30: Mixing Paints P31: Tie-Dyed Towels SE26: Making A Mural
DESCRIPTOR	10.5.PK.C.3.	Use tools (e.g. broom, dust pan brush, gardening tools) to complete classroom jobs.  <u>Intentional Teaching Cards</u> M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong
DESCRIPTOR	10.5.PK.C.4.	Use utensils for eating appropriately.  <u>Intentional Teaching Cards</u> M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong
DESCRIPTOR	10.5.PK.C.5.	Use cup or glass for drinking.

		<u>Intentional Teaching Cards</u> M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong
<b>SUBJECT / STANDARD AREA</b>	<b>PA.SED.</b>	<b>Social and Emotional Development (Pre-kindergarten)</b>
<b>STANDARD AREA / STATEMENT</b>	<b>16.1.PK.</b>	<b>Self-Awareness and Self-Management</b>
<b>STANDARD</b>		<b>Big Idea:</b> Understanding of self and ability to regulate behaviors and emotions are inextricably linked to learning and success. <b>Essential Questions:</b> How do I develop positive feelings about myself? How do I express and manage my emotions?
<b>DESCRIPTOR / STANDARD</b>	<b>16.1.PK.A.</b>	<b>Manages Emotions and Behaviors: Distinguish between emotions and identify socially accepted ways to express them.</b>
<b>DESCRIPTOR</b>	<b>16.1.PK.A.1.</b>	Recognize and label basic 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
<b>DESCRIPTOR</b>	<b>16.1.PK.A.2.</b>	Express feelings that are appropriate to the situation.  <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

		<p>SE13: Conflict Resolution  SE14: Playing Together  SE15: Making Choices  SE16: "I" Statements  SE17: Supporting Children to Use Their Words  SE18: Encouragement  SE19: Friendship &amp; 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>
DESCRIPTOR	16.1.PK.A.3.	<p>Express feelings verbally or through play and artistic representation.</p> <p><u>Intentional Teaching Cards</u>  LL04: Bookmaking  LL13: Shaving Cream Letters  LL19: Silly Names  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 &amp; 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  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 &amp; 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>
DESCRIPTOR	16.1.PK.A.4.	Name a range of feelings (e.g. excited, scared, angry, and surprised).

		<p><u>Intentional Teaching Cards</u>  LL19: Silly Names  SE01: Site Visits  SE02: Look Who's Here!  SE03: Calm-Down Place  SE04: Actively Listening to Children  SE05: Character Feelings  SE06: Talk About Feelings  SE07: Good-Byes  SE08: Group Problem Solving  SE09: Big Rule, Little Rule  SE10: My Turn at the Microphone  SE11: Great Groups  SE12: Classroom Jobs  SE13: Conflict Resolution  SE14: Playing Together  SE15: Making Choices  SE16: "I" Statements  SE17: Supporting Children to Use Their Words  SE18: Encouragement  SE19: Friendship &amp; 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>
<b>STANDARD AREA / STATEMENT</b>	16.2.PK.	Establishing and Maintaining Relationships
<b>STANDARD</b>		<p>Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children's ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?</p>
<b>DESCRIPTOR / STANDARD</b>	16.2.PK.A.	Relationships: Interact with peers and adults in a socially acceptable manner.
<b>DESCRIPTOR</b>	16.2.PK.A.1.	<p>Engage in reciprocal conversation with familiar peer and adult.</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</p>

