

Alignment of



The Creative Curriculum® for Preschool



WITH

Alignment of *The Creative Curriculum*® for *Preschool* with Arizona Early Learning Standards

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

References

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Balls Study
State: Arizona Early Learning Standards
Subject: Early Childhood Education
Grade: Ages 3-5

STRAND	AZ.EC.SE.	SOCIAL EMOTIONAL
CONCEPT / STANDARD	SE.1.	SELF
PERFORMANCE	SE.1.1.	Self-Awareness: The child demonstrates an awareness of his or her
OBJECTIVE / PROFICIENCY	SE.1.1.	self.
LEVEL		SCII.
		Children develop a conce of negocial identity as they havin to
OBJECTIVE / GRADE LEVEL EXPECTATION		Children develop a sense of personal identity as they begin to
LEVEL EXPECTATION		recognize the characteristics that make them unique as individuals and to build self-esteem.
GRADE LEVEL	SE.1.1.b.	Makes personal preferences known to others.
EXPECTATION		Della Study
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		p.70 Investigation 5 Day 5 Choice Time
		p.84 Celebrating Learning Day 1 Large Groups

CONCEPT / STANDARD	SE.1.	SELF
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SE.1.2.	Recognizes and Expresses Feelings: The child recognizes and expresses feelings of self and others.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children develop an awareness of the feelings of self and others through daily interactions with peers and adults. Children develop the ability to effectively and appropriately express themselves and learn that their feelings and feelings of others are important.
GRADE LEVEL EXPECTATION	SE.1.2.b.	Identifies, describes and expresses their own feelings. Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 3 Choice Time 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. 24 Exploring the Topic Day 5 Small Group p. 25 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 2 Small Group p. 33 Investigation 2 Day 1 Large Group p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large Group p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 1 Large Group p. 51 Investigation 4 Day 2 Large Group p. 51 Investigation 4 Day 2 Large Group p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 5 Earge Group p. 57 Investigation 4 Day 5 Earge Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 5 Day 2 Large Group p. 59 Investigation 5 Day 2 Large Group p. 59 Investigation 5 Day 1 Large Group p. 61 Investigation 5 Day 1 Large Group p. 62 Investigation 5 Day 2 Large Group p. 63 Investigation 5 Day 2 Large Group p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 4 Large Group p. 68 Investigation 5 Day 4 Large Group p. 69 Investig
CONCEPT / STANDARD	SE.1.	SELF
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SE.1.3.	Self-Regulation: The child manages the expression of feelings, thoughts, impulses and behaviors.

OBJECTIVE / GRADE LEVEL EXPECTATION		Young children develop self-control as they acquire the ability to regulate their impulses with minimal support from adults. This enables children to function successfully and independently in both personal and social contexts.
GRADE LEVEL EXPECTATION	SE.1.3.a.	Understands and follows expectations in the learning environment. Balls Study p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience
GRADE LEVEL EXPECTATION	SE.1.3.b.	Manages transitions, daily routines and unexpected events. Balls Study p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience
STRAND	AZ.EC.AL.	APPROACHES TO LEARNING
CONCEPT / STANDARD	AL.1.	INITIATIVE AND CURIOSITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	AL.1.2.	Curiosity: The child demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.
OBJECTIVE / GRADE LEVEL EXPECTATION		Curiosity relates to children's natural tendencies as active learners to explore all aspects of the environment, from objects and people, to ideas and customs. It is through discovering the answers to their own questions that children construct knowledge.
GRADE LEVEL EXPECTATION	AL.1.2.c.	Asks questions to get information. Balls Study 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
CONCEPT / STANDARD	AL.3.	CONFIDENCE
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	AL.3.1.	Confidence: The child demonstrates self-assurance in a variety of circumstances.
OBJECTIVE / GRADE LEVEL EXPECTATION		Confident children feel positive about themselves and their ability to do things or to adapt to changing situations. A confident child is willing to take a reasonable risk, to express or defend ideas, to try new experiences, or to engage in challenging tasks.
GRADE LEVEL EXPECTATION	AL.3.1.a.	Expresses opinions or ideas. Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 18 Exploring the Topic Day 3 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 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

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CONCEPT / STANDARD	AL.4.	CREATIVITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	AL.4.1.	Creativity: The child demonstrates the ability to express their own unique way of seeing the world.
OBJECTIVE / GRADE LEVEL EXPECTATION		Creativity can be expressed in many ways. We commonly think of this word in association with the expressive arts. However, creativity involves being able to cope with new situations and problems as well as to see things from a different perspective. A creative child extends and elaborates on ideas and appreciates humor.
GRADE LEVEL EXPECTATION	AL.4.1.a.	Uses imagination to generate new ideas. Balls Study p. 39 Investigation 2 Day 2 Choice Time p. 71 Investigation 5 Day 5 Small Group
CONCEPT / STANDARD	AL.5.	REASONING AND PROBLEM-SOLVING
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	AL.5.1.	Reasoning: The child demonstrates the ability to analyze information and situations in order to form judgments.
OBJECTIVE / GRADE LEVEL EXPECTATION		Reasoning involves the child's ability to use prior knowledge and information to generate an appropriate decision. Logic and reasoning skills are key components of child development and early learning. These skills are essential for competence and success in school and other settings.
GRADE LEVEL EXPECTATION	AL.5.1.a.	Gathers information and reaches a conclusion. Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud

GRADE LEVEL EXPECTATION	AL.5.1.b.	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 Choice Time p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 41 Investigation 3 Day 1 Read-Aloud p. 45 Investigation 4 Day 1 Read-Aloud p. 51 Investigation 4 Day 2 Read-Aloud p. 55 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. 60 Investigation 5 Day 1 Read-Aloud p. 61 Investigation 5 Day 1 Read-Aloud p. 62 Investigation 5 Day 3 Read-Aloud p. 63 Investigation 5 Day 5 Read-Aloud p. 64 Investigation 5 Day 5 Read-Aloud p. 65 Investigation 5 Day 5 Read-Aloud p. 67 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 2 Read-Aloud p. 72 Exploring Learning Day 1 Read-Aloud p. 73 Exploring the Topic Day 2 Read-Aloud p. 74 Exploring the Topic Day 2 Read-Aloud p. 75 Exploring the Topic Day 2 Read-Aloud p. 76 Exploring the Topic Day 2 Read-Aloud p. 77 Exploring the Topic Day 3 Read-Aloud p. 78 Exploring the Topic Day 4 Read-Aloud p. 79 Exploring the Topic Day 4 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 1 Day 2 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 39 Investigation 1 Day 3 Read-Aloud p. 41 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 56 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 58 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 5 Day 1 Read-Aloud p. 50 Investigation 5 Day 2 Read-Aloud p. 50 Investigation 5 Day 2 Read-Aloud p. 51 Investigation 5 Day 2 Read-Aloud p. 52 Investigation 5 Day 3 Read-Aloud p. 53 Investigation 5 Day 3 Read-Aloud p. 56 Investigation 5 Day 2 Read-Aloud p. 57 Investigation 5 Day 3 Read-Aloud p. 58 Celebrating Learning Day 2 Read-Aloud p. 67 Investigation 5 Day 3 Read-Aloud p. 67 Investigation 5 Day 3 Read-Aloud p. 67 Investigation
CONCEPT / STANDARD	AL.5.	REASONING AND PROBLEM-SOLVING
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	AL.5.2.	Problem-solving: The child demonstrates the ability to seek solutions to problems.
OBJECTIVE / GRADE LEVEL EXPECTATION		Problem solving involves the child's ability to look for or find multiple solutions to a question, task or problem. This ability is crucial for constructing knowledge as the child builds on prior experiences and integrates new information.
GRADE LEVEL EXPECTATION	AL.5.2.a.	Recognizes problems. Balls Study p. 39 Investigation 2 Day 2 Choice Time p. 71 Investigation 5 Day 5 Small Group
GRADE LEVEL EXPECTATION	AL.5.2.c.	Tries to solve problems. Balls Study p. 39 Investigation 2 Day 2 Choice Time p. 71 Investigation 5 Day 5 Small Group
GRADE LEVEL	AL.5.2.d.	Works to solve a problem independently.

EXPECTATION		Balls Study p. 39 Investigation 2 Day 2 Choice Time
		p. 71 Investigation 5 Day 5 Small Group
STRAND	AZ.EC.LL.	LANGUAGE AND LITERACY
CONCEPT / STANDARD	LL.1.	LANGUAGE
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.1.1.	Receptive Language Understanding: The child demonstrates understanding of directions, stories, and conversations.
OBJECTIVE / GRADE LEVEL EXPECTATION		During the preschool years, children learn language more quickly than at any other time in their lives. Associating language with pleasant and stimulating experiences nurtures this development. Young children's sense of words and sentences, sensitivity to tone, and understanding of ideas communicated, influences their abilities to listen and to comprehend. Listening involves active engagement with adults and peers as they share their ideas, feelings, and needs. Language is learned through engaging, interactive conversations and related literacy activities such as oral storytelling and interactive reading of books.
GRADE LEVEL EXPECTATION	LL.1.1.a.	Demonstrates understanding of a variety of finger-plays, rhymes, chants, poems, conversations, and stories. Balls Study p. 14 Exploring the Topic Day 1 Large Group
		p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Mighty Minutes p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 40 Investigation 2 Day 2 Large Group p. 44 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 1 Large Group p. 50 Investigation 4 Day 2 Large Group p. 51 Investigation 4 Day 2 Large Group p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Mighty Minutes p. 56 Investigation 4 Day 3 Large Group p. 58 Investigation 4 Day 4 Large Group p. 58 Investigation 5 Day 1 Large Group p. 69 Investigation 5 Day 2 Large Group p. 61 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 2 Large Group p. 67 Investigation 5 Day 2 Large Group p. 68 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 3 Large Group p. 69 Investigation 5 Day 3 Large Group p. 69 Investigation 5 Day 3 Large Group p. 69 Investigation 5 Day 1 Large Group p. 69 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 1 Large Group p. 69 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 1 Large Group p. 69 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 1 Large Group p. 69 Investigation 5 Day 2 Large Group p. 69 Investiga
CPADE LEVEL	11 11 4	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
GRADE LEVEL	LL.1.1.b.	Actively engages in finger-plays, rhymes, chants, poems,

EXPECTATION	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	conversations, and stories.
-A LOTATION		55 5. Sations, and Stories.
		Balls Study
		p. 14 Exploring the Topic Day 1 Large Group
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		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
GRADE LEVEL	LL.1.1.c.	Demonstrates understanding and follows directions that involve:
EXPECTATION		one step, two steps, and a series of unrelated sequences of action.
		Balls Study
		p. 27 Investigation 1 Outdoor Experiences
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		p. 39 Investigation 2 Day 2 Choice Time
		p. 41 Investigation 2 Day 3 Mighty Minutes p. 43 Investigation 3 Outdoor Experiences
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CONCEPT / STANDARD	LL.1.	LANGUAGE
PERFORMANCE	LL.1.2.	Expressive Language and Communication Skills: The child uses
OBJECTIVE / PROFICIENCY		verbal and nonverbal communication for a variety of purposes to
LEVEL		share observations, ideas, and experiences, problem-solve, reason,
		predict and seek new information.
OBJECTIVE / GRADE		Children develop language by engaging in conversations with

LEVEL EXPECTATION		others and listening and responding to rhymes, chants, songs, stories, and poems. Children who are encouraged to share their personal experiences, ideas, feelings, and opinions use increasingly complex language.
GRADE LEVEL EXPECTATION	LL.1.2.a.	Communicates needs, wants, ideas, and feelings through three to five word sentences. Balls Study 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 2 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 52 Investigation 4 Day 3 Read-Aloud 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. 59 Investigation 4 Day 5 Read-Aloud p. 65 Investigation 5 Day 2 Small Group
GRADE LEVEL EXPECTATION	LL.1.2.b.	Speaks clearly and understandably to express ideas, feelings and needs. Balls Study p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group
GRADE LEVEL EXPECTATION	LL.1.2.c.	Makes relevant responses to questions and comments from others. Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 18 Exploring the Topic Day 3 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 Small Group p. 32 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 2 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 1 Large Group p. 39 Investigation 2 Day 2 Large Group p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 1 Large Group p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Choice Time p. 51 Investigation 4 Day 1 Choice Time p. 51 Investigation 4 Day 1 Choice Time p. 51 Investigation 4 Day 1 Large Group p. 53 Investigation 4 Day 1 Large Group p. 54 Investigation 4 Day 1 Large Group p. 55 Investigation 4 Day 2 Large Group p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 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

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17	LL.1.2.d.	Initiates, sustains, and expands conversations with peers and
EXPECTATION		adults.
		Balls Study
		p. 14 Exploring the Topic Day 1 Large Group
		p. 15 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup
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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
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		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
GRADE LEVEL EXPECTATION	LL.1.2.e.	With modeling and support, uses acceptable language and social rules including appropriate tone, volume and inflection to express ideas, feelings, and needs. Balls Study 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 3 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 65 Investigation 5 Day 2 Small Group
GRADE LEVEL EXPECTATION	LL.1.2.f.	Uses appropriate eye contact, turn taking, and intonation while having conversations with adults and peers. Balls Study 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
GRADE LEVEL EXPECTATION	LL.1.2.g.	Recognizes when the listener does not understand and uses techniques to clarify the message. Balls Study 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 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 32 Investigation 1 Day 3 Small Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 33 Investigation 1 Day 3 Small Group p. 33 Investigation 1 Day 3 Small Group p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Large Group

GRADE LEVEL EXPECTATION	LL.1.2.h.	p. 37 Investigation 2 Day 1 Large-Group Roundup p. 38 Investigation 2 Day 2 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group p. 39 Investigation 2 Day 2 Large-Group p. 39 Investigation 2 Day 2 Large-Group p. 49 Investigation 2 Day 3 Large Group p. 40 Investigation 2 Day 3 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Small Group p. 47 Investigation 3 Day 2 Small Group p. 47 Investigation 4 Day 1 Large Group p. 50 Investigation 4 Day 1 Choice Time p. 51 Investigation 4 Day 1 Choice Time p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Read-Aloud p. 53 Investigation 4 Day 2 Read-Aloud p. 53 Investigation 4 Day 2 Large Group p. 56 Investigation 4 Day 2 Large-Group Roundup p. 57 Investigation 4 Day 4 Choice Time p. 57 Investigation 4 Day 4 Large-Group Roundup p. 58 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Small Group p. 59 Investigation 4 Day 5 Large Group p. 59 Investigation 5 Day 1 Choice Time p. 59 Investigation 5 Day 1 Large Group p. 61 Investigation 5 Day 1 Large Group p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Large-Group Roundup p. 64 Investigation 5 Day 1 Large-Group Roundup p. 65 Investigation 5 Day 1 Large-Group Roundup p. 66 Investigation 5 Day 2 Large-Group Roundup p. 67 Investigation 5 Day 2 Large-Group Roundup p. 68 Investigation 5 Day 2 Large-Group Roundup p. 69 Investigation 5 Day 2 Large-Group Roundup p. 69 Investigation 5 Day 4 Large-Group Roundup p. 60 Investigation 5 Day 5 Mighty Minutes p. 60 Investi
		p. 23 Exploring the Topic Day 5 Small Group p. 37 Investigation 2 Day 1 Small Group p. 45 Investigation 3 Day 1 Large-Group Roundup p. 87 Celebrating Learning Day 2 Small Group
CONCEPT / STANDARD	LL.1.	LANGUAGE
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.1.3.	Vocabulary: The child understands and uses increasingly complex vocabulary.
OBJECTIVE / GRADE LEVEL EXPECTATION		The early childhood years are a period of vocabulary exploration. Research indicates that there is a strong connection between vocabulary development and academic success. Children gain language and vocabulary skills by having multiple and frequent

		opportunities to listen, talk, read, share ideas, relate experiences,
		and engage in interesting conversations. They need to play with familiar language and experiment with language in different settings. Rhymes, songs, and read-alouds that use rare words allow children to talk about and develop an understanding of words they would not otherwise hear in everyday conversations.
GRADE LEVEL EXPECTATION	LL.1.3.a.	With modeling and support, uses age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings with each area; e.g., world knowledge, names of body parts, feelings, colors, shapes, jobs, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs.
		habitats, and foods; words that describe: adjectives, verbs, and
		p. 53 Investigartion 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

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		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. 87 Celebrating Learning Day 2 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.84 Celebrating Learning Day 1 Large Groups
GRADE LEVEL	LL.1.3.b.	With modeling and support, determines the meanings of unknown
EXPECTATION		words and concepts using the context of conversations, pictures
		that accompany text or concrete object.
		Balls Study
		p. 15 Exploring the Topic Day 1 Choice Time
		p. 15 Exploring the Topic Day 1 Read-Aloud
		p. 17 Exploring the Topic Day 2 Read-Aloud
		p. 19 Exploring the Topic Day 3 Read-Aloud
		p. 21 Exploring the Topic Day 4 Read-Aloud
		p. 21 Exploring the Topic Day 4 Small Group
		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 Read-Aloud
	II .	
		p. 31 Investigation 1 Day 2 Small Group
		p. 32 Investigation 1 Day 3 Choice Time
		p. 32 Investigation 1 Day 3 Choice Time
		p. 32 Investigation 1 Day 3 Choice Time p. 33 Investigation 1 Day 3 Read-Aloud
		p. 32 Investigation 1 Day 3 Choice Time p. 33 Investigation 1 Day 3 Read-Aloud p. 35 Investigation 2 Outdoor Experiences
		p. 32 Investigation 1 Day 3 Choice Time p. 33 Investigation 1 Day 3 Read-Aloud p. 35 Investigation 2 Outdoor Experiences p. 37 Investigation 2 Day 1 Small Group
		p. 32 Investigation 1 Day 3 Choice Time p. 33 Investigation 1 Day 3 Read-Aloud p. 35 Investigation 2 Outdoor Experiences p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Read-Aloud
		p. 32 Investigation 1 Day 3 Choice Time p. 33 Investigation 1 Day 3 Read-Aloud p. 35 Investigation 2 Outdoor Experiences 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. 32 Investigation 1 Day 3 Choice Time p. 33 Investigation 1 Day 3 Read-Aloud p. 35 Investigation 2 Outdoor Experiences 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. 43 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Day 1 Large Group
		p. 32 Investigation 1 Day 3 Choice Time p. 33 Investigation 1 Day 3 Read-Aloud p. 35 Investigation 2 Outdoor Experiences 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. 43 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large-Group Roundup
		p. 32 Investigation 1 Day 3 Choice Time p. 33 Investigation 1 Day 3 Read-Aloud p. 35 Investigation 2 Outdoor Experiences 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. 43 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group
		p. 32 Investigation 1 Day 3 Choice Time p. 33 Investigation 1 Day 3 Read-Aloud p. 35 Investigation 2 Outdoor Experiences 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. 43 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group p. 49 Investigation 4 Outdoor Experience
		p. 32 Investigation 1 Day 3 Choice Time p. 33 Investigation 1 Day 3 Read-Aloud p. 35 Investigation 2 Outdoor Experiences 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. 43 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group p. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group
		p. 32 Investigation 1 Day 3 Choice Time p. 33 Investigation 1 Day 3 Read-Aloud p. 35 Investigation 2 Outdoor Experiences 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. 43 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group p. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Read-Aloud
		p. 32 Investigation 1 Day 3 Choice Time p. 33 Investigation 1 Day 3 Read-Aloud p. 35 Investigation 2 Outdoor Experiences 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. 43 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group p. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Read-Aloud p. 53 Investigation 4 Day 2 Large-Group Roundup
		p. 32 Investigation 1 Day 3 Choice Time p. 33 Investigation 1 Day 3 Read-Aloud p. 35 Investigation 2 Outdoor Experiences 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. 43 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group p. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Read-Aloud

		p. 61 Investigation 5 Outdoor Experiences
		p. 63 Investigation 5 Day 1 Read-Aloud
		p. 64 Investigation 5 Day 2 Large Group
		p. 66 Investigation 5 Day 3 Large Group
		p. 83 Celebrating Learning Outdoor Experience p. 87 Celebrating Learning Day 2 Small Group
		p.53 Investigation 4 Day 2 Small Group
GRADE LEVEL EXPECTATION	LL.1.3.c.	With modeling and support, uses category labels and names objects within a category; e.g., fruit, vegetable, animal, transportation, etc.
		Balls Study
		p. 18 Exploring the Topic Day 3 Choice Time
		p. 18 Exploring the Topic Day 3 Large Group
		p. 19 Exploring the Topic Day 3 Large-Group Roundup
		p. 20 Exploring the Topic Day 4 Large Group
		p. 20 Exploring the Topic Day 4 Choice Time
		p. 21 Exploring the Topic Day 4 Large-Group Roundup
		p. 21 Exploring the Topic Day 4 Small Group
		p. 23 Exploring the Topic Day 5 Small Group
		p. 28 Investigation 1 Day 1 Large Group
		p. 29 Investigation 1 Day 1 Choice Time
		p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Choice Time
		p. 31 Investigation 1 Day 2 Large-Group Roundup
		p. 31 Investigation 1 Day 2 Small Group
		p. 32 Investigation 1 Day 3 Large Group
		p. 33 Investigation 1 Day 3 Large-Group Roundup
		p. 37 Investigation 2 Day 1 Small Group
		p. 39 Investigation 2 Day 2 Small Group
		p. 41 Investigation 2 Day 3 Small Group
		p. 55 Investigation 4 Day 3 Small Group
		p. 64 Investigation 5 Day 2 Choice Time
		p. 64 Investigation 5 Day 2 Large Group
		p. 67 Investigation 5 Day 3 Choice Time
		p. 70 Investigation 5 Day 5 Large Group
		p. 71 Investigation 5 Day 5 Small Group
		p. 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.67 Investigation 5 Day 3 Large-Group Roundup
GRADE LEVEL	LL.1.3.d.	With modeling and support, demonstrates understanding of and
EXPECTATION	LE. Hold.	uses words that indicate position and direction; e.g., in, on, out, under, off, beside, behind.
		Balls Study
		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
CONCEPT / STANDARD	LL.2.	EMERGENT LITERACY
PERFORMANCE	LL.2.1.	Concepts of Print: The child knows that print carries messages.
OBJECTIVE / PROFICIENCY LEVEL		Consopte of Finns. The offine fallows that print surfice incodages.
OBJECTIVE / GRADE		Through daily experiences with printed materials, young children
LEVEL EXPECTATION		delight in beginning to understand the connection between spoken
		and written words. They begin to learn to follow the print as it is read
		aloud and start to discover that reading and writing are ways to
		communicate information and to provide pleasure. Children develop
		understanding that different forms of print, such as signs, letters,
		menus, storybooks, and magazines have different functions.

GRADE LEVEL	LL.2.1.a.	Identifies signs, symbols and labels in the environment.
EXPECTATION		Balls Study 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
GRADE LEVEL EXPECTATION	LL.2.1.b.	Demonstrates and understands that print conveys meaning and that each spoken word can be written and read.
		Balls Study p. 41 Investigation 2 Day 3 Small Group p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group
GRADE LEVEL EXPECTATION	LL.2.1.c.	Recognizes that letters are grouped to form words. Balls Study
		p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes
GRADE LEVEL EXPECTATION	LL.2.1.e.	Seeks information in printed materials.
EXPECTATION		Balls Study 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. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 45 Investigation 3 Day 1 Read-Aloud p. 47 Investigation 3 Day 2 Read-Aloud p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Read-Aloud p. 57 Investigation 4 Day 4 Read-Aloud p. 69 Investigation 5 Day 4 Read-Aloud p. 85 Celebrating Learning Day 1 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud
CONCEPT / STANDARD	LL.2.	EMERGENT LITERACY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.2.2.	Book Handling Skills: The child demonstrates how to handle books appropriately and with care.
OBJECTIVE / GRADE LEVEL EXPECTATION		It is important to provide young children with many opportunities to interact with and care for books in all environments. Young children need to have access to a variety of fiction and nonfiction books throughout the day, including those that reflect diverse cultures. Through these experiences, children learn to hold books right side up and to turn the pages one at a time in order to view the illustrations and to gain a sense of the story or content.
GRADE LEVEL EXPECTATION	LL.2.2.a.	Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality. Balls Study 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. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Mighty Minutes p. 33 Investigation 1 Day 3 Read-Aloud p. 36 Investigation 2 Day 1 Large Group p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Small Group p. 45 Investigation 3 Day 1 Read-Aloud

GRADE LEVEL EXPECTATION	LL.2.2.b.	p. 51 Investigation 4 Day 1 Read-Aloud p. 53 Investigartion 4 Day 2 Read-Aloud 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. 59 Investigation 4 Day 5 Read-Aloud p. 59 Investigation 4 Day 5 Small Group p. 65 Investigation 5 Day 2 Read-Aloud p. 65 Investigation 5 Day 2 Small Group p. 67 Investigation 5 Day 3 Small Group p. 70 Investigation 5 Day 5 Choice Time Identifies where in the book to begin reading. Balls Study p. 17 Exploring the Topic Day 2 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 Small Group p. 39 Investigation 2 Day 2 Choice Time p. 41 Investigation 2 Day 3 Small Group
		p. 51 Investigation 4 Day 1 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. 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. 87 Celebrating Learning Day 2 Small Group p. 70 Investigation 5 Day 5 Choice Time
GRADE LEVEL EXPECTATION	LL.2.2.c.	Understands a book has a title, author and/or illustrator. Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 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. 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 5 Day 1 Read-Aloud p. 63 Investigation 5 Day 1 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud p. 67 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Read-Aloud
CONCEPT / STANDARD	LL.2.	EMERGENT LITERACY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.2.3.	Phonological Awareness: The child develops awareness that language can be broken in words, syllables, and smaller units of sounds (phonemes).
OBJECTIVE / GRADE LEVEL EXPECTATION		awareness is the foundation of young children's abilities to hear and discriminate different sounds in words (phonological awareness). Research indicates how quickly and how easily children learn to read often depends on how much phonological awareness they have. Children's abilities to play with or manipulate the smallest units of speech (phonemes) are demonstrated in a variety of ways, including using rhymes, alliteration, and experimenting with beginning and ending sounds. Phonological awareness and

		phonemic awareness are the foundations that enable preschool children to later match sounds to their letters (phonics). Phonological awareness can be taught in the dark as it requires just listening for and manipulating sounds.
GRADE LEVEL	LL.2.3.a.	Differentiates between sounds that are the same and different (e.g.,
EXPECTATION		environmental sounds, animal sounds, phonemes). Balls Study 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 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group
		p. 31 Investigation 1 Day 2 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. 45 Investigation 3 Day 1 Mighty Minutes
		p. 47 Investigation 3 Day 1 Mighty Minutes
		p. 51 Investigation 4 Day 1 Mighty Minutes
		p. 56 Investigation 4 Day 4 Large Group
		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. 85 Celebrating Learning Day 1 Mighty Minutes
		p.15 Exploring the Topic Day 1 Small Group
GRADE LEVEL EXPECTATION	LL.2.3.b.	With modeling and support, identifies rhyming words.
		Balls Study
		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 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
CDADE LEVE!	11.22.	
GRADE LEVEL EXPECTATION	LL.2.3.c.	With modeling and support, produces rhyming words. Balls Study
		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
GRADE LEVEL EXPECTATION	LL.2.3.d.	With modeling and support, recognizes spoken words that begin with the same sound. Balls Study 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 Small 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 2 Small Group p. 66 Investigation 5 Day 2 Small 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
GRADE LEVEL EXPECTATION	LL.2.3.e.	Hears and shows awareness of separate words within spoken phrases or sentences. Balls Study p. 17 Exploring the Topic Day 2 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group
GRADE LEVEL EXPECTATION	LL.2.3.f.	With modeling and support, identifies and discriminates syllables in words. Balls Study 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
GRADE LEVEL EXPECTATION	LL.2.3.g.	With modeling and support, combines onset and rime to form a familiar one-syllable word with and without pictorial support. Balls Study p. 29 Investigation 1 Day 1 Small Group p. 65 Investigation 5 Day 2 Small Group
GRADE LEVEL EXPECTATION	LL.2.3.h.	With modeling and support, repeats words and identifies the common final sound.

		Balls Study 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 4 Mighty Minutes p. 69 Investigation 5 Day 4 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group
		p. 71 Investigation 5 Day 5 Mighty Minutes p. 85 Celebrating Learning Day 1 Mighty Minutes p.15 Exploring the Topic Day 1 Small Group p.68 Investigation 5 Day 4 Large Group
CONCERT / STANDARD	LL.2.	EMERGENT LITERACY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.2.4.	Alphabet Knowledge: The child demonstrates knowledge of the alphabet.
OBJECTIVE / GRADE LEVEL EXPECTATION		Young children begin to recognize some printed alphabet letters, especially those letters found in their own names. To support young learners' knowledge of letters, adults need to provide children with easy and repeated meaningful interactions with written letters and words within the context of daily experiences. Activities are presented in fun and interesting ways that engage children.
GRADE LEVEL EXPECTATION	LL.2.4.a.	Discriminates letters from other shapes and symbols. Balls Study p. 15 Exploring the Topic Day 1 Mighty Minutes p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Mighty Minutes p. 21 Exploring the Topic Day 4 Mighty Minutes p. 23 Exploring the Topic Day 5 Mighty Minutes p. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group p. 47 Investigation 3 Day 2 Mighty Minutes p. 47 Investigation 3 Day 2 Small Group p. 54 Investigation 4 Day 3 Large Group p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 63 Investigation 5 Day 1 Small Group p. 67 Investigation 5 Day 3 Small Group p. 71 Investigation 5 Day 5 Mighty Minutes p. 71 Investigation 5 Day 5 Small Group p. 71 Investigation 5 Day 5 Small Group p. 71 Investigation 5 Day 5 Choice Time
GRADE LEVEL EXPECTATION	LL.2.4.b.	Matches and recognizes similarities and differences in letters, with modeling and support. Balls Study p. 15 Exploring the Topic Day 1 Mighty Minutes p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Mighty Minutes p. 21 Exploring the Topic Day 4 Mighty Minutes p. 23 Exploring the Topic Day 5 Mighty Minutes p. 31 Investigation 1 Day 2 Mighty Minutes p. 33 Investigation 1 Day 3 Small Group

		p. 41 Investigation 2 Day 3 Small Group p. 47 Investigation 3 Day 2 Mighty Minutes p. 47 Investigation 3 Day 2 Small Group p. 54 Investigation 4 Day 3 Large Group p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 63 Investigation 5 Day 1 Small Group p. 67 Investigation 5 Day 3 Small Group p. 71 Investigation 5 Day 5 Mighty Minutes p. 71 Investigation 5 Day 5 Small Group p.70 Investigation 5 Day 5 Choice Time
GRADE LEVEL	LL.2.4.c.	Recognizes as many as 10 letters, especially those in own name,
EXPECTATION		family and friends. Balls Study 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. 23 Investigation 1 Day 2 Mighty Minutes p. 33 Investigation 1 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group p. 47 Investigation 3 Day 2 Mighty Minutes p. 47 Investigation 3 Day 2 Small Group p. 54 Investigation 4 Day 3 Large Group p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 63 Investigation 5 Day 1 Small Group p. 67 Investigation 5 Day 3 Small Group p. 71 Investigation 5 Day 5 Small Group p. 71 Investigation 5 Day 5 Small Group p. 71 Investigation 5 Day 5 Small Group p. 70 Investigation 5 Day 5 Choice Time
GRADE LEVEL	LL.2.4.d.	Uses letter-sound knowledge identifying the sounds of a few letters
EXPECTATION		and producing the correct sounds for as many as 10 letters, with modeling and support. Balls Study p. 17 Exploring the Topic Day 2 Small Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 63 Investigation 5 Day 1 Small Group p. 65 Investigation 5 Day 1 Small Group p. 67 Investigation 5 Day 3 Small Group p. 15 Exploring the Topic Day 1 Small Group p. 15 Exploring the Topic Day 1 Small Group p. 17 Investigation 5 Day 5 Choice Time
CONCEPT / STANDARD	LL.2.	EMERGENT LITERACY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.2.5.	Comprehension: The child shows an interest in books and comprehends books read aloud with increasing text complexity.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children gain understanding about language and reading through their interactions with verbal language, print, and daily routines. In addition, children learn about reading concepts by experiencing a learning environment rich in signs, symbols, words, numbers, and art that reflect diverse cultures. When children are read to regularly and encouraged to intentionally interact with printed materials, they

		develop an interest in books and other printed materials.
GRADE LEVEL	LL.2.5.a.	Takes an active role in reading activities.
GRADE LEVEL EXPECTATION	LL.2.5.a.	Takes an active role in reading activities. Balls Study p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 28 Investigation 1 Day 1 Large Group p. 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 Large Group p. 38 Investigation 2 Day 2 Read-Aloud p. 38 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 3 Day 1 Read-Aloud p. 45 Investigation 3 Day 1 Read-Aloud p. 45 Investigation 3 Day 1 Read-Aloud p. 47 Investigation 4 Day 1 Read-Aloud p. 51 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Read-Aloud p. 55 Investigation 4 Day 2 Read-Aloud p. 56 Investigation 4 Day 2 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 58 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 5 Day 1 Read-Aloud p. 59 Investigation 5 Day 2 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud p. 66 Investigation 5 Day 3 Read-Aloud p. 67 Investigation 5 Day 3 Read-Aloud p. 67 Investigation 5 Day 3 Read-Aloud p. 68 Investigation 5 Day 3 Read-Aloud p. 69 Investigation 5 Day 4 Read-Aloud
		p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Read-Aloud
GRADE LEVEL EXPECTATION	LL.2.5.b.	With prompting and support, identifies characters and major events in a story. Balls Study 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 2 Day 3 Read-Aloud p. 47 Investigation 3 Day 1 Read-Aloud p. 51 Investigation 4 Day 2 Read-Aloud p. 52 Investigation 4 Day 2 Read-Aloud p. 53 Investigation 4 Day 2 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 57 Investigation 4 Day 4 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud

		p. 63 Investigation 5 Day 1 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud p. 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
GRADE LEVEL EXPECTATION	LL.2.5.c.	With prompting and support, asks and answers a variety of questions about books or stories told or read aloud. Balls Study p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 28 Investigation 1 Day 1 Large Group p. 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 2 Read-Aloud p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 3 Day 1 Read-Aloud p. 47 Investigation 3 Day 1 Read-Aloud p. 51 Investigation 3 Day 1 Read-Aloud p. 52 Investigation 4 Day 2 Read-Aloud p. 55 Investigation 4 Day 2 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 56 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 5 Read-Aloud p. 58 Investigation 5 Day 1 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud p. 66 Investigation 5 Day 2 Read-Aloud p. 67 Investigation 5 Day 3 Read-Aloud p. 69 Investigation 5 Day 4 Read-Aloud p. 69 Investigation 5 Day 4 Read-Aloud p. 69 Investigation 5 Day 5 Read-Aloud p. 61 Investigation 5 Day 5 Read-Aloud p. 62 Investigation 5 Day 5 Read-Aloud p. 63 Investigation 5 Day 5 Read-Aloud p. 64 Investigation 5 Day 5 Read-Aloud p. 65 Investigation 5 Day 5 Read-Aloud p. 66 Investigation 5 Day 5 Read-Aloud p. 67 Investigation 5 Day 5 Read-Aloud p. 68 Investigation 5 Day 5 Read-Aloud p. 69 Investigation 5 Day 5 Read-Aloud p. 60 Investigation 5 Day 5 Read-Aloud p. 61 Investigation 5 Day 5 Read-Aloud p. 62 Investigation
GRADE LEVEL EXPECTATION	LL.2.5.d.	With prompting and support, draws connections between story events and personal experiences. Balls Study 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. 59 Investigation 4 Day 5 Read-Aloud
GRADE LEVEL EXPECTATION	LL.2.5.e.	With prompting and support, identifies events and details in the story and makes predictions. Balls Study

		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 Investigartion 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 Read Aloud
		p. 85 Celebrating Learning Day 1 Read-Aloud
		p. 87 Celebrating Learning Day 2 Read-Aloud
GRADE LEVEL	LL.2.5.h.	With modeling and support, identifies the topic of informational text
EXPECTATION		that has been read aloud.
		Balls Study 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
GRADE LEVEL	LL.2.5.i.	With modeling and support, retells or reenacts a story in sequence
EXPECTATION	LL.2.3.I.	
EXPECTATION		with pictures or props.
		Balls Study
		p. 15 Exploring the Topic Day 1 Read-Aloud
		p. 19 Exploring the Topic Day 1 Read-Aloud
		p. 23 Exploring the Topic Day 5 Read-Aloud
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 37 Investigation 2 Day 1 Read-Aloud
		p. 39 Investigation 2 Day 2 Read-Aloud
		p. 51 Investigation 4 Day 1 Read-Aloud
		p. 55 Investigation 4 Day 3 Read-Aloud
		p. 59 Investigation 4 Day 5 Read-Aloud
		p. 71 Investigation 5 Day 5 Read-Aloud
		p. 85 Celebrating Learning Day 1 Read-Aloud
GRADE LEVEL	LL.2.5.j.	With modeling and support, demonstrates reading fluency by use of
EXPECTATION		phrasing, intonation and expression in shared reading of familiar
		books, poems, chants, songs, nursery rhymes or other repetitious
		or predictable texts.
		Balls Study
		p. 33 Investigation 1 Day 3 Mighty Minutes
		p. 36 Investigation 2 Day 1 Large Group
		p. 41 Investigation 2 Day 3 Small Group
CONCEPT / STANDARD	LL.3.	EMERGENT WRITING
SOMOLI I / STAMDAND	_L.U.	LINE NO ENT THAT INC

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.3.1.	Early Writing, Writing Processes, and Writing Applications: The child uses writing materials to communicate ideas.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children begin to recognize the relationship between spoken and written messages by engaging in writing, drawing, and related activities that have meaning and purpose for them. Children receive powerful messages about literacy's pleasures and rewards by observing others reading and writing. Children develop as writers when they are encouraged to write in an environment that has readily accessible writing materials.
GRADE LEVEL EXPECTATION	LL.3.1.a.	Early Writing: Uses a variety of writing tools, materials, and surfaces to create drawings or symbols.
EXPECTATION		Balls Study p. 18 Exploring the Topic Day 3 Choice Time p. 33 Investigation 1 Day 3 Small Group p. 39 Investigation 2 Day 2 Small Group p. 47 Investigation 3 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Read-Aloud p. 69 Investigation 5 Day 4 Small Group
GRADE LEVEL EXPECTATION	LL.3.1.b.	Writing Processes: With modeling and support, uses a combination of drawing, dictating and emergent writing to communicate an idea or opinion about an experience, story, or book, and to express knowledge or share information about a topic of interest.
		Balls Study 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
GRADE LEVEL EXPECTATION	LL.3.1.e.	Writing Applications: Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas or to tell a story; e.g., signing artwork, captioning, labeling, creating lists, making notes.
		Balls Study p. 18 Exploring the Topic Day 3 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Small Group p. 41 Investigation 2 Day 3 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. 64 Investigation 5 Day 2 Choice Time p. 65 Investigation 5 Day 2 Read-Aloud p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Read-Aloud p. 67 Investigation 5 Day 4 Read-Aloud p. 84 Celebrating Learning Day 1 Choice Time p. 86 Celebrating Learning Day 2 Small Group p. 87 Celebrating Learning Day 2 Small Group p. 53 Investigation 4 Day 2 Small Group p. 84 Celebrating Learning Day 1 Large Groups