LL37: Roll-Ups  
LL38: Hummus  
LL41: Our Names, Our Things  
LL43: Introducing New Vocabulary  
LL44: Rhyming Tubs  
LL45: Observational Drawing  
LL47: The Name Game  
LL49: Vegetable Soup  
LL53: We're Going on a Trip  
LL54: Asking Questions  
LL55: Dance & Remember  
LL56: Find the Matching Letter  
LL59: Question Basket  
LL61: Color Hunt  
M01: Dinnertime  
M02: Counting & Comparing  
M07: Ice Cubes  
M09: Bigger Than, Smaller Than, Equal To  
M12: Measure & Compare  
M14: Patterns  
M16: Show Me Five  
M17: Guessing Jar  
M18: Bounce & Count  
M20: I'm Thinking of a Shape  
M21: Geoboards  
M25: The Long and Short of It  
M31: Lining It Up  
M32: Which Container Holds More?  
M34: Cover Up  
M36: We're Going on an Adventure  
M38: Patterns Under Cover  
M39: Let's Go Fishing  
M40: Cube Trains  
M41: Making Numerals  
M42: Straw Shapes  
M44: Musical Water  
M45: Picture Patterns  
M46: Nesting Dolls  
M47: My Shadow and I  
M48: Wash Day  
M49: Balancing Act  
M50: The Farmer Builds a Fence  
M53: Black Bean Corn Salad  
M54: Gingerbread Cookies  
M56: Where's the Beanbag?  
M58: Missing Lids  
M59: More or Fewer Towers  
M60: Morning, Noon, and Night  
M61: Shake, Rattle, and Roll  
M62: How Big Around?  
M77: Board Games  
M79: Ping-Pong Pick-Up  
P01: Let's Sew  
P02: Play Dough Weaving  
P03: Twisted Pretzels  
P04: Kick High  
P05: Throw Hard, Throw Far  
P06: Catching With a Scoop  
P07: Balloon Catch  
P08: Cutting With Scissors  
P09: Up and Away  
P10: Jumping Rope  
P11: Jump the River  
P12: Exploring Pathways  
P13: Punting

		<p>P14: Moving Through the Forest  P15: Dribble Kick  P16: Body Part Balance  P17: Balance on a Beam  P18: Dribbling a Ball  P19: Bounce &amp; Catch  P20: Body Shapes &amp; Sizes  P21: Hopping  P22: Follow the Leader  P23: Ways to Travel  P24: Swing &amp; Jump Rope  P25: Kick Hard  P26: Keep It Up  P27: Galloping  P28: Balloon Pong  P29: Stop &amp; Go  P30: Mixing Paints  P31: Tie-Dyed Towels  P32: Math Journal  P33: Obstacle Course  SE01: Site Visits  SE02: Look Who's Here!  SE03: Calm-Down Place  SE04: Actively Listening to Children  SE05: Character Feelings  SE06: Talk About Feelings  SE07: Good-Byes  SE08: Group Problem Solving  SE09: Big Rule, Little Rule  SE10: My Turn at the Microphone  SE11: Great Groups  SE12: Classroom Jobs  SE13: Conflict Resolution  SE14: Playing Together  SE15: Making Choices  SE16: "I" Statements  SE17: Supporting Children to Use Their Words  SE18: Encouragement  SE19: Friendship &amp; 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>DESCRIPTOR</p>	<p>16.2.PK.A.2.</p>	<p>Respond to familiar adult's questions and directions.</p> <p><u>Intentional Teaching Cards</u>  LL01: Shared Writing  LL02: Desktop Publishing  LL03: Alphabet Cards  LL04: Bookmaking  LL08: Memory Games  LL18: What's Missing?  LL24: Lemonade  LL26: Searching the Web  LL27: Writing Poems  LL32: Describing Art  LL35: Fruit Salad  LL36: Salsa  LL37: Roll-Ups  LL38: Hummus  LL45: Observational Drawing  LL47: The Name Game</p>

LL49: Vegetable Soup  
LL50: Making Shiny Paint  
LL51: Pizza  
LL52: Tap It, Clap It, Stomp It, Jump It  
LL53: We're Going on a Trip  
LL54: Asking Questions  
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  
M09: Bigger Than, Smaller Than, Equal To  
M10: Biscuits  
M12: Measure & Compare  
M15: Play Dough  
M19: Which Has More?  
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  
M37: Secret Numbers  
M38: Patterns Under Cover  
M39: Let's Go Fishing  
M42: Straw Shapes  
M43: Pancakes  
M47: My Shadow and I  
M48: Wash Day  
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  
M61: Shake, Rattle, and Roll  
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  
P01: Let's Sew  
P02: Play Dough Weaving  
P03: Twisted Pretzels  
P04: Kick High  
P05: Throw Hard, Throw Far  
P06: Catching With a Scoop  
P07: Balloon Catch