GRADE LEVEL EXPECTATION	LL.3.1.g.	Writing Applications: Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks. Balls Study 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
STRAND	AZ.EC.MA.	MATHEMATICS
CONCEPT / STANDARD	MA.1.	COUNTING AND CARDINALITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.1.1.	Counts Out Loud: The child counts out loud and uses number words in daily conversations.
OBJECTIVE / GRADE LEVEL EXPECTATION		To build an understanding of counting, children need environments that are rich in mathematical language and provide varied opportunities to count in ways that are personally meaningful, challenging, and fun.
GRADE LEVEL EXPECTATION	MA.1.1.a.	Balls Study 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. 39 Investigation 2 Day 2 Large-Group Roundup p. 41 Investigation 2 Day 3 Mighty Minutes p. 44 Investigation 3 Day 1 Large-Group Roundup p. 51 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 5 Day 4 Large Group p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Small 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. 68 Investigation 5 Day 4 Large Group
GRADE LEVEL EXPECTATION	MA.1.1.b.	Counts out loud to 10. Balls Study p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 41 Investigation 2 Day 3 Mighty Minutes p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group

		p. 57 Investigation 4 Day 4 Large-Group Roundup p. 57 Investigation 4 Day 4 Mighty Minutes p. 59 Investigation 4 Day 5 Mighty Minutes p. 64 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group p.68 Investigation 5 Day 4 Large Group
CONCEPT / STANDARD	MA.1.	COUNTING AND CARDINALITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.1.2.	Knows Number Names and Symbols: The child identifies numerals and uses number words in daily activities.
OBJECTIVE / GRADE LEVEL EXPECTATION		To build an understanding of number names and symbols children need number rich environments that allow them to explore and play with numbers and numerals throughout the day and across the curriculum.
GRADE LEVEL EXPECTATION	MA.1.2.a.	Uses numerals and number symbols in the context of daily routines, activities, and play. Balls Study p. 71 Investigation 5 Day 5 Small Group
GRADE LEVEL	MA.1.2.b.	Uses and creates symbols to represent numbers.
EXPECTATION		Balls Study p. 71 Investigation 5 Day 5 Small Group
GRADE LEVEL EXPECTATION	MA.1.2.c.	Identifies numerals one to 10. Balls Study p. 71 Investigation 5 Day 5 Small Group
CONCEPT / STANDARD	MA.1.	COUNTING AND CARDINALITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.1.3.	Counts to Tell Number of Objects: The child uses number words and counting to identify quantity.
OBJECTIVE / GRADE LEVEL EXPECTATION		Learning the meaning of numbers begins with hands-on experiences using a variety of objects found in the home, the classroom and nature. To build an understanding of "how much" and to explore number relationships, children need daily experiences involving counting in ways that are personally meaningful, challenging, and fun.
GRADE LEVEL EXPECTATION	MA.1.3.a.	Counts groups of objects using one-to-one correspondence (one object for each number word). Balls Study 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 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
GRADE LEVEL	MA.1.3.b.	Counts a collection of up to 10 items using the last counting word to
EXPECTATION		tell, "How many?"
		· · · · · · · · · · · · · · · · · · ·
		Balls Study
		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 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
GRADE LEVEL	MA.1.3.c.	p.68 Investigation 5 Day 4 Large Group Matches numerals to quantities they represent using physical
GRADE LEVEL EXPECTATION	MA.1.3.c.	p.68 Investigation 5 Day 4 Large Group
- · · · · · · · · ·	MA.1.3.c.	p.68 Investigation 5 Day 4 Large Group Matches numerals to quantities they represent using physical
- · · · · · · · · ·	MA.1.3.c.	p.68 Investigation 5 Day 4 Large Group Matches numerals to quantities they represent using physical models and representations. Balls Study
- · · · · · · · · ·	MA.1.3.c.	p.68 Investigation 5 Day 4 Large Group Matches numerals to quantities they represent using physical models and representations.
EXPECTATION		p.68 Investigation 5 Day 4 Large Group Matches numerals to quantities they represent using physical models and representations. Balls Study p. 71 Investigation 5 Day 5 Small Group
EXPECTATION CONCEPT / STANDARD	MA.1.	p.68 Investigation 5 Day 4 Large Group Matches numerals to quantities they represent using physical models and representations. Balls Study p. 71 Investigation 5 Day 5 Small Group COUNTING AND CARDINALITY
CONCEPT / STANDARD PERFORMANCE	MA.1. MA.1.4.	D.68 Investigation 5 Day 4 Large Group Matches numerals to quantities they represent using physical models and representations. Balls Study D. 71 Investigation 5 Day 5 Small Group COUNTING AND CARDINALITY Compares Numbers and Quantities: The child applies a range of
EXPECTATION CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY	MA.1. MA.1.4.	p.68 Investigation 5 Day 4 Large Group Matches numerals to quantities they represent using physical models and representations. Balls Study p. 71 Investigation 5 Day 5 Small Group COUNTING AND CARDINALITY
CONCEPT / STANDARD PERFORMANCE	MA.1. MA.1.4.	D.68 Investigation 5 Day 4 Large Group Matches numerals to quantities they represent using physical models and representations. Balls Study D.71 Investigation 5 Day 5 Small Group COUNTING AND CARDINALITY Compares Numbers and Quantities: The child applies a range of strategies such as counting or matching to compare sets of objects.
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY	MA.1. MA.1.4.	D.68 Investigation 5 Day 4 Large Group Matches numerals to quantities they represent using physical models and representations. Balls Study D. 71 Investigation 5 Day 5 Small Group COUNTING AND CARDINALITY Compares Numbers and Quantities: The child applies a range of
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.1. MA.1.4.	D.68 Investigation 5 Day 4 Large Group Matches numerals to quantities they represent using physical models and representations. Balls Study D.71 Investigation 5 Day 5 Small Group COUNTING AND CARDINALITY Compares Numbers and Quantities: The child applies a range of strategies such as counting or matching to compare sets of objects.
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE	MA.1. MA.1.4.	Matches numerals to quantities they represent using physical models and representations. Balls Study p. 71 Investigation 5 Day 5 Small Group COUNTING AND CARDINALITY Compares Numbers and Quantities: The child applies a range of strategies such as counting or matching to compare sets of objects. Learning the meaning of numbers begins with hands-on experiences, using a variety of objects found in the home, the classroom and nature. To build an understanding of numbers and
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE	MA.1. MA.1.4.	Matches numerals to quantities they represent using physical models and representations. Balls Study p. 71 Investigation 5 Day 5 Small Group COUNTING AND CARDINALITY Compares Numbers and Quantities: The child applies a range of strategies such as counting or matching to compare sets of objects. Learning the meaning of numbers begins with hands-on experiences, using a variety of objects found in the home, the classroom and nature. To build an understanding of numbers and the quantities they represent, children need daily experiences
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE	MA.1. MA.1.4.	Matches numerals to quantities they represent using physical models and representations. Balls Study p. 71 Investigation 5 Day 5 Small Group COUNTING AND CARDINALITY Compares Numbers and Quantities: The child applies a range of strategies such as counting or matching to compare sets of objects. Learning the meaning of numbers begins with hands-on experiences, using a variety of objects found in the home, the classroom and nature. To build an understanding of numbers and
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE	MA.1. MA.1.4.	Matches numerals to quantities they represent using physical models and representations. Balls Study p. 71 Investigation 5 Day 5 Small Group COUNTING AND CARDINALITY Compares Numbers and Quantities: The child applies a range of strategies such as counting or matching to compare sets of objects. Learning the meaning of numbers begins with hands-on experiences, using a variety of objects found in the home, the classroom and nature. To build an understanding of numbers and the quantities they represent, children need daily experiences
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION	MA.1. MA.1.4.	Matches numerals to quantities they represent using physical models and representations. Balls Study p. 71 Investigation 5 Day 5 Small Group COUNTING AND CARDINALITY Compares Numbers and Quantities: The child applies a range of strategies such as counting or matching to compare sets of objects. Learning the meaning of numbers begins with hands-on experiences, using a variety of objects found in the home, the classroom and nature. To build an understanding of numbers and the quantities they represent, children need daily experiences involving comparing groups of objects in ways that are personally meaningful, challenging, and fun.
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION GRADE LEVEL	MA.1.4.	Matches numerals to quantities they represent using physical models and representations. Balls Study p. 71 Investigation 5 Day 5 Small Group COUNTING AND CARDINALITY Compares Numbers and Quantities: The child applies a range of strategies such as counting or matching to compare sets of objects. Learning the meaning of numbers begins with hands-on experiences, using a variety of objects found in the home, the classroom and nature. To build an understanding of numbers and the quantities they represent, children need daily experiences involving comparing groups of objects in ways that are personally meaningful, challenging, and fun. Compares two sets of objects using terms such as more, fewer, or
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION	MA.1.4.	Matches numerals to quantities they represent using physical models and representations. Balls Study p. 71 Investigation 5 Day 5 Small Group COUNTING AND CARDINALITY Compares Numbers and Quantities: The child applies a range of strategies such as counting or matching to compare sets of objects. Learning the meaning of numbers begins with hands-on experiences, using a variety of objects found in the home, the classroom and nature. To build an understanding of numbers and the quantities they represent, children need daily experiences involving comparing groups of objects in ways that are personally meaningful, challenging, and fun.
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CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION GRADE LEVEL	MA.1.4.	Matches numerals to quantities they represent using physical models and representations. Balls Study p. 71 Investigation 5 Day 5 Small Group COUNTING AND CARDINALITY Compares Numbers and Quantities: The child applies a range of strategies such as counting or matching to compare sets of objects. Learning the meaning of numbers begins with hands-on experiences, using a variety of objects found in the home, the classroom and nature. To build an understanding of numbers and the quantities they represent, children need daily experiences involving comparing groups of objects in ways that are personally meaningful, challenging, and fun. Compares two sets of objects using terms such as more, fewer, or the same. Balls Study p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION GRADE LEVEL	MA.1.4.	Matches numerals to quantities they represent using physical models and representations. Balls Study p. 71 Investigation 5 Day 5 Small Group COUNTING AND CARDINALITY Compares Numbers and Quantities: The child applies a range of strategies such as counting or matching to compare sets of objects. Learning the meaning of numbers begins with hands-on experiences, using a variety of objects found in the home, the classroom and nature. To build an understanding of numbers and the quantities they represent, children need daily experiences involving comparing groups of objects in ways that are personally meaningful, challenging, and fun. Compares two sets of objects using terms such as more, fewer, or the same. Balls Study 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
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	MA.1.4. MA.1.4. MA.1.4.a.	Matches numerals to quantities they represent using physical models and representations. Balls Study p. 71 Investigation 5 Day 5 Small Group COUNTING AND CARDINALITY Compares Numbers and Quantities: The child applies a range of strategies such as counting or matching to compare sets of objects. Learning the meaning of numbers begins with hands-on experiences, using a variety of objects found in the home, the classroom and nature. To build an understanding of numbers and the quantities they represent, children need daily experiences involving comparing groups of objects in ways that are personally meaningful, challenging, and fun. Compares two sets of objects using terms such as more, fewer, or the same. Balls Study p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 37 Investigation 2 Day 1 Small Group
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CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONCEPT / STANDARD PERFORMANCE	MA.1.4.a. MA.2. MA.2.	Matches numerals to quantities they represent using physical models and representations. Balls Study p. 71 Investigation 5 Day 5 Small Group COUNTING AND CARDINALITY Compares Numbers and Quantities: The child applies a range of strategies such as counting or matching to compare sets of objects. Learning the meaning of numbers begins with hands-on experiences, using a variety of objects found in the home, the classroom and nature. To build an understanding of numbers and the quantities they represent, children need daily experiences involving comparing groups of objects in ways that are personally meaningful, challenging, and fun. Compares two sets of objects using terms such as more, fewer, or the same. Balls Study 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 OPERATIONS AND ALGEBRAIC THINKING Explores Addition and Subtraction: The child combines and
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	MA.1.4.a. MA.2. MA.2.	Matches numerals to quantities they represent using physical models and representations. Balls Study p. 71 Investigation 5 Day 5 Small Group COUNTING AND CARDINALITY Compares Numbers and Quantities: The child applies a range of strategies such as counting or matching to compare sets of objects. Learning the meaning of numbers begins with hands-on experiences, using a variety of objects found in the home, the classroom and nature. To build an understanding of numbers and the quantities they represent, children need daily experiences involving comparing groups of objects in ways that are personally meaningful, challenging, and fun. Compares two sets of objects using terms such as more, fewer, or the same. Balls Study 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

OBJECTIVE / GRADE LEVEL EXPECTATION		Learning the meaning of a number begins with hands-on experiences using a variety of objects found in the home, the classroom, and nature. To build an understanding of numbers and to discover number relationships, children need opportunities to describe the changes that result from putting sets of objects (e.g., blocks, animals, toy people) together or taking them apart.
GRADE LEVEL EXPECTATION	MA.2.1.a.	Demonstrates an understanding that adding increases the number of objects in a group. Balls Study 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
GRADE LEVEL EXPECTATION	MA.2.1.c.	Demonstrates an understanding that taking away decreases the number of objects in a group. Balls Study 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
CONCEPT / STANDARD	MA.2.	OPERATIONS AND ALGEBRAIC THINKING
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.2.2.	Patterning: The child recognizes, copies, extends, describes and creates patterns.
OBJECTIVE / GRADE LEVEL EXPECTATION		Recognition and investigation of patterns are important components of a child's development. A child's ability to work with patterns is the precursor to mathematical thinking, especially algebraic processes. Children need frequent opportunities to engage in pattern-related activities such as playing with repetitive sounds and movement or noticing patterns in textures and pictures.
GRADE LEVEL EXPECTATION	MA.2.2.a.	Recognizes patterns in the real world. Balls Study p. 40 Investigation 2 Day 3 Choice Time p. 63 Investigation 5 Day 1 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group
GRADE LEVEL EXPECTATION	MA.2.2.b.	Copies simple patterns. Balls Study p. 55 Investigation 4 Day 3 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 57 Investigation 4 Day 4 Large-Group Roundup
GRADE LEVEL EXPECTATION	MA.2.2.c.	Extends simple patterns. Balls Study p. 55 Investigation 4 Day 3 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 57 Investigation 4 Day 4 Large-Group Roundup
GRADE LEVEL EXPECTATION	MA.2.2.d.	Creates simple patterns. Balls Study p. 55 Investigation 4 Day 3 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 57 Investigation 4 Day 4 Large-Group Roundup

CONCEPT / STANDARD	MA.3.	MEASUREMENT AND DATA
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.3.1.	Sorts and Classifies: The child sorts and groups objects by a variety of characteristics/attributes.
OBJECTIVE / GRADE LEVEL EXPECTATION		Recognizing relationships between objects allows young children to make generalizations and predictions beyond information directly available to them. The ability to think logically and to reason (problem solve) extends far beyond mathematical boundaries.
GRADE LEVEL EXPECTATION	MA.3.1.a.	Sorts and classifies objects by one or more attributes (e.g., size, color, shape, texture, use). Balls Study 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
GRADE LEVEL EXPECTATION	MA.3.1.b.	Explains how items were sorted into groups. Balls Study 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. 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
CONCEPT / STANDARD	MA.3.	MEASUREMENT AND DATA
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.3.2.	Data Analysis: The child collects, organizes, displays, and describes relevant data.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children are natural observers and questioners. To build upon this strength, adults should facilitate children's opportunities to ask questions, sort and classify objects, collect and display information, and talk about what is meaningful to them.
GRADE LEVEL EXPECTATION	MA.3.2.a.	Asks questions to gather information. Balls Study 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. 58 Investigation 5 Day 3 Small Group
CONCEPT / STANDARD	MA.3.	MEASUREMENT AND DATA
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.3.3.	Measures: The child uses measurement to describe and compare objects in the environment.
OBJECTIVE / GRADE LEVEL EXPECTATION		Starting at a very young age, children compare who is taller or who has more. Immersing children in measurement activities provides them with opportunities to explore, compare, and discuss the use of measurement in their environment.
GRADE LEVEL EXPECTATION	MA.3.3.a.	Compares objects and uses terms such as longer-shorter, hotter-colder, and faster-slower.

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		Balls Study p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 40 Investigation 2 Day 3 Choice Time p. 45 Investigation 3 Day 1 Choice Time p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group p. 45 Investigation 3 Day 1 Small Group p. 58 Investigation 4 Day 5 Large Group p. 63 Investigation 5 Day 1 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group
GRADE LEVEL EXPECTATION	MA.3.3.b.	Uses non-standard units of measurement (e.g., hands, bodies, containers) to estimate measurable attributes. Balls Study p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group
GRADE LEVEL EXPECTATION	MA.3.3.c.	Uses various standard measuring tools for simple measuring tasks. Balls Study 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
GRADE LEVEL EXPECTATION	MA.3.3.d.	Orders objects by measurable attributes. Balls Study p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 40 Investigation 2 Day 3 Choice Time p. 45 Investigation 3 Day 1 Choice Time p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group p. 63 Investigation 5 Day 1 Mighty Minutes p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group
GRADE LEVEL EXPECTATION	MA.3.3.e.	Uses appropriate vocabulary to describe time and sequence related to daily routines. Balls Study p. 69 Investigation 5 Day 4 Small Group
CONCEPT / STANDARD	MA.4.	GEOMETRY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.4.1.	Spatial Reasoning: The child uses and demonstrates an understanding of positional terms.
OBJECTIVE / GRADE LEVEL EXPECTATION		Geometry for young children involves observing, playing with, and purposefully investigating shapes that are found in their environment. Children spontaneously make spatial comparisons. This familiarity is a foundation for more complex learning experiences involving shape, position, and orientation in space.
GRADE LEVEL EXPECTATION	MA.4.1.a.	Uses and responds to positional terms (e.g., between, inside, under, above, behind). Balls Study 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
GRADE LEVEL EXPECTATION	MA.4.1.b.	Describes the position or location of objects in relation to self or to other objects.

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		Balls Study 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
CONCEPT / STANDARD	MA.4.	GEOMETRY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.4.2.	Shapes: The child recognizes names and describes common shapes and their properties.
OBJECTIVE / GRADE LEVEL EXPECTATION		Geometry for young children involves observing, playing with, and purposefully investigating shapes that are found in their environment. Beginning in infancy, children compare objects by form and shape. This familiarity is a foundation for more complex learning experiences involving shape, position, and orientation in space.
GRADE LEVEL EXPECTATION	MA.4.2.a.	Recognizes basic two-dimensional shapes. Balls Study 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 Choice Time p. 33 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 Choice Time p. 47 Investigation 3 Day 2 Choice Time p. 47 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 1 Small Group p. 54 Investigation 4 Day 2 Choice Time p. 55 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 3 Large Group p. 57 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 59 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
GRADE LEVEL EXPECTATION	MA.4.2.b.	Uses the names of geometric shapes when describing objects found in the environment. Balls Study 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 Large-Group Roundup p. 39 Investigation 2 Day 2 Large-Group Roundup 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 4 Outdoor Experience p. 51 Investigation 4 Day 1 Choice Time p. 51 Investigation 4 Day 1 Choice Time p. 51 Investigation 4 Day 2 Choice Time p. 53 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 57 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 4 Large Group p. 59 Investigation 4 Day 4 Large-Group Roundup p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Large Group p. 59 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 2 Choice Time p. 69 Investigation 5 Day 2 Large-Group Roundup p. 58 Investigation 5 Day 2 Choice Time p. 69 Investigation 5 Day 2 Choice Time p. 67 Investigation 5 Day 2 Choice Time p. 68 Celebrating Learning Day 2 Choice Time p. 69 Investigation 5 Day 4 Choice Time p. 67 Investigation 6 Day 9 Choice Time p. 68 Investigation 6 Day 9 Choice Time p. 69 Investigation 7 Day 9 Choice Time p. 69 Investigation 7 Day 9 Choice Time p. 67 Investigation 7 Day 9 Choice Time
GRADE LEVEL EXPECTATION	MA.4.2.d.	Compares and describes attributes of two- and three- dimensional objects in the environment using own vocabulary. Balls Study 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
STRAND	AZ.EC.SC.	SCIENCE
CONCEPT / STANDARD	SC.1.	INQUIRY AND APPLICATION
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC.1.1.	Exploration, Observations, and Hypotheses: The child asks questions and makes predictions while exploring and observing in the environment.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children use their senses to observe by looking, touching, tasting, smelling and listening. Curiosity about the natural world leads children to ask questions. They ask Why? Where? What if? How? Who?
GRADE LEVEL EXPECTATION	SC.1.1.c.	Describes changes in objects, living things, and the natural events in the environment. Balls Study p. 38 Investigation 2 Day 2 Large Group
GRADE LEVEL EXPECTATION	SC.1.1.d.	Begins to describe the similarities, differences and relationships between objects, living things and natural events. Balls Study

		p. 27 Investigation 1 Outdoor Experiences p. 31 Investigation 1 Day 2 Small Group p. 35 Investigation 2 Outdoor Experiences p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Choice Time p. 43 Investigation 3 Outdoor Experiences p. 45 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 47 Investigation 3 Day 2 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 61 Investigation 5 Outdoor Experiences p. 62 Investigation 5 Day 1 Choice Time p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 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 Large Group p. 67 Investigation 5 Day 3 Choice Time p. 69 Investigation 5 Day 3 Choice Time
GRADE LEVEL EXPECTATION	SC.1.1.e.	Asks and responds to questions about relationships of objects, living things, and events in the natural environment. Balls Study
		p. 16 Exploring the Topic Day 2 Choice Time
		p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Small Group
		p. 32 Investigation 1 Day 3 Large Group
		p. 33 Investigation 1 Day 3 Small Group p. 35 Investigation 2 Outdoor Experiences
		p. 37 Investigation 2 Day 1 Small Group
		p. 38 Investigation 2 Day 2 Large Group
		p. 39 Investigation 2 Day 2 Choice Time p. 40 Investigation 2 Day 3 Choice Time
		p. 40 Investigation 2 Day 3 Large Group
		p. 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
CONCEPT / STANDARD	SC.1.	INQUIRY AND APPLICATION
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC.1.2.	Investigation: The child tests predictions through exploration and experimentation.
OBJECTIVE / GRADE		Children use their senses and a variety of tools and materials to
LEVEL EXPECTATION		gather information while investigating. Active experimentation requires questioning, refining, and persistence. Children explore
		answers to their questions and begin to form more complex
		conclusions. Information gathered in the process extends a child's
ODADE LEVE	00.4.6.1	knowledge of the world and their environment.
GRADE LEVEL EXPECTATION	SC.1.2.b.	Makes predictions and checks them through hands-on investigation with adult support.

		Balls Study 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
CONCEPT / STANDARD	SC.1.	INQUIRY AND APPLICATION
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC.1.3.	Analysis and Conclusion: The child forms conclusions about observations and experimentations.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children form conclusions about their observations and experimentations by collecting and thinking about the information gathered.
GRADE LEVEL EXPECTATION	SC.1.3.a.	Uses a variety of materials to record and organize data. Balls Study 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
GRADE LEVEL EXPECTATION	SC.1.3.b.	Identifies cause and effect relationships. Balls Study p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 45 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 47 Investigation 3 Day 2 Read-Aloud p. 53 Investigation 4 Day 2 Choice Time p. 69 Investigation 5 Day 4 Choice Time
GRADE LEVEL EXPECTATION	SC.1.3.c.	Constructs explanation about investigations. Balls Study p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 38 Investigation 2 Day 2 Large Group
CONCEPT / STANDARD	SC.1.	INQUIRY AND APPLICATION
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC.1.4.	Communication: The child discusses and reflects upon the scientific investigation and its findings.
OBJECTIVE / GRADE LEVEL EXPECTATION		Based on past experiences, children use language or an alternate communication system to show recognition of scientific principles and a deeper understanding of their environment. Science incorporates language and literacy skills which are an essential foundation for later reading comprehension.
GRADE LEVEL EXPECTATION	SC.1.4.b.	Presents their scientific ideas in a variety of ways. Balls Study

GRADE LEVEL EXPECTATION	SC.1.4.c.	p.70 Investigation 5 Day 5 Choice Time Conducts further investigation based on prior experience and information gained. Balls Study
I .	SC.1.4.c.	
		p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Choice Time
		p. 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. 16 Exploring the Topic Day 2 Choice Time p. 18 Exploring the Topic Day 3 Choice Time
		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. 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
STRAND	AZ.EC.SS.	SOCIAL STUDIES
CONCEPT / STANDARD	SS.2.	COMMUNITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS.2.2.	Rights, Responsibilities and Roles within Community: The child demonstrates a sense of belonging to the community and contributes to its care.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children recognize themselves as part of their home and community. Children are given opportunities to experience choices and to make their own decisions in order to demonstrate their roles as individuals. As children learn to demonstrate respect for ideas and rules, they gain the skills necessary for being contributing members of the family and of a community.
GRADE LEVEL EXPECTATION	SS.2.2.e.	Describes the purpose of rules. Balls Study p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience
CONCEPT / STANDARD	SS.2.	COMMUNITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS.2.3.	Geography: The child demonstrates an awareness of locations within and around their community.
OBJECTIVE / GRADE LEVEL EXPECTATION		As young children explore their community and visit a variety of places, they begin to develop a sense of direction and location. While going for rides on the bus or in a car, or while walking in their neighborhoods, children become aware of signs, symbols and other landmarks.
GRADE LEVEL EXPECTATION	SS.2.3.a.	Uses words to describe directionality and/or location within the community. Balls Study p. 67 Investigation 5 Day 3 Mighty Minutes p.84 Celebrating Learning Day 1 Large Groups
STRAND	AZ.EC.PHS.	PHYSICAL DEVELOPMENT, HEALTH AND SAFETY
CONCEPT / STANDARD	PHS.1.	PHYSICAL AND MOTOR DEVELOPMENT
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	PHS.1.1.	Gross Motor Development: The child moves with balance, control and coordination.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children are in constant motion. This movement develops young children's large muscles as they run, jump, and play in both structured and unstructured settings. Children increase their ability

		to control their bodies and learn that regular physical activity can
		enhance their overall physical, social and mental health.
GRADE LEVEL	PHS.1.1.a.	Moves with balance.
EXPECTATION		Balls Study
		p. 14 Exploring the Topic Day 1 Large Group
		p. 15 Exploring the Topic Day 1 Choice Time
		p. 16 Exploring the Topic Day 2 Choice Time
		p. 18 Exploring the Topic Day 3 Choice Time
		p. 18 Exploring the Topic Day 3 Large Group
		p. 20 Exploring the Topic Day 4 Choice Time
		p. 23 Exploring the Topic Day 5 Choice Time
		p. 23 Exploring the Topic Day 5 Small Group
		p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Choice Time
		p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Choice Time
		p. 31 Investigation 1 Day 2 Small Group
		p. 32 Investigation 1 Day 3 Choice Time
		p. 32 Investigation 1 Day 3 Large Group
		p. 33 Investigation 1 Day 3 Large-Group Roundup
		p. 33 Investigation 1 Day 3 Small Group
		p. 35 Investigation 2 Outdoor Experiences
		p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group
		p. 37 Investigation 2 Day 1 Large-Group Roundup
		p. 37 Investigation 2 Day 1 Small Group
		p. 38 Investigation 2 Day 2 Large Group
		p. 39 Investigation 2 Day 2 Choice Time
		p. 39 Investigation 2 Day 2 Large-Group Roundup
		p. 39 Investigation 2 Day 2 Small Group
		p. 40 Investigation 2 Day 3 Choice Time
		p. 40 Investigation 2 Day 3 Large Group
		p. 41 Investigation 2 Day 3 Large-Group Roundup p. 43 Investigation 3 Outdoor Experiences
		p. 44 Investigation 3 Day 1 Large Group
		p. 45 Investigation 3 Day 1 Choice Time
		p. 45 Investigation 3 Day 1 Small Group
		p. 46 Investigation 3 Day 2 Choice Time
		p. 46 Investigation 3 Day 2 Large Group
		p. 47 Investigation 3 Day 2 Read-Aloud
		p. 47 Investigation 3 Day 2 Small Group
		p. 51 Investigation 4 Day 1 Choice Time p. 53 Investigation 4 Day 2 Choice Time
		p. 53 investigation 4 Day 2 Choice Time p. 56 Investigation 4 Day 4 Choice Time
		p. 57 Investigation 4 Day 4 Small Group
		p. 58 Investigation 4 Day 5 Large Group
		p. 59 Investigation 4 Day 5 Choice Time
		p. 59 Investigation 4 Day 5 Small Group
		p. 61 Investigation 5 Outdoor Experiences
		p. 62 Investigation 5 Day 1 Choice Time
		p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Mighty Minutes
		p. 63 investigation 5 Day 1 mighty minutes p. 64 Investigation 5 Day 2 Choice Time
		p. 64 Investigation 5 Day 2 Large Group
		p. 65 Investigation 5 Day 2 Large-Group Roundup
		p. 66 Investigation 5 Day 3 Large Group
		p. 67 Investigation 5 Day 3 Choice Time
		p. 69 Investigation 5 Day 4 Choice Time
		p. 69 Investigation 5 Day 4 Large-Group Roundup
		p. 69 Investigation 5 Day 4 Small Group
		p. 70 Investigation 5 Day 5 Large Group
		p. 84 Celebrating Learning Day 1 Choice Time p. 86 Celebrating Learning Day 2 Choice Time
		p. 86 Celebrating Learning Day 2 Choice Time p.47 Investigation 3 Day 2 Large-Group Roundup
		p Airoonganon o bay 2 Large Oroup Nounaup

		p.53 Investigation 4 Day 2 Small Group
		p.67 Investigation 5 Day 3 Large-Group Roundup
		p.70 Investigation 5 Day 5 Choice Time
GRADE LEVEL EXPECTATION	PHS.1.1.b.	Moves with control (e.g., walks, runs, skips, jumps, gallops, hops).
		Balls Study
		p. 14 Exploring the Topic Day 1 Large Group
		p. 15 Exploring the Topic Day 1 Choice Time
		p. 16 Exploring the Topic Day 2 Choice Time
		p. 18 Exploring the Topic Day 3 Choice Time
		p. 18 Exploring the Topic Day 3 Large Group
		p. 20 Exploring the Topic Day 4 Choice Time
		p. 23 Exploring the Topic Day 5 Choice Time
		p. 23 Exploring the Topic Day 5 Small Group
		p. 27 Investigation 1 Outdoor Experiences
		p. 29 Investigation 1 Day 1 Choice Time
		p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Small Group
		p. 32 Investigation 1 Day 3 Choice Time
		p. 32 Investigation 1 Day 3 Large Group
		p. 33 Investigation 1 Day 3 Large-Group Roundup
		p. 33 Investigation 1 Day 3 Small Group
		p. 35 Investigation 2 Outdoor Experiences
		p. 36 Investigation 2 Day 1 Choice Time
		p. 36 Investigation 2 Day 1 Large Group
		p. 37 Investigation 2 Day 1 Large-Group Roundup
		p. 37 Investigation 2 Day 1 Small Group
		p. 38 Investigation 2 Day 2 Large Group
		p. 39 Investigation 2 Day 2 Choice Time
		p. 39 Investigation 2 Day 2 Large-Group Roundup
		p. 39 Investigation 2 Day 2 Small Group
		p. 40 Investigation 2 Day 3 Choice Time
		p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Large-Group Roundup
		p. 43 Investigation 3 Outdoor Experiences
		p. 44 Investigation 3 Day 1 Large Group
		p. 45 Investigation 3 Day 1 Choice Time
		p. 45 Investigation 3 Day 1 Small Group
		p. 46 Investigation 3 Day 2 Choice Time
		p. 46 Investigation 3 Day 2 Large Group
		p. 47 Investigation 3 Day 2 Read-Aloud
		p. 47 Investigation 3 Day 2 Small Group
		p. 51 Investigation 4 Day 1 Choice Time
		p. 53 Investigation 4 Day 2 Choice Time
		p. 56 Investigation 4 Day 4 Choice Time
		p. 57 Investigation 4 Day 4 Small Group
		p. 58 Investigation 4 Day 5 Large Group
		p. 59 Investigation 4 Day 5 Choice Time
		p. 59 Investigation 4 Day 5 Small Group p. 61 Investigation 5 Outdoor Experiences
		p. 62 Investigation 5 Day 1 Choice Time
		p. 62 Investigation 5 Day 1 Large Group
		p. 63 Investigation 5 Day 1 Earge Gloup
		p. 64 Investigation 5 Day 2 Choice Time
		p. 64 Investigation 5 Day 2 Large Group
		p. 65 Investigation 5 Day 2 Large-Group Roundup
		p. 66 Investigation 5 Day 3 Large Group
		p. 67 Investigation 5 Day 3 Choice Time
		p. 69 Investigation 5 Day 4 Choice Time
		p. 69 Investigation 5 Day 4 Large-Group Roundup
		p. 69 Investigation 5 Day 4 Small Group
		p. 70 Investigation 5 Day 5 Large Group
		p. 84 Celebrating Learning Day 1 Choice Time
		p. 86 Celebrating Learning Day 2 Choice Time

		p.47 Investigation 3 Day 2 Large-Group Roundup p.53 Investigation 4 Day 2 Small Group p.67 Investigation 5 Day 3 Large-Group Roundup p.70 Investigation 5 Day 5 Choice Time
GRADE LEVEL EXPECTATION	PHS.1.1.c.	Moves with coordination. Balls Study 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
GRADE LEVEL EXPECTATION	PHS.1.1.d.	Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Choice Time p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 61 Investigation 5 Outdoor Experiences p. 63 Investigation 5 Day 1 Mighty Minutes p. 64 Investigation 5 Day 2 Choice Time p. 64 Investigation 5 Day 2 Large Group p. 67 Investigation 5 Day 3 Choice Time
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	PHS.1.2.	PHYSICAL AND MOTOR DEVELOPMENT Fine Motor Development: The child uses fingers, hands and wrists to manipulate tools and materials.
OBJECTIVE / GRADE LEVEL EXPECTATION		Developing fine motor skills is an important foundation for other developmental areas such as cognitive development, artistic expression, daily living skills and handwriting. Children begin to demonstrate an increased amount of strength, dexterity, and stamina to perform fine motor tasks using a variety of manipulatives and tools. When children are engaged in appropriate activities and experiences, they develop the ability to gain fine motor control, which leads to independence.
GRADE LEVEL EXPECTATION	PHS.1.2.a.	Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware). Balls Study p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 69 Investigation 5 Day 4 Small Group
CONCEPT / STANDARD	PHS.3.	SAFETY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	PHS.3.1.	Safety and Injury Prevention: Child demonstrates knowledge of personal safety practices and routines.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children demonstrate awareness and understanding of personal and environmental safety rules and how to keep themselves safe. These principles should be relevant to Arizona and to the community/region in which the child lives.
GRADE LEVEL EXPECTATION	PHS.3.1.c.	Enforces personal boundaries (safety, self-advocacy and boundary awareness). Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 18 Exploring the Topic Day 3 Choice Time

		p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Choice Time p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 46 Investigation 3 Day 2 Large Group
		p. 61 Investigation 5 Outdoor Experiences p. 63 Investigation 5 Day 1 Mighty Minutes
		p. 64 Investigation 5 Day 2 Choice Time
		p. 64 Investigation 5 Day 2 Large Group p. 67 Investigation 5 Day 3 Choice Time
STRAND	AZ.EC.FA.	FINE ARTS
CONCEPT / STANDARD	FA.1.	VISUAL ARTS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	FA.1.1.	Creates and Understands Visual Arts: The child uses a wide variety of materials, media, tools, techniques and processes to explore, create and understand art.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children communicate ideas, experiences and feelings by leaving their mark with crayons, markers, paints, modeling and construction of masterpieces. Children discover that they and others are artists. Children begin to develop vocabulary to share their opinions about artistic creations and experiences. They reflect upon and describe the characteristics and qualities of their work and the work of others.
GRADE LEVEL EXPECTATION	FA.1.1.a.	Uses a variety of materials/media, tools and techniques to create original works of art (e.g., paper, rocks, sand, clay; tools such as cotton swabs, small/large brushes, drinking straws, and techniques such as drawing, painting, sculpting).
		Balls Study 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 4 Day 3 Small Group p. 69 Investigation 5 Day 4 Read-Aloud
GRADE LEVEL	FA.1.1.b.	Creates art work with details which represent creative and personal
EXPECTATION	A. 1. 1. D.	choices, ideas, experiences and feelings.
		Balls Study 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
GRADE LEVEL EXPECTATION	FA.1.1.c.	Creates art in two and three dimensions.
		Balls Study 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 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

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		p. 59 Investigation 4 Day 5 Small Group
		p. 67 Investigation 5 Day 3 Small Group
		p. 69 Investigation 5 Day 4 Read-Aloud
GRADE LEVEL EXPECTATION	FA.1.1.d.	Decide Seeks an understanding of artwork by self or others by commenting on or questioning the artwork. Balls Study Decide Topic Day 2 Small Group Decide Topic Day 2 Small Group Decide Topic Day 3 Choice Time Decide Topic Day 4 Small Group Decide Topic Day 3 Small Group Decide Topic Day 4 Small Group Decide Topic Day 4 Small Group Decide Topic Day 4 Small Group Decide Topic Day 5 Small Group Decide Topic Day 6 Small Group Decide Topic Day 8 Small Group Decide Topic Day 9 Small Group Decide
		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
CONCEPT / STANDARD	FA.2.	MUSIC AND CREATIVE MOVEMENT
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	FA.2.1.	Creates and Understands Music, Movement and Dance: The child uses a wide variety of instruments, movements, techniques and music to explore and create.
OBJECTIVE / GRADE LEVEL EXPECTATION		Singing, dancing, making music and moving to sounds/rhythms are fundamental musical activities of young children. These activities help young children explore and demonstrate self-expression, creativity, body awareness and nurtures appreciation of the arts. Children begin to develop a vocabulary to share opinions about musical/movement creations and experiences.
GRADE LEVEL EXPECTATION	FA.2.1.b.	Sings and moves to familiar rhymes, songs, and chants. Balls Study

		p. 14 Exploring the Topic Day 1 Large Group
		p. 16 Exploring the Topic Day 2 Large Group
		p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group
		p. 22 Exploring the Topic Day 5 Large Group
		p. 28 Investigation 1 Day 1 Large Group
		p. 29 Investigation 1 Day 1 Mighty Minutes
		p. 29 Investigation 1 Day 1 Small Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 32 Investigation 1 Day 3 Large Group
		p. 33 Investigation 1 Day 3 Mighty Minutes
		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 1 Large Group
		p. 53 Investigation 4 Day 2 Mighty Minutes
		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 Read-Aloud
		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
GRADE LEVEL	FA.2.1.c.	Uses familiar songs, rhymes or chants to create their own
	II.	
EXPECTATION		musical/movement improvisations.
EXPECTATION		musical/movement improvisations.
EXPECTATION		Balls Study
EXPECTATION		Balls Study p. 14 Exploring the Topic Day 1 Large Group
EXPECTATION		Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group
EXPECTATION		Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group
EXPECTATION		Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group
EXPECTATION		Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group
EXPECTATION		Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group
EXPECTATION		Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes
EXPECTATION		Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group
EXPECTATION		Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group
EXPECTATION		Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes
EXPECTATION		Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group
EXPECTATION		Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 38 Investigation 2 Day 2 Large Group
EXPECTATION		Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes
EXPECTATION		Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes 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
EXPECTATION		Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 1 Day 3 Large Group p. 38 Investigation 2 Day 1 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
EXPECTATION		Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 1 Day 3 Mighty Minutes 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 3 Day 1 Large Group p. 44 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 2 Large Group
EXPECTATION		Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 1 Day 3 Mighty Minutes 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 3 Day 1 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
EXPECTATION		Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 1 Day 3 Large Group p. 38 Investigation 2 Day 1 Large Group p. 39 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large Group p. 40 Investigation 3 Day 1 Large Group p. 44 Investigation 3 Day 1 Large Group p. 46 Investigation 4 Day 1 Large Group p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 2 Large Group p. 52 Investigation 4 Day 2 Large Group
EXPECTATION		Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 1 Day 3 Mighty Minutes 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 3 Day 1 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. 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 Read-Aloud 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 Group
GRADE LEVEL EXPECTATION	FA.2.1.d.	Responds to different types of music, (e.g., rock, classical, jazz, spirituals, reggae, Native American chants, gospel, bluegrass, lullabies, marches and country music). Balls Study p. 29 Investigation 1 Day 1 Small Group
GRADE LEVEL EXPECTATION	FA.2.1.e.	Uses creative movement and dance to interpret the mood of various types of music and stories. Balls Study p. 29 Investigation 1 Day 1 Small Group
CONCEPT / STANDARD	FA.3.	DRAMA
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	FA.3.1.	Creates Dramatic Activities: The child uses the portrayal of events, characters, or stories through acting and using props and language to explore and create.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children use the richness of their daily activities to create pretend play, assuming different roles and characters. These experiences contribute to children's ability to self-regulate, communicate more effectively and engage in cooperative activity with peers while practicing roles of others.
GRADE LEVEL EXPECTATION	FA.3.1.a.	Assumes roles from daily activities using a variety of props. Balls Study 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 3 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 Large Group 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. 58 Investigation 4 Day 5 Large Group