		<p>P08: Cutting With Scissors  P09: Up and Away  P10: Jumping Rope  P11: Jump the River  P12: Exploring Pathways  P13: Punting  P14: Moving Through the Forest  P15: Dribble Kick  P16: Body Part Balance  P17: Balance on a Beam  P18: Dribbling a Ball  P19: Bounce &amp; Catch  P20: Body Shapes &amp; Sizes  P21: Hopping  P22: Follow the Leader  P23: Ways to Travel  P24: Swing &amp; Jump Rope  P25: Kick Hard  P26: Keep It Up  P27: Galloping  P28: Balloon Pong  P29: Stop &amp; Go  P30: Mixing Paints  P31: Tie-Dyed Towels  P32: Math Journal  P33: Obstacle Course  SE01: Site Visits  SE02: Look Who's Here!  SE04: Actively Listening to Children  SE06: Talk About Feelings  SE07: Good-Byes  SE09: Big Rule, Little Rule  SE10: My Turn at the Microphone  SE12: Classroom Jobs  SE13: Conflict Resolution  SE14: Playing Together  SE16: "I" Statements  SE18: Encouragement  SE20: Cleanup Time  SE21: Sunshine Message Board  SE22: When, Then Statements  SE25: What Can We Build Together?</p>
DESCRIPTOR	16.2.PK.A.9.	<p>Share and take turns.</p> <p><u>Intentional Teaching Cards</u>  LL05: Jumping Beans  LL08: Memory Games  LL31: I Went Shopping  LL33: Clothesline Storytelling  LL44: Rhyming Tubs  LL47: The Name Game  M06: Tallying  M77: Board Games  SE01: Site Visits  SE09: Big Rule, Little Rule  SE10: My Turn at the Microphone  SE11: Great Groups  SE14: Playing Together  SE25: What Can We Build Together?</p>
STANDARD AREA / STATEMENT	16.2.PK.	Establishing and Maintaining Relationships
STANDARD		Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children's ability to learn, respect adult authority, and express themselves.



		Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?
DESCRIPTOR / STANDARD	16.2.PK.B.	Diversity: Identify similarities and differences between self and others.
DESCRIPTOR	16.2.PK.B.2.	<p>Make drawings of people, including self-portraits, depicting body parts, clothing, and other physical characteristics.</p> <p><u>Intentional Teaching Cards</u>  LL04: Bookmaking  LL13: Shaving Cream Letters  LL39: My Daily Journal  LL40: What Was for Breakfast?  LL41: Our Names, Our Things  LL45: Observational Drawing  LL46: Storyboard  LL57: Photo Writing  LL58: Our Super Duper Writing Box  LL59: Question Basket  LL60: Writing with Wordless Books  LL63: Investigating &amp; 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>
DESCRIPTOR	16.2.PK.B.3.	<p>Label personal characteristics.</p> <p><u>Intentional Teaching Cards</u>  LL41: Our Names, Our Things</p>
DESCRIPTOR	16.2.PK.B.4.	<p>Discuss the similarities and differences between self and others.</p> <p><u>Intentional Teaching Cards</u>  LL41: Our Names, Our Things</p>
STANDARD AREA / STATEMENT	16.2.PK.	Establishing and Maintaining Relationships
STANDARD		Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children's ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?
DESCRIPTOR / STANDARD	16.2.PK.C.	Communication: Engage in reciprocal communication with adults and peers.
DESCRIPTOR	16.2.PK.C.1.	<p>Communicate using detail related to topic being discussed including topics of personal interest, and special events.</p> <p><u>Intentional Teaching Cards</u>  LL02: Desktop Publishing  LL05: Jumping Beans  LL07: Letters, Letters, Letters  LL08: Memory Games  LL15: Textured Letters</p>

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  
 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