p. 63 investigation 5 Day 1 Singlity Minutes p. 66 investigation 5 Day 3 Large Group p. 67 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 Small Group p. 80 Celebrating Learning Day 2 Large Group p. 80 Celebrating Learning Day 2 Large Group p. 80 investigation 5 Day 5 Small Group p. 81 Celebrating Learning Day 2 Large Group p. 81 Celebrating Learning Day 2 Large Group p. 82 Celebrating Learning Day 1 Large Group p. 83 Celebrating Learning Day 1 Large Group p. 84 Celebrating Learning Day 1 Large Group p. 85 Investigation 1 Day 1 Large Group p. 86 Investigation 1 Day 1 Large Group p. 92 investigation 1 Day 1 Large Group p. 92 investigation 1 Day 1 Large Group p. 93 investigation 1 Day 1 Mighty Minutes p. 92 investigation 1 Day 1 Mighty Minutes p. 93 investigation 1 Day 1 Mighty Minutes p. 94 investigation 1 Day 1 Mighty Minutes p. 95 investigation 1 Day 1 Mighty Minutes p. 95 investigation 1 Day 2 Large Group p. 95 investigation 1 Day 2 Large Group p. 95 investigation 1 Day 2 Large Group p. 95 investigation 2 Day 2 Large Group p. 95 investigation 2 Day 2 Large Group p. 96 investigation 2 Day 2 Large Group p. 96 investigation 2 Day 2 Large Group p. 97 investigation 2 Day 2 Large Group p. 97 investigation 2 Day 2 Large Group p. 98 investigation 2 Day 2 Large Group p. 98 investigation 2 Day 2 Large Group p. 98 investigation 3 Day 1 Large Group p. 98 investigation 3 Day 1 Large Group p. 99 investigation 3 Day 1 Large Group p. 99 investigation 4 Day 2 Mighty Minutes p. 99 investigation 4 Day 2 Large Group p. 99 investigation 4 Day 3 Large Group p. 99 investigation 4 Day 3 Large Group p. 99 investigation 4 Day 4 Large Group p. 99 investigation 5 Day 4 Large Group p. 99 investigation 5 Day 4 Large Group p. 99 investigation 5 Day 4 Large Group p. 91 investigation 5 Day 5 Mighty Minutes p. 91 investigation 5			
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		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
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		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
GRADE LEVEL	FA.3.1.d.	Dramatizes familiar stories.
EXPECTATION		
		Balls Study
		p. 71 Investigation 5 Day 5 Read-Aloud
GRADE LEVEL	FA.3.1.e.	Adds details and new elements to dramatic play situations.
EXPECTATION	. 7 01 1101	rade detaile and new elements to dramatic play endationed
		Balls Study
		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
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		p. 29 Investigation 1 Day 1 Mighty Minutes
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		p. 44 Investigation 3 Day 1 Large Group
		p. 45 Investigation 3 Day 1 Mighty Minutes
		p. 45 Investigation 3 Day 1 Read-Aloud
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		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
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		p. 62 Investigation 5 Day 1 Large Group
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		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
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		p.84 Celebrating Learning Day 1 Large Groups

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

		Grade: Ages 5-5
STRAND	AZ.EC.SE.	SOCIAL EMOTIONAL
CONCEPT / STANDARD	SE.1.	SELF
PERFORMANCE	SE.1.1.	Self-Awareness: The child demonstrates an awareness of his or her
OBJECTIVE / PROFICIENCY		self.
LEVEL		
OBJECTIVE / GRADE		Children develop a sense of personal identity as they begin to
LEVEL EXPECTATION		recognize the characteristics that make them unique as individuals
LEVEL EXPECTATION		and to build self-esteem.
GRADE LEVEL	SE.1.1.b.	Makes personal preferences known to others.
EXPECTATION		
		Beginning the Year
		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
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		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. 86 Ministudy Day 4 Large Group
CONCEPT / STANDARD	SE.1.	SELF
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SE.1.2.	Recognizes and Expresses Feelings: The child recognizes and expresses feelings of self and others.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children develop an awareness of the feelings of self and others through daily interactions with peers and adults. Children develop the ability to effectively and appropriately express themselves and learn that their feelings and feelings of others are important.
GRADE LEVEL EXPECTATION	SE.1.2.b.	Identifies, describes and expresses their own feelings. Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 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 Large Group p. 23 Focus Question 1 Day 5 Large Group p. 27 Focus Question 2 Day 5 Large Group p. 27 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 Large Group p. 33 Focus Question 2 Day 3 Large Group p. 38 Focus Question 3 Day 1 Large Group p. 39 Focus Question 3 Day 1 Large Group p. 39 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large Group p. 40 Focus Question 3 Day 2 Large Group p. 41 Focus Question 3 Day 3 Large Group p. 42 Focus Question 3 Day 4 Large Group p. 43 Focus Question 3 Day 4 Large Group p. 44 Focus Question 3 Day 4 Large Group p. 45 Focus Question 3 Day 4 Large Group p. 46 Focus Question 3 Day 5 Large Group p. 50 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Small Group p. 52 Focus Question 4 Day 2 Small Group p. 53 Focus Question 4 Day 2 Large Group p. 54 Focus Question 5 Day 1 Large Group p. 55 Focus Question 5 Day 2 Large Group p. 56 Focus Question 5 Day 2 Large Group p. 57 Focus Question 5 Day 2 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Large Group p. 50 Focus Question 5 Day 2 Large Group p. 51 Focus Question 5 Day 2 Large Group p. 51 Focus Question 5 Day 1 Large Group p. 51 Focus Question 5 Day 2 Large Group p. 51 Focus Question 5 Day 2 Large Group p. 51 Focus Question 5 Day 2 Large Group p. 51 Focus Question 5 Day 2 Large Group p. 51 Focus Question 5 Day 2 Large Group p. 51 Focus Question 5 Day 2 Large Group p. 51 Focus Question 5 Day 2 Large Group p. 51 Focus Question 6 Day 1 Large Group p. 61 Focus Question 6 Day 1 Large Group p. 61 Focus Question 6 Day 2 Raad-Aloud p.
		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
CONCEPT / STANDARD	SE.1.	
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SE.1.3.	Self-Regulation: The child manages the expression of feelings, thoughts, impulses and behaviors.
OBJECTIVE / GRADE LEVEL EXPECTATION		Young children develop self-control as they acquire the ability to regulate their impulses with minimal support from adults. This enables children to function successfully and independently in both personal and social contexts.
GRADE LEVEL EXPECTATION	SE.1.3.a.	Understands and follows expectations in the learning environment. Beginning the Year 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
GRADE LEVEL EXPECTATION	SE.1.3.b.	Manages transitions, daily routines and unexpected events. Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 66 Focus Question 6 Day 1 Large Group
STRAND	AZ.EC.AL.	APPROACHES TO LEARNING
CONCEPT / STANDARD	AL.1.	INITIATIVE AND CURIOSITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	AL.1.2.	Curiosity: The child demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.
OBJECTIVE / GRADE LEVEL EXPECTATION		Curiosity relates to children's natural tendencies as active learners to explore all aspects of the environment, from objects and people, to ideas and customs. It is through discovering the answers to their own questions that children construct knowledge.
GRADE LEVEL EXPECTATION	AL.1.2.c.	Asks questions to get information. Beginning the Year 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
CONCEPT / STANDARD	AL.3.	CONFIDENCE
PERFORMANCE OBJECTIVE / PROFICIENCY	AL.3.1.	Confidence: The child demonstrates self-assurance in a variety of circumstances.

LEVEL		
OBJECTIVE / GRADE LEVEL EXPECTATION		Confident children feel positive about themselves and their ability to do things or to adapt to changing situations. A confident child is willing to take a reasonable risk, to express or defend ideas, to try new experiences, or to engage in challenging tasks.
	AL.3.1.a.	do things or to adapt to changing situations. A confident child is willing to take a reasonable risk, to express or defend ideas, to try new experiences, or to engage in challenging tasks. Expresses opinions or ideas. Beginning the Year 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 1 Day 5 Large Group p. 27 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 1 Large Group p. 31 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Mighty Minutes p. 32 Focus Question 2 Day 3 Mighty Minutes p. 33 Focus Question 2 Day 3 Mighty Minutes p. 36 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 2 Large Group p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large Group p. 40 Focus Question 3 Day 2 Large Group p. 41 Focus Question 3 Day 3 Large Group p. 42 Focus Question 3 Day 4 Large Group p. 43 Focus Question 3 Day 4 Large Group p. 44 Focus Question 3 Day 4 Large Group p. 45 Focus Question 3 Day 4 Large Group p. 46 Focus Question 3 Day 4 Large Group p. 47 Focus Question 3 Day 4 Large Group p. 48 Focus Question 3 Day 4 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 51 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 2 Large Group p. 53 Focus Question 5 Day 4 Large Group p. 54 Focus Question 5 Day 2 Small Group p. 55 Focus Question 5 Day 2 Large Group p. 56 Focus Question 5 Day 2 Large Group p. 57 Focus Question 5 Day 2 Large Group p. 58 Focus Question 5 Day 3 Large Group p. 59 Focus Question 5 Day 3 Large Group p. 61 Focus Question 5 Day 3 Large Group p. 63 Focus Question 6 Day 1 Large Group p. 64 Focus Question 6 Day 1 Large Group p. 65 Focus Question 6 Day 2 Large Group p. 67 Focus Question 6 Day 2 Large Group p. 68 Focus Question 6 Day 2 Read-Alou
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CONCEPT / STANDARD	AL.4.	CREATIVITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	AL.4.1.	Creativity: The child demonstrates the ability to express their own unique way of seeing the world.
OBJECTIVE / GRADE LEVEL EXPECTATION		Creativity can be expressed in many ways. We commonly think of this word in association with the expressive arts. However, creativity involves being able to cope with new situations and problems as well as to see things from a different perspective. A creative child extends and elaborates on ideas and appreciates humor.
GRADE LEVEL EXPECTATION	AL.4.1.a.	Uses imagination to generate new ideas. Beginning the Year 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
CONCEPT / STANDARD	AL.5.	REASONING AND PROBLEM-SOLVING
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	AL.5.1.	Reasoning: The child demonstrates the ability to analyze information and situations in order to form judgments.
OBJECTIVE / GRADE LEVEL EXPECTATION		Reasoning involves the child's ability to use prior knowledge and information to generate an appropriate decision. Logic and reasoning skills are key components of child development and early learning. These skills are essential for competence and success in school and other settings.
GRADE LEVEL EXPECTATION	AL.5.1.a.	Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 26 Focus Question 2 Day 1 Choice Time p. 29 Focus Question 2 Day 1 Choice Time p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 2 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 38 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 2 Read-Aloud p. 43 Focus Question 3 Day 8 Read-Aloud p. 44 Focus Question 3 Day 8 Read-Aloud p. 45 Focus Question 4 Day 1 Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 53 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 58 Focus Question 5 Day 1 Read-Aloud p. 66 Focus Question 5 Day 1 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 68 Focus Question 6 Day 1 Read-Aloud p. 69 Focus Question 6 Day 1 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 68 Focus Question 6 Day 2 Read-Aloud p. 71 Focus Question 6 Day 2 Read-Aloud p. 73 Focus Question 6 Day 4 Read-Aloud p. 74 Focus Question 6 Day 5 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 76 Focus Question 6 Day 5 Read-Aloud p. 77 Focus Question 6 Day 5 Read-Aloud p. 78 Ministudy Day 1 Read-Aloud p. 88 Ministudy Day 1 Read-Aloud p. 88 Ministudy Day 2 Read-Aloud p. 88 Ministudy Day 1 Read-Aloud p. 88 Ministudy Day 2 Read-Aloud

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		p. 85 Ministudy Day 3 Small Group
		p. 87 Ministudy Day 4 Read-Aloud
		p. 89 Ministudy Day 5 Read-Aloud
GRADE LEVEL EXPECTATION	AL.5.1.b.	Recognizes relationships between cause and effect.
		Beginning the Year
		p. 17 Focus Question 1 Day 1 Read-Aloud
		p. 19 Focus Question 1 Day 2 Read-Aloud
		p. 21 Focus Question 1 Day 3 Read-Aloud
		p. 23 Focus Question 1 Day 4 Read-Aloud
		p. 25 Focus Question 1 Day 5 Read-Aloud
		p. 29 Focus Question 2 Day 1 Read-Aloud
		p. 31 Focus Question 2 Day 2 Read-Aloud
		p. 33 Focus Question 2 Day 3 Read-Aloud
		p. 37 Focus Question 3 Day 1 Read-Aloud
		p. 39 Focus Question 3 Day 2 Read-Aloud
		p. 41 Focus Question 3 Day 3 Read-Aloud
		p. 43 Focus Question 3 Day 4 Read-Aloud
		p. 45 Focus Question 3 Day Read-Aloud
		p. 49 Focus Question 4 Day 1 Read-Aloud
		p. 51 Focus Question 4 Day 2 Read-Aloud
		p. 53 Focus Question 4 Day 3 Read-Aloud
		p. 57 Focus Question 5 Day 1 Read-Aloud
		p. 59 Focus Question 5 Day 2 Read-Aloud
		p. 61 Focus Question 5 Day 3 Read-Aloud
		p. 63 Focus Question 5 Day 4 Read-Aloud
		p. 67 Focus Question 6 Day 1 Read-Aloud
		p. 69 Focus Question 6 Day 2 Read-Aloud
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 73 Focus Question 6 Day 4 Read-Aloud
		p. 75 Focus Question 6 Day 5 Read-Aloud
		p. 81 Ministudy Day 1 Read-Aloud
		p. 83 Ministudy Day 2 Read-Aloud
		p. 85 Ministudy Day 3 Read-Aloud
		p. 87 Ministudy Day 4 Read-Aloud
		p. 89 Ministudy Day 5 Read-Aloud
CONCEPT / STANDARD	AL.5.	REASONING AND PROBLEM-SOLVING
PERFORMANCE OBJECTIVE / PROFICIENCY	AL.5.2.	Problem-solving: The child demonstrates the ability to seek solutions to problems.
LEVEL		
OBJECTIVE / GRADE		Problem solving involves the child's ability to look for or find
LEVEL EXPECTATION		multiple solutions to a question, task or problem. This ability is
		crucial for constructing knowledge as the child builds on prior
		experiences and integrates new information.
GRADE LEVEL EXPECTATION	AL.5.2.a.	Recognizes problems.
LAI LOTATION		Beginning the Year
		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 7 Large Group
		p. 85 Ministudy Day 3 Small Group
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GRADE LEVEL EXPECTATION	AL.5.2.c.	Tries to solve problems.
		Beginning the Year
		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
GRADE LEVEL	AL.5.2.d.	Works to solve a problem independently.

EXPECTATION		Beginning the Year 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
STRAND	AZ.EC.LL.	LANGUAGE AND LITERACY
CONCEPT / STANDARD	LL.1.	LANGUAGE
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.1.1.	Receptive Language Understanding: The child demonstrates understanding of directions, stories, and conversations.
OBJECTIVE / GRADE LEVEL EXPECTATION		During the preschool years, children learn language more quickly than at any other time in their lives. Associating language with pleasant and stimulating experiences nurtures this development. Young children's sense of words and sentences, sensitivity to tone, and understanding of ideas communicated, influences their abilities to listen and to comprehend. Listening involves active engagement with adults and peers as they share their ideas, feelings, and needs. Language is learned through engaging, interactive conversations and related literacy activities such as oral storytelling and interactive reading of books.
GRADE LEVEL EXPECTATION	LL.1.1.a.	Demonstrates understanding of a variety of finger-plays, rhymes, chants, poems, conversations, and stories. Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 2 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 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 Mighty Minutes p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 3 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 33 Focus Question 3 Day 1 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 2 Large Group p. 38 Focus Question 3 Day 2 Large Group p. 40 Focus Question 3 Day 2 Large Group p. 41 Focus Question 3 Day 3 Large Group p. 42 Focus Question 3 Day 3 Large Group p. 44 Focus Question 3 Day 4 Large Group p. 45 Focus Question 3 Day 4 Large Group p. 46 Focus Question 3 Day 4 Large Group p. 47 Focus Question 4 Day 1 Large Group p. 48 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 1 Large Group p. 50 Focus Question 4 Day 1 Large Group p. 51 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 5 Day 1 Large Group p. 54 Focus Question 5 Day 2 Large Group p. 55 Focus Question 5 Day 2 Large Group p. 56 Focus Question 5 Day 2 Large Group p. 57 Focus Question 5 Day 2 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Read-Aloud p. 60 Focus Question 5 Day 4 Large Group p. 61 Focus Question 5 Day 4 Read-Aloud p. 62 Focus Question 5 Day 4 Read-Aloud p. 63 Focus Question 5 Day 4 Read-Aloud p. 64 Focus Question 6 Outdoor Experiences p. 66 Focus Question 6 Outdoor Experiences

Beginning the Year 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 Large Group p. 19 Focus Question 1 Day 3 Large Group p. 20 Focus Question 1 Day 3 Large Group p. 21 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. 26 Focus Question 1 Day 5 Large Group p. 27 Focus Question 1 Day 5 Large Group p. 28 Focus Question 1 Day 5 Large Group p. 30 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 1 Large Group p. 37 Focus Question 3 Day 1 Large Group p. 38 Focus Question 3 Day 1 Large Group p. 39 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large Group p. 41 Focus Question 3 Day 3 Large Group p. 42 Focus Question 3 Day 3 Large Group p. 44 Focus Question 3 Day 3 Large Group p. 45 Focus Question 3 Day 3 Large Group p. 46 Focus Question 3 Day 3 Large Group p. 47 Focus Question 3 Day 3 Large Group p. 48 Focus Question 3 Day 4 Large Group p. 49 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 1 Large Group p. 52 Focus Question 4 Day 1 Large Group p. 53 Focus Question 4 Day 3 Large Group p. 54 Focus Question 4 Day 1 Large Group p. 55 Focus Question 4 Day 1 Large Group p. 56 Focus Question 4 Day 1 Large Group p. 57 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 1 Large Group p. 59 Focus Question 5 Day 1 Large Group p. 59 Focus Question 5 Day 1 Large Group p. 59 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Large Group p. 60 Focus Question 6 Day 1 Large Group p. 61 Focus Question 6 Day 2 Large Group p. 62 Focus Question 6 Day 2 Large Group p. 63 Focus Question 6 Day 2 Large Group p. 64 Focus			
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GRADE LEVEL EXPECTATION	LL.1.1.c.	Demonstrates understanding and follows directions that involve: one step, two steps, and a series of unrelated sequences of action. Beginning the Year 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 Groupp 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
CONCEPT / STANDARD	LL.1.	LANGUAGE
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE	LL.1.2.	Expressive Language and Communication Skills: The child uses verbal and nonverbal communication for a variety of purposes to share observations, ideas, and experiences, problem-solve, reason, predict and seek new information. Children develop language by engaging in conversations with
LEVEL EXPECTATION		others and listening and responding to rhymes, chants, songs, stories, and poems. Children who are encouraged to share their personal experiences, ideas, feelings, and opinions use increasingly complex language.
GRADE LEVEL EXPECTATION	LL.1.2.a.	Communicates needs, wants, ideas, and feelings through three to five word sentences. Beginning the Year 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 1 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 5 Read-Aloud 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

GRADE LEVEL EXPECTATION Speaks clearly and understandably to express ideas, feelings and needs.		1	p. 88 Ministudy Day 5 Choice Time
EXPECTATION Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 83 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 18 Focus Question 1 Day 1 Large Group p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Rad-Aloud p. 21 Focus Question 1 Day 2 Rad-Aloud p. 22 Focus Question 1 Day 4 Rad-Aloud p. 22 Focus Question 1 Day 4 Rad-Aloud p. 24 Focus Question 1 Day 4 Rad-Aloud p. 24 Focus Question 1 Day 4 Rad-Aloud p. 24 Focus Question 1 Day 4 Rad-Group p. 23 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 26 Focus Question 2 Day 1 Large Group p. 31 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 3 Large Group p. 31 Focus Question 2 Day 3 Large Group p. 33 Focus Question 3 Day 1 Large Group p. 33 Focus Question 3 Day 1 Large Group p. 38 Focus Question 3 Day 2 Large Group p. 38 Focus Question 3 Day 2 Large Group p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 3 Large Group p. 44 Focus Question 3 Day 3 Large Group p. 45 Focus Question 3 Day 4 Large Group p. 45 Focus Question 3 Day 4 Large Group p. 46 Focus Question 4 Day 1 Small Group p. 47 Focus Question 4 Day 2 Small Group p. 48 Focus Question 4 Day 2 Small Group p. 49 Focus Question 4 Day 2 Small Group p. 50 Focus Question 4 Day 2 Small Group p. 51 Focus Question 4 Day 2 Small Group p. 51 Focus Question 5 Day 4 Large Group p. 51 Focus Question 5 Day 2 Large Group p. 51 Focus Question 5 Day 2 Large Group p. 51 Focus Question 5 Day 3 Large Group p. 51 Focus Question 5 Day 3 Large Group p. 51 Focus Question 5 Day 3 Large Group p. 51 Focus Question 5 Day 3 Large Group p. 51 Focus Question 5 Day 3 Large Group p. 51 Focus Question 5 Day 3 Large Gr			
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EXPECTATION Beginning the Year 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 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 4 Read-Aloud p. 27 Focus Question 1 Day 5 Large Group p. 27 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 1 Large Group p. 31 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Large Group p. 33 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Large Group p. 38 Focus Question 3 Day 2 Large Group p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large Group p. 41 Focus Question 3 Day 3 Large Group p. 44 Focus Question 3 Day 3 Large Group p. 44 Focus Question 3 Day 3 Large Group p. 45 Focus Question 3 Day 4 Large Group p. 47 Focus Question 3 Day 4 Large Group p. 48 Focus Question 3 Day 4 Large Group p. 49 Focus Question 3 Day 4 Large Group p. 49 Focus Question 3 Day 4 Large Group p. 49 Focus Question 3 Day 4 Large Group p. 49 Focus Question 4 Day 2 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 51 Focus Question 4 Day 2 Large Group p. 53 Focus Question 4 Day 2 Large Group p. 55 Focus Question 4 Day 2 Large Group p. 56 Focus Question 4 Day 2 Large Group p. 57 Focus Question 5 Day 3 Large Group p. 58 Focus Question 5 Day 3 Large Group p. 58 Focus Question 5 Day 3 Large Group p. 58 Focus Question 5 Day 3 Large Group p. 60 Focus Question 5 Day 3 Large Group p. 61 Focus Question 5 Day 3 Large Group p. 62 Focus Question 5 Day 3 Large Group p. 63 Focus Question 5 Day 3 Large Group p. 64 Focus Question 6 Day 1 Large Group p. 65 Focus Question 6 Day 1 Large Group p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 2 Large Group p. 68 Focus Question 6 Day 2 Large Group p. 69 Foc			
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p. 51 Focus Question 4 Day 2 Small Groupp51 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 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. 69 Focus Question 6 Day 2 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Large Group			
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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. 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. 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. 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. 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. 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. 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. 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. 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. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Large Group			
p. 70 Focus Question 6 Day 3 Large Group			
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 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. 83 Ministudy Day 2 Choice Time

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		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
GRADE LEVEL EXPECTATION	LL.1.2.d.	Initiates, sustains, and expands conversations with peers and adults.
		Beginning the Year
		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 1 Small 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 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 Earge-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 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

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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 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. 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
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GRADE LEVEL EXPECTATION	LL.1.2.e.	With modeling and support, uses acceptable language and social rules including appropriate tone, volume and inflection to express ideas, feelings, and needs. Beginning the Year 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 2 Day 3 Read-Aloud p. 38 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 1 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 70 Focus Question 6 Day 3 Read-Aloud 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
GRADE LEVEL EXPECTATION	LL.1.2.f.	Uses appropriate eye contact, turn taking, and intonation while having conversations with adults and peers. Beginning the Year 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
GRADE LEVEL EXPECTATION	LL.1.2.g.	Recognizes when the listener does not understand and uses techniques to clarify the message. Beginning the Year 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

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		p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Mighty Minutes p. 31 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Large Group p. 33 Focus Question 3 Day 1 Large Group p. 35 Focus Question 3 Day 1 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 1 Large Group p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large Group p. 49 Focus Question 3 Day 2 Large Group p. 42 Focus Question 3 Day 4 Small Group p. 45 Focus Question 3 Day 4 Small Group p. 46 Focus Question 3 Day 5 Large-Group Roundup p. 47 Focus Question 3 Day 5 Large-Group Roundup p. 48 Focus Question 3 Day 5 Large-Group Roundup p. 49 Focus Question 4 Day 5 Small Group p. 49 Focus Question 4 Day 2 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 Groupp p. 52 Focus Question 4 Day 3 Small Groupp p. 53 Focus Question 4 Day 3 Small Group p. 54 Focus Question 4 Day 3 Small Group p. 55 Focus Question 5 Day 1 Large-Group Roundup p. 57 Focus Question 5 Day 1 Large-Group p. 58 Focus Question 5 Day 1 Large-Group p. 59 Focus Question 5 Day 1 Large-Group p. 60 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 2 Small Group p. 62 Focus Question 5 Day 4 Large-Group Roundup p. 63 Focus Question 5 Day 4 Large-Group Roundup p. 64 Focus Question 6 Day 2 Large-Group Roundup p. 65 Focus Question 6 Day 2 Large-Group Roundup p. 67 Focus Question 6 Day 4 Large-Group Roundup p. 68 Focus Question 6 Day 1 Large-Group Roundup p. 69 Focus Question 6 Day 1 Large-Group Roundup p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 60 Focus Question 6 Day 2 Large-Group Roundup p. 61 Ministudy Day 1 Large-Group Roundup p. 62 Ministudy
		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
GRADE LEVEL EXPECTATION	LL.1.2.h.	With modeling and support, uses increasingly complex phrases and sentences.
		Beginning the Year 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 Groupp51
CONCEPT / STANDARD	LL.1.	LANGUAGE

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.1.3.	Vocabulary: The child understands and uses increasingly complex vocabulary.
OBJECTIVE / GRADE LEVEL EXPECTATION		The early childhood years are a period of vocabulary exploration. Research indicates that there is a strong connection between vocabulary development and academic success. Children gain language and vocabulary skills by having multiple and frequent opportunities to listen, talk, read, share ideas, relate experiences, and engage in interesting conversations. They need to play with familiar language and experiment with language in different settings. Rhymes, songs, and read-alouds that use rare words allow children to talk about and develop an understanding of words they would not otherwise hear in everyday conversations.
GRADE LEVEL EXPECTATION	LL.1.3.a.	With modeling and support, uses age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings with each area; e.g., world knowledge, names of body parts, feelings, colors, shapes, jobs, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs. Beginning the Year
		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. 21 Focus Question 1 Day 3 Choice Time
		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. 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 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 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. 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 Mighty Minutes 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 Mighty Minutes p. 39 Focus Question 3 Day 2 Small Group p. 41 Focus Question 3 Day 3 Mighty Minutes 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 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 3 Small Group p. 57 Focus Question 5 Day 1 Large-Group Roundup p. 57 Focus Question 5 Day 1 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 59 Focus Question 5 Day 2 Choice Time 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 Read-Aloud p. 61 Focus Question 5 Day 4 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 5 Day 4 Small Group p. 68 Focus Question 6 Day 1 Choice Time p. 67 Focus Question 6 Day 1 Read-Aloud p. 61 Focus Question 6 Day 1 Read-Aloud p. 62 Focus Question 6 Day 1 Read-Aloud p. 63 Focus Question 6 Day 1 Read-Aloud p. 64 Focus Question 6 Day 2 Choice Time p. 65 Focus Question 6 Day 2 Small Group p. 66 Focus Question 6 Day 2 Small Group p. 67 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Choice Time p. 70 Focus Question 6 Day 3 Choice Time p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 73 Focus Question 6 Day 4 Mighty Minutes 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 Large-Group Roundup p. 75 Focus Question 6 Day 5 Read-Aloud p. 76 Focus Question 6 Day 5 Large-Group Roundup p. 77 Focus Question 6 Day 5 Read-Aloud p. 80 Ministudy Day 1 Large-Group Roundup p. 81 Ministudy Day 1 Large-Group Roundup p. 83 Ministudy Day 2 Large-Group Roundup p. 83 Ministudy Day 2 Small Group p. 83 Ministudy Day 2 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 86 Ministudy Day 4 Large-Group Roundup p. 87 Ministudy Day 4 Large-Group Roundup p. 88 Ministudy Day 4 Large-Group Roundup p. 89 Ministudy Day 4 Large-Group Roundup p. 80 Ministudy Day 5 Choice Time p. 80 Ministudy Day 5 Large-Group Roundup p. 81 Ministudy Day 5 Large-Group Roundup p. 82 Ministudy Day 5 Large-Group Roundup p. 83 Ministudy Day 5 Large-Group Roundup p. 84 Ministudy Day 5 Large-Group
GRADE LEVEL EXPECTATION	LL.1.3.b.	With modeling and support, determines the meanings of unknown words and concepts using the context of conversations, pictures that accompany text or concrete object. Beginning the Year

		p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Read-Aloud p. 61 Focus Question 5 Day 3 Small Group p. 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. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Choice Time p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Read-Aloud p. 79 Ministudy Outdoor Experiences p. 83 Ministudy Day 2 Read-Aloud p. 86 Ministudy Day 4 Choice Time p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Sead-Aloud p. 89 Ministudy Day 5 Small Group
GRADE LEVEL EXPECTATION	LL.1.3.c.	With modeling and support, uses category labels and names objects within a category; e.g., fruit, vegetable, animal, transportation, etc.
		Beginning the Year p. 24 Focus Question 1 Day 5 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 74 Focus Question 6 Day 5 Large Group p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Large Group
GRADE LEVEL EXPECTATION	LL.1.3.d.	With modeling and support, demonstrates understanding of and uses words that indicate position and direction; e.g., in, on, out, under, off, beside, behind.
		Beginning the Year 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 Groupp51 p. 82 Ministudy Day 2 Large Group p. 85 Ministudy Day 3 Small Group
CONCEPT / STANDARD	LL.2.	EMERGENT LITERACY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.2.1.	Concepts of Print: The child knows that print carries messages.
OBJECTIVE / GRADE LEVEL EXPECTATION		Through daily experiences with printed materials, young children delight in beginning to understand the connection between spoken and written words. They begin to learn to follow the print as it is read aloud and start to discover that reading and writing are ways to communicate information and to provide pleasure. Children develop understanding that different forms of print, such as signs, letters, menus, storybooks, and magazines have different functions.
GRADE LEVEL EXPECTATION	LL.2.1.a.	Identifies signs, symbols and labels in the environment. Beginning the Year p. 23 Focus Question 1 Day 4 Small Group 14 Focus Question 2 Day 3 Small Group
ODADE LEVE:		p. 41 Focus Question 3 Day 3 Small Group
GRADE LEVEL EXPECTATION	LL.2.1.b.	Demonstrates and understands that print conveys meaning and that each spoken word can be written and read. Beginning the Year

		p. 39 Focus Question 3 Day 2 Small Group
		p. 53 Focus Question 4 Day 23 Large-Group Roundup
		p. 63 Focus Question 5 Day 4 Small Group
		p. 67 Focus Question 6 Day 1 Small Group
		p. 69 Focus Question 6 Day 2 Small Group
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 71 Focus Question 6 Day 3 Small Group
GRADE LEVEL EXPECTATION	LL.2.1.c.	Recognizes that letters are grouped to form words.
		Beginning the Year p. 74 Focus Question 6 Day 5 Large Group
GRADE LEVEL	LL.2.1.e.	Seeks information in printed materials.
EXPECTATION	LLIZI I.O.	occas mornadon in printed materials.
		Beginning the Year
		p. 17 Focus Question 1 Day 1 Read-Aloud
		p. 19 Focus Question 1 Day 2 Read-Aloud
		p. 21 Focus Question 1 Day 3 Read-Aloud
		p. 21 Focus Question 1 Day 3 Small Group
		p. 23 Focus Question 1 Day 4 Read-Aloud
		p. 25 Focus Question 1 Day 5 Read-Aloud
		p. 29 Focus Question 2 Day 1 Read-Aloud
		p. 31 Focus Question 2 Day 2 Read-Aloud
		p. 33 Focus Question 2 Day 3 Read-Aloud
		p. 37 Focus Question 3 Day 1 Read-Aloud
		p. 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 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. 63 Focus Question 5 Day 4 Read-Aloud
		p. 67 Focus Question 6 Day 1 Read-Aloud
		p. 69 Focus Question 6 Day 2 Read-Aloud
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 72 Focus Question 6 Day 4 Large Group
		p. 73 Focus Question 6 Day 4 Read-Aloud
		p. 75 Focus Question 6 Day 5 Read-Aloud
		p. 81 Ministudy Day 1 Read-Aloud
		p. 83 Ministudy Day 2 Read-Aloud
		p. 85 Ministudy Day 3 Read-Aloud
		p. 87 Ministudy Day 4 Read-Aloud
		p. 87 Ministudy Day 4 Small Group
		p. 89 Ministudy Day 5 Small Group
CONCEPT / STANDARD	LL.2.	EMERGENT LITERACY
PERFORMANCE	LL.2.2.	Book Handling Skills: The child demonstrates how to handle books
OBJECTIVE / PROFICIENCY LEVEL		appropriately and with care.
OBJECTIVE / GRADE		It is important to provide young children with many opportunities to
LEVEL EXPECTATION		interact with and care for books in all environments. Young children
		need to have access to a variety of fiction and nonfiction books
		throughout the day, including those that reflect diverse cultures.
		Through these experiences, children learn to hold books right side
		up and to turn the pages one at a time in order to view the
		illustrations and to gain a sense of the story or content.
GRADE LEVEL	LL.2.2.a.	Holds a book right side up with the front cover facing the reader and
EXPECTATION	LL.L.L.a.	understands left to right and top to bottom directionality.
		and the state of t
		Beginning the Year