		<p>M62: How Big Around?  M63: Fishing Trip  M64: Five-Layer Dip  M65: Cornbread  M66: OobEck  M67: Fruit Smoothies  M68: Trail Mix  M69: Cream Cheese &amp; Strawberry Snacks  M70: Egg Salad  M71: Flat Bread  M72: Macaroni &amp; Cheese  M73: Oatmeal Raisin Cookies  M74: Vegetable Stir Fry  M75: Sugar Cookies  M76: Orange Banana Yogurt Pops  M78: Math Collage  SE01: Site Visits  SE05: Character Feelings  SE06: Talk About Feelings  SE13: Conflict Resolution  SE23: Related Consequences  SE25: What Can We Build Together?  SE26: Making A Mural</p>
DESCRIPTOR	16.2.PK.C.2.	<p>Pose questions related to topic being discussed.</p> <p><u>Intentional Teaching Cards</u>  LL01: Shared Writing  LL54: Asking Questions  LL63: Investigating &amp; Recording  SE01: Site Visits  SE10: My Turn at the Microphone</p>
DESCRIPTOR	16.2.PK.C.3.	<p>Respond to questions posed by adults and peers.</p> <p><u>Intentional Teaching Cards</u>  LL01: Shared Writing  LL02: Desktop Publishing  LL03: Alphabet Cards  LL04: Bookmaking  LL18: What's Missing?  LL26: Searching the Web  LL27: Writing Poems  LL32: Describing Art  LL45: Observational Drawing  LL47: The Name Game  LL53: We're Going on a Trip  LL54: Asking Questions  M09: Bigger Than, Smaller Than, Equal To  M12: Measure &amp; Compare  M15: Play Dough  M19: Which Has More?  M25: The Long and Short of It  M30: Buried Shapes  M34: Cover Up  M36: We're Going on an Adventure  M38: Patterns Under Cover  M39: Let's Go Fishing  M42: Straw Shapes  M47: My Shadow and I  M48: Wash Day  M55: Stepping Stones  M61: Shake, Rattle, and Roll  M63: Fishing Trip  M76: Orange Banana Yogurt Pops  M78: Math Collage</p>

		SE01: Site Visits SE04: Actively Listening to Children SE06: Talk About Feelings SE07: Good-Byes SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE13: Conflict Resolution SE18: Encouragement SE21: Sunshine Message Board SE25: What Can We Build Together?
DESCRIPTOR	16.2.PK.C.5.	Engage in turn taking.  <u>Intentional Teaching Cards</u> LL05: Jumping Beans LL08: Memory Games LL31: I Went Shopping LL33: Clothesline Storytelling LL44: Rhyming Tubs LL47: The Name Game M06: Tallying M77: Board Games SE01: Site Visits SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE11: Great Groups SE14: Playing Together SE25: What Can We Build Together?
STANDARD AREA / STATEMENT	16.2.PK.	Establishing and Maintaining Relationships
STANDARD		Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children's ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?
DESCRIPTOR / STANDARD	16.2.PK.D.	Managing Interpersonal Conflicts: Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict (See also 5.2.PK.B).
DESCRIPTOR	16.2.PK.D.3.	Solve simple conflicts with peers with independence (share, take turns, apologize, try something else, ask for help).  <u>Intentional Teaching Cards</u> LL05: Jumping Beans LL08: Memory Games LL31: I Went Shopping LL33: Clothesline Storytelling LL44: Rhyming Tubs LL47: The Name Game M06: Tallying M77: Board Games SE01: Site Visits SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE11: Great Groups SE14: Playing Together SE25: What Can We Build Together?
STANDARD AREA / STATEMENT	16.2.PK.	Establishing and Maintaining Relationships
STANDARD		Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children's ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning

		opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?
DESCRIPTOR / STANDARD	16.2.PK.E.	Support: Asking for Help: Ask for and accept offers of help when needed or appropriate.
DESCRIPTOR	16.2.PK.E.5.	Respond appropriately to offers of help (e.g. "That's okay, I can do it" or "yes, thank you").  <u>Intentional Teaching Cards</u> LL11: Rhyming Riddles M13: Nursery Rhyme Count P29: Stop & Go SE01: Site Visits SE04: Actively Listening to Children SE10: My Turn at the Microphone
STANDARD AREA / STATEMENT	16.3.PK.	Decision Making and Responsible Behavior
STANDARD		Big Idea: Actions and behaviors either positively or negatively affect how I learn, and how I get along with others. Essential Question: How do I use healthy strategies to manage my behavior?
DESCRIPTOR / STANDARD	16.3.PK.A.	Decision Making Skills: Interpret the consequences of choices.
DESCRIPTOR	16.3.PK.A.2.	Tell a peer when a rule is broken.  <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
DESCRIPTOR	16.3.PK.A.5.	Discuss the reasons for having 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
STANDARD AREA / STATEMENT	16.3.PK.	Decision Making and Responsible Behavior
STANDARD		Big Idea: Actions and behaviors either positively or negatively affect how I learn, and how I get along with others. Essential Question: How do I use healthy strategies to manage my behavior?
DESCRIPTOR / STANDARD	16.3.PK.B.	Understanding Social Norms: Recognize there are socially acceptable ways to behave in different places.
DESCRIPTOR	16.3.PK.B.1.	Make transitions between places and people with minimal distress.  <u>Intentional Teaching Cards</u> SE07: Good-Byes
DESCRIPTOR	16.3.PK.B.2.	Use inside voices while indoors and outside voices when outdoors.  <u>Intentional Teaching Cards</u>

		SE07: Good-Byes
DESCRIPTOR	16.3.PK.B.3.	<p>Cooperate in both large and small group activities that are facilitated by adult.</p> <p><u>Intentional Teaching Cards</u></p> <p>LL01: Shared Writing  LL03: Alphabet Cards  LL05: Jumping Beans  LL08: Memory Games  LL09: Pocket Storytelling: The Mitten  LL11: Rhyming Riddles  LL15: Textured Letters  LL17: Walk a Letter  LL18: What's Missing?  LL20: Baggie Books  LL21: Buried Treasures  LL22: Coupon Match  LL23: Playing with Environmental Print  LL24: Lemonade  LL26: Searching the Web  LL30: Knowing Our Friends  LL31: I Went Shopping  LL32: Describing Art  LL34: Alphabet Books  LL35: Fruit Salad  LL36: Salsa  LL37: Roll-Ups  LL38: Hummus  LL41: Our Names, Our Things  LL43: Introducing New Vocabulary  LL44: Rhyming Tubs  LL45: Observational Drawing  LL46: Storyboard  LL47: The Name Game  LL49: Vegetable Soup  LL53: We're Going on a Trip  LL54: Asking Questions  LL55: Dance &amp; Remember  LL56: Find the Matching Letter  LL59: Question Basket  LL61: Color Hunt  M01: Dinnertime  M02: Counting &amp; Comparing  M07: Ice Cubes  M09: Bigger Than, Smaller Than, Equal To  M12: Measure &amp; Compare  M14: Patterns  M16: Show Me Five  M17: Guessing Jar  M18: Bounce &amp; 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</p>

		<p>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 &amp; Catch  P20: Body Shapes &amp; 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 &amp; 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>
DESCRIPTOR	16.3.PK.B.4.	<p>Apply classroom rules to new situations.</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</p>

		SE12: Classroom Jobs SE20: Cleanup Time
DESCRIPTOR	16.3.PK.B.5.	Adjust to changes in routines and activities.  <u>Intentional Teaching Cards</u> SE07: Good-Byes
DESCRIPTOR	16.3.PK.B.6.	Follow rules and routines in classroom and other settings with reminders.  <u>Intentional Teaching Cards</u> LL42: Daily Sign-In M77: Board Games P04: Kick High P09: Up and Away SE01: Site Visits SE02: Look Who's Here! SE07: Good-Byes SE09: Big Rule, Little Rule SE12: Classroom Jobs SE20: Cleanup Time