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p. 29 Focus Questino 2 Day 1 Mighty Minutes p. 29 Focus Questino 2 Day 1 Read-Aloud p. 30 Focus Questino 2 Day 2 Large Group p. 33 Focus Questino 2 Day 3 Read-Aloud p. 37 Focus Questino 3 Day 1 Read-Aloud p. 37 Focus Questino 3 Day 2 S Read-Aloud p. 37 Focus Questino 3 Day 2 S Read-Aloud p. 41 Focus Questino 3 Day 3 Pad-Aloud p. 41 Focus Questino 3 Day 3 S Read-Aloud p. 41 Focus Questino 3 Day 3 S Read-Aloud p. 43 Focus Questino 3 Day 4 Mighty Minutes p. 43 Focus Questino 3 Day 4 Read-Aloud p. 45 Focus Questino 3 Day 4 Read-Aloud p. 45 Focus Questino 3 Day 5 Mighty Minutes p. 49 Focus Questino 3 Day 5 Mighty Minutes p. 49 Focus Questino 4 Day 5 Mighty Minutes p. 49 Focus Questino 4 Day 5 Mighty Minutes p. 49 Focus Questino 4 Day 1 Read-Aloud p. 50 Focus Questino 4 Day 2 Large-Group p. 53 Focus Questino 4 Day 2 Read-Aloud p. 57 Focus Questino 5 Day 1 Read-Aloud p. 57 Focus Questino 5 Day 1 Read-Aloud p. 57 Focus Questino 5 Day 2 Read-Aloud p. 61 Focus Questino 5 Day 2 Read-Aloud p. 61 Focus Questino 5 Day 3 Read-Aloud p. 61 Focus Questino 6 Day 1 S Read-Aloud p. 61 Focus Questino 6 Day 1 S Read-Aloud p. 61 Focus Questino 6 Day 1 S Read-Aloud p. 61 Focus Questino 6 Day 1 S Read-Aloud p. 61 Focus Questino 6 Day 2 S Read-Aloud p. 71 Focus Questino 6 Day 2 S Read-Aloud p. 71 Focus Questino 6 Day 2 S Read-Aloud p. 71 Focus Questino 6 Day 2 S Read-Aloud p. 71 Focus Questino 6 Day 2 S Read-Aloud p. 71 Focus Questino 6 Day 3 Read-Aloud p. 71 Focus Questino 6 Day 3 S Read-Aloud p. 71 Focus Questino 6 Day 5 Read-Aloud p. 71 Focus Questino 7 Day 2 Read-Aloud p. 71 Focus Questino 7 Day 2 Read-Aloud p. 71 Focus Questino 7 Day 2 Read-Aloud p. 71 Focus Questino 7 Day 1 Read-Aloud p. 71 Focus Quest
D. 29 Focus Question 2 Day 1 Read-Aloud D. 30 Focus Question 2 Day 2 Large Group D. 33 Focus Question 2 Day 3 Read-Aloud D. 37 Focus Question 3 Day 1 Read-Aloud D. 39 Focus Question 3 Day 1 Read-Aloud D. 39 Focus Question 3 Day 2 Small Group D. 41 Focus Question 3 Day 3 Read-Aloud D. 41 Focus Question 3 Day 3 Read-Aloud D. 41 Focus Question 3 Day 4 Mighty Minutes D. 43 Focus Question 3 Day 4 Mighty Minutes D. 43 Focus Question 3 Day 4 Read-Aloud D. 45 Focus Question 3 Day 4 Read-Aloud D. 45 Focus Question 3 Day 5 Mighty Minutes D. 49 Focus Question 3 Day 6 Mighty Minutes D. 49 Focus Question 3 Day 1 Read-Aloud D. 50 Focus Question 4 Day 1 Read-Aloud D. 50 Focus Question 4 Day 1 Read-Aloud D. 50 Focus Question 4 Day 2 Large Group D. 53 Focus Question 4 Day 3 Large-Group Roundup D. 53 Focus Question 4 Day 3 Large-Group Roundup D. 53 Focus Question 5 Day 2 Read-Aloud D. 50 Focus Question 5 Day 1 Read-Aloud D. 50 Focus Question 5 Day 1 Read-Aloud D. 50 Focus Question 5 Day 1 Read-Aloud D. 50 Focus Question 5 Day 2 Read-Aloud D. 50 Focus Question 5 Day 1 Read-Aloud D. 50 Focus Question 5 Day 2 Read-Aloud D. 50 Focus Question 5 Day 1 Read-Aloud D. 50 Focus Question 5 Day 2 Read-Aloud D. 71 Focus Question 6 Day 3 Read-Aloud D. 71 Focus Question 6 Day 3 Read-Aloud D. 71 Focus Question 6 Day 2 Read-Aloud D. 71 Focus Question 6 Day 3 Read-Aloud D. 71 Focus Question 6 Day 3 Read-Aloud D. 71 Focus Question 6 Day 3 Read-Aloud D. 71 Focus Question 6 Day 2 Read-Aloud D. 71 Focus Question 6 Day 2 Read-Aloud D. 71 Focus Question 7 Day 2 Large Group D. 72 Focus Question 7 Day 2 Large Group D. 73 Focus Question 7 Day 2 Mighty Minutes D. 74 Focus Question 7 Day 2 Mighty Minutes D. 75 Focus Question 7 Day 2 Mighty Minutes D. 75 Focus Questio
p. 30 Focus Question 2 Day 2 Large Group p. 33 Focus Question 3 Day 1 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 37 Focus Question 3 Day 2 Small Group p. 41 Focus Question 3 Day 3 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 44 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day 5 Mighty Minutes p. 49 Focus Question 4 Day 1 Read-Aloud p. 45 Focus Question 4 Day 1 Read-Aloud p. 50 Focus Question 4 Day 2 Large Group p. 53 Focus Question 4 Day 2 Large Group p. 53 Focus Question 4 Day 3 Read-Aloud p. 55 Focus Question 5 Day 1 Read-Aloud p. 55 Focus Question 5 Day 1 Read-Aloud p. 55 Focus Question 5 Day 2 Read-Aloud p. 55 Focus Question 5 Day 2 Read-Aloud p. 67 Focus Question 5 Day 4 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 67 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 4 Large Group p. 72 Focus Question 6 Day 4 Large Group p. 73 Focus Question 6 Day 4 Large Group p. 73 Focus Question 6 Day 4 Large Group p. 73 Focus Question 7 Day 1 Mighty Minutes p. 39 Focus Question 7 Day 2 Read-Aloud p. 31 Ministudy Day 1 Read-Aloud p. 31 Ministudy Day 1 Read-Aloud p. 33 Focus Question 7 Day 2 Read-Aloud p. 34 Focus Question 7 Day 3 Pocus Question 7 Day 4 Small Group p. 75 Focus Question 8 Day 5 Mighty Minutes p. 53 Focus Question 7 Day 1 Read-Aloud p. 71 Focus Question 8 Day 4 Small Group p. 77 Focus Question 8 Day 4 Small Group p. 77 Focus Question 8 Day 4 Small Group p. 77 Focus Question 8 Day 4 Small Group p. 77 Focus Question 8 Day 4 Sm
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p. 49 Focus Question 4 Day 1 Read-Aloud
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p. 57 Focus Question 5 Day 1 Read-Aloud
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		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
CONCEPT / STANDARD	LL.2.	EMERGENT LITERACY
PERFORMANCE	LL.2.3.	Phonological Awareness: The child develops awareness that
OBJECTIVE / PROFICIENCY LEVEL		language can be broken in words, syllables, and smaller units of sounds (phonemes).
OBJECTIVE / GRADE LEVEL EXPECTATION		awareness is the foundation of young children's abilities to hear and discriminate different sounds in words (phonological awareness).
LEVEL EXPECTATION		Research indicates how quickly and how easily children learn to
		read often depends on how much phonological awareness they
		have. Children's abilities to play with or manipulate the smallest
		units of speech (phonemes) are demonstrated in a variety of ways,
		including using rhymes, alliteration, and experimenting with
		beginning and ending sounds. Phonological awareness and
		phonemic awareness are the foundations that enable preschool children to later match sounds to their letters (phonics).
		Phonological awareness can be taught in the dark as it requires just
		listening for and manipulating sounds.
GRADE LEVEL	LL.2.3.a.	Differentiates between sounds that are the same and different (e.g.,
EXPECTATION	LL.Z.J.a.	environmental sounds, animal sounds, phonemes).
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		Beginning the Year
		p. 16 Focus Question 1 Day 1 Large Group
		p. 20 Focus Question 1 Day 3 Large Group
		p. 21 Focus Question 1 Day 3 Mighty Minutes p. 25 Focus Question 1 Day 5 Mighty Minutes
		p. 29 Focus Question 2 Day 1 Mighty Minutes
		p. 30 Focus Question 2 Day 2 Large Group
		p. 32 Focus Question 2 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. 52 Focus Question 4 Day 3 Large Group
		p. 53 Focus Question 4 Day 3 Mighty Minutes
		p. 57 Focus Question 5 Day 1 Mighty Minutes
		p. 59 Focus Question 5 Day 2 Mighty Minutes
		p. 67 Focus Question 6 Day 1 Mighty Minutes
		p. 70 Focus Question 6 Day 3 Large Group
		p. 71 Focus Question 6 Day 3 Mighty Minutes p. 74 Focus Question 6 Day 5 Large Group
		p. 80 Ministudy Day 1 Large Group
		p. 83 Ministudy Day 2 Choice Time
		p. 84 Ministudy Day 3 Large Group
		p. 86 Ministudy Day 4 Large Group
GRADE LEVEL	LL.2.3.b.	With modeling and support, identifies rhyming words.
EXPECTATION		Designing the Veer
		Beginning the Year p. 16 Focus Question 1 Day 1 Large Group
		p. 17 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
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		p. 22 Focus Question 1 Day 4 Large Group
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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 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. 44 Focus Question 3 Day 5 Mighty Minutes p. 48 Focus Question 4 Day 1 Large Group p. 50 Focus Question 4 Day 1 Large Group p. 57 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 3 Mighty Minutes p. 67 Focus Question 6 Day 3 Mighty Minutes p. 71 Focus Question 6 Day 3 Mighty Minutes p. 75 Focus Question 6 Day 3 Mighty Minutes p. 75 Focus Question 6 Day 3 Smighty Minutes p. 75 Focus Question 6 Day 3 Smighty Minutes p. 75 Focus Question 6 Day 3 Smighty Minutes p. 75 Focus Question 6 Day 3 Smighty Minutes p. 75 Focus Question 6 Day 3 Smighty Minutes p. 75 Focus Question 6 Day 3 Smighty Minutes p. 75 Focus Question 6 Day 3 Smighty Minutes p. 75 Focus Question 6 Day 3 Read-Aloud GRADE LEVEL LL.2.3.d. With modeling and support, recognizes spoken words that begin
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 Large Group p. 33 Focus Question 2 Day 3 Large Group p. 34 Focus Question 3 Day 2 Large Group p. 40 Focus Question 3 Day 2 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 43 Focus Question 3 Day 4 Mighty Minutes p. 44 Focus Question 3 Day 5 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 3 Large Group p. 57 Focus Question 5 Day 3 Large Group p. 60 Focus Question 5 Day 3 Large Group p. 61 Focus Question 5 Day 3 Large Group p. 67 Focus Question 6 Day 1 Mighty Minutes p. 67 Focus Question 6 Day 1 Mighty Minutes p. 67 Focus Question 6 Day 3 Mighty Minutes p. 71 Focus Question 6 Day 1 Mighty Minutes p. 75 Focus Question 6 Day 5 Small Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Read-Aloud GRADE LEVEL LL.2.3.d. With modeling and support, recognizes spoken words that begin
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 Mighty Minutes p. 33 Focus Question 2 Day 3 Mighty Minutes p. 38 Focus Question 3 Day 3 Large Group p. 40 Focus Question 3 Day 2 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 4 Day 2 Large Group p. 59 Focus Question 5 Day 1 Mighty Minutes p. 59 Focus Question 5 Day 1 Mighty Minutes p. 60 Focus Question 5 Day 2 Mighty Minutes p. 61 Focus Question 5 Day 3 Mighty Minutes p. 67 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 3 Mighty Minutes p. 75 Focus Question 6 Day 3 Small Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Read-Aloud GRADE LEVEL LL.2.3.d. With modeling and support, recognizes spoken words that begin
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 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 4 Mighty Minutes p. 43 Focus Question 3 Day 5 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. 67 Focus Question 6 Day 1 Mighty Minutes p. 71 Focus Question 6 Day 5 Small Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Read-Aloud GRADE LEVEL LL.2.3.d. With modeling and support, recognizes spoken words that begin
p. 29 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 3 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Mighty Minutes p. 38 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 1 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 2 Mighty Minutes p. 61 Focus Question 5 Day 3 Large Group p. 61 Focus Question 6 Day 1 Mighty Minutes p. 67 Focus Question 6 Day 1 Mighty Minutes p. 67 Focus Question 6 Day 3 Mighty Minutes p. 75 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 GRADE LEVEL LL.2.3.d. With modeling and support, recognizes spoken words that begin
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 Mighty Minutes 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 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 3 Mighty Minutes p. 67 Focus Question 6 Day 3 Mighty Minutes p. 71 Focus Question 6 Day 5 Small Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Read-Aloud GRADE LEVEL LL.2.3.d. With modeling and support, recognizes spoken words that begin
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. 46 Focus Question 3 Day 5 Mighty Minutes p. 47 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. 67 Focus Question 6 Day 1 Mighty Minutes p. 75 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 GRADE LEVEL LL.2.3.d. With modeling and support, recognizes spoken words that begin
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 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 GRADE LEVEL LL.2.3.d. With modeling and support, recognizes spoken words that begin
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 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. 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 GRADE LEVEL LL.2.3.d. With modeling and support, recognizes spoken words that begin
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. 67 Focus Question 6 Day 3 Mighty Minutes p. 71 Focus Question 6 Day 3 Mighty Minutes p. 75 Focus Question 6 Day 3 Small Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Read-Aloud GRADE LEVEL LL.2.3.d. With modeling and support, recognizes spoken words that begin
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. 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 GRADE LEVEL LL.2.3.d. With modeling and support, recognizes spoken words that begin
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. 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 GRADE LEVEL LL.2.3.d. With modeling and support, recognizes spoken words that begin
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. 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 GRADE LEVEL LL.2.3.d. With modeling and support, recognizes spoken words that begin
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. 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 GRADE LEVEL LL.2.3.d. With modeling and support, recognizes spoken words that begin
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. 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 GRADE LEVEL LL.2.3.d. With modeling and support, recognizes spoken words that begin
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 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 GRADE LEVEL LL.2.3.d. With modeling and support, recognizes spoken words that begin
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 GRADE LEVEL LL.2.3.d. With modeling and support, recognizes spoken words that begin
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 GRADE LEVEL LL.2.3.d. With modeling and support, recognizes spoken words that begin
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 GRADE LEVEL LL.2.3.d. With modeling and support, recognizes spoken words that begin
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 GRADE LEVEL LL.2.3.d. With modeling and support, recognizes spoken words that begin
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 GRADE LEVEL LL.2.3.d. With modeling and support, recognizes spoken words that begin
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 GRADE LEVEL LL.2.3.d. With modeling and support, recognizes spoken words that begin
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 GRADE LEVEL LL.2.3.d. With modeling and support, recognizes spoken words that begin
p. 75 Focus Question 6 Day 5 Small Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Read-Aloud GRADE LEVEL LL.2.3.d. With modeling and support, recognizes spoken words that begin
p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Read-Aloud GRADE LEVEL LL.2.3.d. With modeling and support, recognizes spoken words that begin
p. 85 Ministudy Day 3 Read-Aloud GRADE LEVEL LL.2.3.d. With modeling and support, recognizes spoken words that begin
GRADE LEVEL LL.2.3.d. With modeling and support, recognizes spoken words that begin
EVDECTATION with the same sound
EXPECTATION With the same sound.
Beginning the Year
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. or willistudy Day 4 wilghty willutes

		p. 89 Ministudy Day 5 Mighty Minutes
GRADE LEVEL	LL.2.3.e.	Hears and shows awareness of separate words within spoken
EXPECTATION	LL.Z.J.C.	phrases or sentences.
		Beginning the Year 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
GRADE LEVEL	LL.2.3.f.	With modeling and support, identifies and discriminates syllables in
EXPECTATION		words.
		Beginning the Year 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
GRADE LEVEL	LL.2.3.h.	With modeling and support, repeats words and identifies the
CONCEPT / STANDARD	11.2	common final sound. Beginning the Year 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. 89 Ministudy Day 5 Mighty Minutes
CONCEPT / STANDARD	LL.2.	EMERGENT LITERACY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.2.4.	Alphabet Knowledge: The child demonstrates knowledge of the alphabet.
OBJECTIVE / GRADE LEVEL EXPECTATION		Young children begin to recognize some printed alphabet letters, especially those letters found in their own names. To support young learners' knowledge of letters, adults need to provide children with easy and repeated meaningful interactions with written letters and words within the context of daily experiences. Activities are presented in fun and interesting ways that engage children.
GRADE LEVEL	LL.2.4.a.	Discriminates letters from other shapes and symbols.
EXPECTATION		Beginning the Year p. 20 Focus Question 1 Day 3 Large Group p. 23 Focus Question 1 Day 4 Mighty Minutes p. 41 Focus Question 3 Day 3 Small Group p. 51 Focus Question 4 Day 2 Mighty Minutes p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Mighty Minutes p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 63 Focus Question 5 Day 4 Choice Time p. 67 Focus Question 6 Day 1 Mighty Minutes

		p. 67 Focus Question 6 Day 1 Small Group p. 68 Focus Question 6 Day 2 Large Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Mighty Minutes p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 73 Focus Question 6 Day 4 Mighty Minutes p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 89 Ministudy Day 5 Mighty Minutes
GRADE LEVEL EXPECTATION	LL.2.4.b.	Matches and recognizes similarities and differences in letters, with modeling and support. Beginning the Year p. 20 Focus Question 1 Day 3 Large Group p. 23 Focus Question 1 Day 4 Mighty Minutes p. 41 Focus Question 3 Day 3 Small Group p. 51 Focus Question 4 Day 2 Mighty Minutes p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Mighty Minutes p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 63 Focus Question 5 Day 4 Choice Time p. 67 Focus Question 6 Day 1 Mighty Minutes p. 67 Focus Question 6 Day 1 Small Group p. 68 Focus Question 6 Day 2 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 Read-Aloud p. 71 Focus Question 6 Day 4 Mighty Minutes p. 73 Focus Question 6 Day 4 Mighty Minutes p. 74 Focus Question 6 Day 4 Mighty Minutes p. 75 Focus Question 6 Day 5 Small Group p. 76 Focus Question 6 Day 6 Mighty Minutes p. 77 Focus Question 6 Day 7 Small Group p. 78 Focus Question 6 Day 8 Small Group p. 79 Focus Question 6 Day 9 Small Group p. 70 Focus Question 6 Day 9 Small Group p. 71 Focus Question 6 Day 9 Small Group p. 72 Focus Question 6 Day 9 Small Group p. 73 Focus Question 6 Day 9 Small Group p. 74 Ministudy Day 1 Small Group p. 75 Ministudy Day 2 Small Group p. 76 Ministudy Day 5 Mighty Minutes
GRADE LEVEL EXPECTATION	LL.2.4.c.	Recognizes as many as 10 letters, especially those in own name, family and friends. Beginning the Year p. 20 Focus Question 1 Day 3 Large Group p. 23 Focus Question 1 Day 4 Mighty Minutes p. 41 Focus Question 3 Day 3 Small Group p. 51 Focus Question 4 Day 2 Mighty Minutes p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Mighty Minutes p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 63 Focus Question 5 Day 4 Choice Time p. 67 Focus Question 6 Day 1 Mighty Minutes p. 67 Focus Question 6 Day 1 Small Group p. 68 Focus Question 6 Day 2 Large Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Mighty Minutes p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 73 Focus Question 6 Day 4 Mighty Minutes p. 74 Focus Question 6 Day 5 Small Group p. 75 Focus Question 6 Day 6 Mighty Minutes p. 76 Focus Question 7 Day 7 Mighty Minutes p. 77 Focus Question 8 Day 8 Mighty Minutes p. 80 Ministudy Day 1 Small Group p. 81 Ministudy Day 2 Small Group p. 82 Ministudy Day 5 Mighty Minutes
GRADE LEVEL EXPECTATION	LL.2.4.d.	Uses letter-sound knowledge identifying the sounds of a few letters and producing the correct sounds for as many as 10 letters, with

		modeling and support.
		Beginning the Year p. 41 Focus Question 3 Day 3 Small Group p. 43 Focus Question 5 Day 2 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group
CONCEPT / STANDARD	LL.2.	EMERGENT LITERACY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.2.5.	Comprehension: The child shows an interest in books and comprehends books read aloud with increasing text complexity.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children gain understanding about language and reading through their interactions with verbal language, print, and daily routines. In addition, children learn about reading concepts by experiencing a learning environment rich in signs, symbols, words, numbers, and art that reflect diverse cultures. When children are read to regularly and encouraged to intentionally interact with printed materials, they develop an interest in books and other printed materials.
GRADE LEVEL	LL.2.5.a.	Takes an active role in reading activities.
EXPECTATION		Beginning the Year 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 Small Group 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. 26 Focus Question 2 Day 1 Large Group p. 29 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 2 Day 3 Read-Aloud p. 38 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 2 Small Group p. 43 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 4 Day 1 Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 49 Focus Question 4 Day 2 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 52 Focus Question 4 Day 3 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 54 Focus Question 5 Day 1 Read-Aloud p. 55 Focus Question 5 Day 1 Read-Aloud p. 56 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 58 Focus Question 5 Day 1 Read-Aloud p. 69 Focus Question 5 Day 4 Read-Aloud p. 61 Focus Question 5 Day 4 Read-Aloud p. 62 Focus Question 5 Day 4 Read-Aloud p. 63 Focus Question 5 Day 4 Read-Aloud p. 64 Focus Question 5 Day 4 Read-Aloud p. 65 Focus Question 5 Day 4 Read-Aloud p. 66 Focus Question 6 Day 2 Read-Aloud p. 67 Focus Question 6 Day 2 Read-Aloud p. 68 Focus Question 6 Day 2 Read-Aloud p. 69 Focus Question 6 Day 2 Read-Aloud p. 70 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

GRADE LEVEL	LL.2.5.b.	p. 72 Focus Question 6 Day 4 Large Group p. 73 Focus Question 6 Day 4 Read-Aloud p. 75 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 5 Read-Aloud p. 81 Ministudy Day 1 Read-Aloud p. 82 Ministudy Day 2 Large Group p. 83 Ministudy Day 2 Read-Aloud p. 85 Ministudy Day 3 Read-Aloud p. 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 With prompting and support, identifies characters and major events
EXPECTATION	LL.Z.J.D.	in a story. Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud p. 20 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Small Group p. 21 Focus Question 1 Day 3 Read-Aloud p. 22 Focus Question 1 Day 4 Read-Aloud p. 23 Focus Question 1 Day 5 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 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 3 Read-Aloud p. 37 Focus Question 3 Day 4 Read-Aloud p. 41 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 8 Read-Aloud p. 49 Focus Question 3 Day 8 Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 1 Read-Aloud p. 52 Focus Question 4 Day 1 Read-Aloud p. 55 Focus Question 4 Day 1 Read-Aloud p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Read-Aloud p. 56 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 58 Focus Question 5 Day 1 Read-Aloud p. 69 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 2 Read-Aloud p. 62 Focus Question 5 Day 4 Large Group p. 63 Focus Question 6 Day 2 Read-Aloud p. 64 Focus Question 6 Day 1 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 68 Focus Question 6 Day 1 Read-Aloud p. 69 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 1 Read-Aloud p. 72 Focus Question 6 Day 2 Read-Aloud p. 73 Focus Question 6 Day 3 Read-Aloud p. 74 Focus Question 6 Day 3 Read-Aloud p. 75 Focus Question 6 Day 3 Read-Aloud p. 77 Focus Question 6 Day 3 Read-Aloud p. 78 Focus Question 6 Day 3 Read-Aloud p. 79 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 3 Read-Aloud p. 73 Focus Question 6 Day 4 Read-Aloud p. 74 Focus Question 6 Day 3 Read-Aloud p. 75 Focus Question 6 Day 3 Read-Aloud p. 76 Focus Question 6 Day 4 Read-Aloud p. 77
GRADE LEVEL EXPECTATION	LL.2.5.c.	With prompting and support, asks and answers a variety of questions about books or stories told or read aloud. Beginning the Year

		p. 17 Focus Question 1 Day 1 Read-Aloud
		p. 19 Focus Question 1 Day 2 Read-Aloud
		p. 20 Focus Question 1 Day 3 Large Group
		p. 21 Focus Question 1 Day 3 Read-Aloud
		p. 21 Focus Question 1 Day 3 Small Group
		p. 23 Focus Question 1 Day 4 Read-Aloud
		p. 25 Focus Question 1 Day 5 Read-Aloud
		p. 28 Focus Question 2 Day 1 Large Group
		p. 29 Focus Question 2 Day 1 Read-Aloud
		p. 31 Focus Question 2 Day 2 Read-Aloud
		p. 33 Focus Question 2 Day 3 Read-Aloud
		p. 37 Focus Question 3 Day 1 Read-Aloud
		p. 39 Focus Question 3 Day 1 Read-Aloud
		p. 39 Focus Question 3 Day 2 Read-Aloud p. 39 Focus Question 3 Day 2 Small Group
		•
		p. 41 Focus Question 3 Day 3 Read-Aloud
		p. 43 Focus Question 3 Day 4 Read-Aloud
		p. 44 Focus Question 3 Day 5 Choice Time
		p. 44 Focus Question 3 Day 5 Large Group
		p. 45 Focus Question 3 Day Read-Aloud
		p. 49 Focus Question 4 Day 1 Read-Aloud
		p. 51 Focus Question 4 Day 2 Read-Aloud
		p. 52 Focus Question 4 Day 3 Large Group
		p. 53 Focus Question 4 Day 3 Read-Aloud
		p. 56 Focus Question 5 Day 1 Large Group
		p. 57 Focus Question 5 Day 1 Read-Aloud
		p. 59 Focus Question 5 Day 2 Read-Aloud
		p. 61 Focus Question 5 Day 3 Read-Aloud
		p. 62 Focus Question 5 Day 4 Large Group
		p. 63 Focus Question 5 Day 4 Read-Aloud
		p. 63 Focus Question 5 Day 4 Small Group
		p. 67 Focus Question 6 Day 1 Read-Aloud
		p. 68 Focus Question 6 Day 2 Large Group
		p. 69 Focus Question 6 Day 2 Read-Aloud
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 72 Focus Question 6 Day 4 Choice Time
		p. 72 Focus Question 6 Day 4 Large Group
		p. 73 Focus Question 6 Day 4 Read-Aloud
		p. 75 Focus Question 6 Day 5 Read-Aloud
		p. 81 Ministudy Day 1 Read-Aloud
		p. 83 Ministudy Day 2 Read-Aloud
		p. 85 Ministudy Day 3 Read-Aloud
		p. 85 Ministudy Day 3 Small Group
		p. 87 Ministudy Day 4 Read-Aloud
		p. 87 Ministudy Day 4 Small Group
		p. 89 Ministudy Day 5 Read-Aloud
		p. 89 Ministudy Day 5 Small Group
	1	
GRADE LEVEL	LL.2.5.d.	With prompting and support, draws connections between story
EXPECTATION		events and personal experiences.
		Beginning the Year
		p. 25 Focus Question 1 Day 5 Read-Aloud
		p. 29 Focus Question 2 Day 1 Read-Aloud
		p. 33 Focus Question 2 Day 3 Read-Aloud
		p. 37 Focus Question 3 Day 1 Read-Aloud
		p. 41 Focus Question 3 Day 3 Read-Aloud
		p. 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
	LL.2.5.e.	
CRADE I EVEI		
GRADE LEVEL EXPECTATION	LL.2.J.G.	With prompting and support, identifies events and details in the story and makes predictions.

		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 Small Group 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. 26 Focus Question 1 Day 5 Read-Aloud p. 27 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 31 Focus Question 3 Day 3 Read-Aloud p. 31 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 8 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 Read-Aloud 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 1 Read-Aloud p. 61 Focus Question 5 Day 2 Read-Aloud p. 62 Focus Question 5 Day 2 Read-Aloud p. 63 Focus Question 5 Day 4 Read-Aloud p. 64 Focus Question 6 Day 2 Read-Aloud p. 65 Focus Question 6 Day 1 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 68 Focus Question 6 Day 1 Read-Aloud p. 69 Focus Question 6 Day 1 Read-Aloud p. 61 Focus Question 6 Day 1 Read-Aloud p. 62 Focus Question 6 Day 2 Read-Aloud p. 63 Focus Question 6 Day 2 Read-Aloud p. 64 Focus Question 6 Day 2 Read-Aloud p. 65 Focus Question 6 Day 2 Read-Aloud p. 67 Focus Question 6 Day 3 Read-Aloud p. 68 Focus Question 6 Day 4 Read-Aloud p. 69 Focus Question 6 Day 2 Read-Aloud p. 77 Focus Question 6 Day 4 Read-Aloud p. 78 Focus Question 6 Day 4 Read-Aloud p. 79 Focus Question 6 Day 4 Read-Aloud p. 79 Focus Question 6 Day 4 Read-Aloud p. 70 Focus Question 6 Day 4 Read-Aloud p. 71 Focus Question 6 Day 4 Read-Aloud p. 72 Focus Question 6 Day 4 Read-Aloud p. 73 Focus Question 6 Day 4 Read-Aloud p. 74 Focus Question 6 Day 4 Read-Aloud
GRADE LEVEL EXPECTATION	LL.2.5.h.	p. 89 Ministudy Day 5 Small Group With modeling and support, identifies the topic of informational text that has been read aloud.
		Beginning the Year 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
GRADE LEVEL EXPECTATION	LL.2.5.i.	With modeling and support, retells or reenacts a story in sequence with pictures or props. Beginning the Year p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud
		p. 37 Focus Question 3 Day 1 Read-Aloud

		p. 41 Focus Question 3 Day 3 Read-Aloud
		p. 45 Focus Question 3 Day Read-Aloud
		p. 53 Focus Question 4 Day 23 Large-Group Roundup
		p. 57 Focus Question 5 Day 1 Read-Aloud
		p. 61 Focus Question 5 Day 3 Read-Aloud
		p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 75 Focus Question 6 Day 5 Read-Aloud
		p. 83 Ministudy Day 2 Read-Aloud
		p. 87 Ministudy Day 4 Small Group
		p. 89 Ministudy Day 5 Small Group
CONCEPT / STANDARD	LL.3.	EMERGENT WRITING
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.3.1.	Early Writing, Writing Processes, and Writing Applications: The child uses writing materials to communicate ideas.
OBJECTIVE / GRADE		Children begin to recognize the relationship between spoken and
LEVEL EXPECTATION		written messages by engaging in writing, drawing, and related
		activities that have meaning and purpose for them. Children receive
		powerful messages about literacy's pleasures and rewards by observing others reading and writing. Children develop as writers
		when they are encouraged to write in an environment that has
		readily accessible writing materials.
GRADE LEVEL	LL.3.1.a.	Early Writing: Uses a variety of writing tools, materials, and surfaces
EXPECTATION		to create drawings or symbols.
		Beginning the Year p. 16 Focus Question 1 Day 1 Large Group
		p. 18 Focus Question 1 Day 1 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 4 Large-Gloup Roundup
		p. 24 Focus Question 1 Day 5 Large Group
		p. 25 Focus Question 1 Day 5 Large-Group Roundup
		p. 27 Focus Question 2 Outdoor Experiences
		p. 30 Focus Question 2 Day 2 Large Group
		p. 31 Focus Question 2 Day 2 Choice Time
		p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group
		p. 45 Focus Question 3 Day 5 Large-Group Roundup
		p. 53 Focus Question 4 Day 23 Large-Group Roundup
		p. 53 Focus Question 4 Day 3 Small Group
		p. 61 Focus Question 5 Day 3 Large-Group Roundup
		p. 67 Focus Question 6 Day 1 Small Group
		p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Large Group
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 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
GRADE LEVEL	LL.3.1.b.	Writing Processes: With modeling and support, uses a combination
EXPECTATION		of drawing, dictating and emergent writing to communicate an idea
		or opinion about an experience, story, or book, and to express knowledge or share information about a topic of interest.
		and the state of t
		Beginning the Year

GRADE LEVEL EXPECTATION	LL.3.1.e.	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 Writing Applications: Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas or to tell a story; e.g., signing artwork, captioning, labeling, creating lists, making notes. Beginning the Year
		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 3 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 Choice Time p. 21 Focus Question 1 Day 4 Choice Time p. 22 Focus Question 1 Day 4 Large-Group Roundup p. 22 Focus Question 1 Day 4 Large-Group p. 23 Focus Question 1 Day 5 Choice Time p. 24 Focus Question 1 Day 5 Choice Time p. 24 Focus Question 1 Day 5 Large-Group Roundup 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 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 Read-Aloud p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 85 Ministudy Day 1 Small Group p. 86 Ministudy Day 3 Read-Aloud p. 86 Ministudy Day 4 Large-Group Roundup p. 67 Ministudy Day 4 Large-Group p. 87 Ministudy Day 4 Large-Group
GRADE LEVEL EXPECTATION	LL.3.1.f.	Writing Applications: With prompting and support, forms letters starting with large motor (sky writing, paint brush and water, sidewalk chalk) progressing to fine motor (paper and pencil). Beginning the Year 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
GRADE LEVEL EXPECTATION	LL.3.1.g.	Writing Applications: Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks. Beginning the Year 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
STRAND	AZ.EC.MA.	MATHEMATICS
CONCEPT / STANDARD	MA.1.	COUNTING AND CARDINALITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.1.1.	Counts Out Loud: The child counts out loud and uses number words in daily conversations.
OBJECTIVE / GRADE LEVEL EXPECTATION		To build an understanding of counting, children need environments that are rich in mathematical language and provide varied opportunities to count in ways that are personally meaningful, challenging, and fun.
GRADE LEVEL	MA.1.1.a.	Shows interest in and awareness of counting.
EXPECTATION		Beginning the Year p. 29 Focus Question 2 Day 1 Mighty Minutes p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 47 Focus Question 4 Outdoor Experiences
		p. 60 Focus Question 5 Day 3 Choice Time p. 67 Focus Question 6 Day 1 Large-Group Roundup
		p. 67 Focus Question 6 Day 1 Mighty Minutes p. 69 Focus Question 6 Day 2 Large-Group Roundup
		p. 69 Focus Question 6 Day 2 Mighty Minutes
		p. 71 Focus Question 6 Day 3 Mighty Minutes
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 72 Focus Question 6 Day 4 Large Group
		p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes
		p. 75 Focus Question 6 Day 5 Read-Aloud
		p. 75 Focus Question 6 Day 5 Small Group
		p. 83 Ministudy Day 2 Read-Aloud
		p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group
GRADE LEVEL	MA.1.1.b.	Counts out loud to 10.
EXPECTATION		
		Beginning the Year
		p. 29 Focus Question 2 Day 1 Mighty Minutes p. 43 Focus Question 3 Day 4 Mighty Minutes
		p. 45 Focus Question 3 Day 5 Mighty Minutes
		p. 47 Focus Question 4 Outdoor Experiences
		p. 60 Focus Question 5 Day 3 Choice Time
		p. 67 Focus Question 6 Day 1 Large-Group Roundup
		p. 67 Focus Question 6 Day 1 Mighty Minutes p. 69 Focus Question 6 Day 2 Large-Group Roundup
		p. 69 Focus Question 6 Day 2 Mighty Minutes
		p. 71 Focus Question 6 Day 3 Mighty Minutes
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 72 Focus Question 6 Day 4 Large Group
		p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes
		p. 75 Focus Question 6 Day 5 Read-Aloud
		p. 75 Focus Question 6 Day 5 Small Group
		p. 83 Ministudy Day 2 Read-Aloud
		p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group
CONCEPT / STANDARD	MA.1.	COUNTING AND CARDINALITY
PERFORMANCE	MA.1.2.	Knows Number Names and Symbols: The child identifies numerals
OBJECTIVE / PROFICIENCY		and uses number words in daily activities.

LEVEL		
OBJECTIVE / GRADE LEVEL EXPECTATION		To build an understanding of number names and symbols children need number rich environments that allow them to explore and play with numbers and numerals throughout the day and across the curriculum.
GRADE LEVEL EXPECTATION	MA.1.2.c.	Identifies numerals one to 10. Beginning the Year 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
CONCEPT / STANDARD	MA.1.	COUNTING AND CARDINALITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.1.3.	Counts to Tell Number of Objects: The child uses number words and counting to identify quantity.
OBJECTIVE / GRADE LEVEL EXPECTATION		Learning the meaning of numbers begins with hands-on experiences using a variety of objects found in the home, the classroom and nature. To build an understanding of "how much" and to explore number relationships, children need daily experiences involving counting in ways that are personally meaningful, challenging, and fun.
GRADE LEVEL EXPECTATION	MA.1.3.a.	Counts groups of objects using one-to-one correspondence (one object for each number word). Beginning the Year 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 2 Mighty Minutes p. 72 Focus Question 6 Day 3 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. 76 Focus Question 6 Day 5 Small Group p. 83 Ministudy Day 2 Read-Aloud p. 84 Ministudy Day 3 Small Group p. 85 Ministudy Day 3 Small Group
GRADE LEVEL EXPECTATION	MA.1.3.b.	Counts a collection of up to 10 items using the last counting word to tell, "How many?" Beginning the Year 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

CONCEPT / STANDARD	MA.2.	OPERATIONS AND ALGEBRAIC THINKING
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.2.1.	Explores Addition and Subtraction: The child combines and separates groups of objects and names how many.
OBJECTIVE / GRADE LEVEL EXPECTATION		Learning the meaning of a number begins with hands-on experiences using a variety of objects found in the home, the classroom, and nature. To build an understanding of numbers and to discover number relationships, children need opportunities to describe the changes that result from putting sets of objects (e.g., blocks, animals, toy people) together or taking them apart.
GRADE LEVEL EXPECTATION	MA.2.1.a.	Demonstrates an understanding that adding increases the number of objects in a group. Beginning the Year 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
GRADE LEVEL EXPECTATION	MA.2.1.c.	Demonstrates an understanding that taking away decreases the number of objects in a group. Beginning the Year 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
CONCEPT / STANDARD	MA.3.	MEASUREMENT AND DATA
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.3.1.	Sorts and Classifies: The child sorts and groups objects by a variety of characteristics/attributes.
OBJECTIVE / GRADE LEVEL EXPECTATION		Recognizing relationships between objects allows young children to make generalizations and predictions beyond information directly available to them. The ability to think logically and to reason (problem solve) extends far beyond mathematical boundaries.
GRADE LEVEL EXPECTATION	MA.3.1.b.	Explains how items were sorted into groups. Beginning the Year p. 53 Focus Question 4 Day 3 Small Group p. 85 Ministudy Day 3 Mighty Minutes
CONCEPT / STANDARD	MA.3.	MEASUREMENT AND DATA
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.3.2.	Data Analysis: The child collects, organizes, displays, and describes relevant data.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children are natural observers and questioners. To build upon this strength, adults should facilitate children's opportunities to ask questions, sort and classify objects, collect and display information, and talk about what is meaningful to them.
GRADE LEVEL EXPECTATION	MA.3.2.a.	Asks questions to gather information. Beginning the Year 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
CDADE LEVEL	MA.3.2.d.	p. 84 Ministudy Day 3 Large Group
GRADE LEVEL EXPECTATION	MA.3.2.d.	Uses charts and graphs to analyze information or answer questions. Beginning the Year p. 89 Ministudy Day 5 Read-Aloud
CONCEPT / STANDARD	MA.3.	MEASUREMENT AND DATA
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.3.3.	Measures: The child uses measurement to describe and compare objects in the environment.
OBJECTIVE / GRADE LEVEL EXPECTATION		Starting at a very young age, children compare who is taller or who has more. Immersing children in measurement activities provides them with opportunities to explore, compare, and discuss the use of measurement in their environment.
GRADE LEVEL EXPECTATION	MA.3.3.a.	Compares objects and uses terms such as longer-shorter, hotter-colder, and faster-slower. Beginning the Year 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
GRADE LEVEL EXPECTATION	MA.3.3.d.	Orders objects by measurable attributes. Beginning the Year p. 23 Focus Question 1 Day 4 Mighty Minutes p. 39 Focus Question 3 Day 2 Small Group p. 53 Focus Question 4 Day 3 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Choice Time p. 63 Focus Question 5 Day 4 Small Group p. 81 Ministudy Day 1 Choice Time
GRADE LEVEL EXPECTATION	MA.3.3.e.	Uses appropriate vocabulary to describe time and sequence related to daily routines. Beginning the Year p. 47 Focus Question 4 Outdoor Experiences p. 48 Focus Question 4 Day 1 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 51 Focus Question 4 Day 2 Large-Group Roundup p. 51 Focus Question 4 Day 2 Read-Aloud p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Small Group
CONCEPT / STANDARD	MA.4.	GEOMETRY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.4.1.	Spatial Reasoning: The child uses and demonstrates an understanding of positional terms.
OBJECTIVE / GRADE LEVEL EXPECTATION		Geometry for young children involves observing, playing with, and purposefully investigating shapes that are found in their environment. Children spontaneously make spatial comparisons. This familiarity is a foundation for more complex learning experiences involving shape, position, and orientation in space.
GRADE LEVEL EXPECTATION	MA.4.1.a.	Uses and responds to positional terms (e.g., between, inside, under, above, behind). Beginning the Year 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 Group51

	1	OO Mining to December Ones
		p. 82 Ministudy Day 2 Large Group p. 85 Ministudy Day 3 Small Group
GRADE LEVEL EXPECTATION	MA.4.1.b.	Describes the position or location of objects in relation to self or to other objects. Beginning the Year 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 Group51 p. 82 Ministudy Day 2 Large Group p. 85 Ministudy Day 3 Small Group
CONCEPT / STANDARD	MA.4.	GEOMETRY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.4.2.	Shapes: The child recognizes names and describes common shapes and their properties.
OBJECTIVE / GRADE LEVEL EXPECTATION		Geometry for young children involves observing, playing with, and purposefully investigating shapes that are found in their environment. Beginning in infancy, children compare objects by form and shape. This familiarity is a foundation for more complex learning experiences involving shape, position, and orientation in space.
GRADE LEVEL EXPECTATION	MA.4.2.a.	Recognizes basic two-dimensional shapes. Beginning the Year 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. 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
GRADE LEVEL EXPECTATION	MA.4.2.b.	Uses the names of geometric shapes when describing objects found in the environment. Beginning the Year 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
GRADE LEVEL EXPECTATION	MA.4.2.d.	Compares and describes attributes of two- and three- dimensional objects in the environment using own vocabulary. Beginning the Year 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
STRAND	AZ.EC.SC.	SCIENCE
CONCEPT / STANDARD	SC.1.	INQUIRY AND APPLICATION
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC.1.1.	Exploration, Observations, and Hypotheses: The child asks questions and makes predictions while exploring and observing in the environment.

OBJECTIVE / GRADE LEVEL EXPECTATION		Children use their senses to observe by looking, touching, tasting, smelling and listening. Curiosity about the natural world leads children to ask questions. They ask Why? Where? What if? How? Who?
GRADE LEVEL EXPECTATION	SC.1.1.d.	Begins to describe the similarities, differences and relationships between objects, living things and natural events. Beginning the Year p. 35 Focus Question 3 Outdoor Experiences p. 39 Focus Question 3 Day 2 Small Group p. 53 Focus Question 4 Day 3 Small Group p. 57 Focus Question 5 Day 1 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Large Group p. 63 Focus Question 5 Day 4 Choice Time p. 63 Focus Question 5 Day 4 Small Group p. 79 Ministudy Outdoor Experiences p. 80 Ministudy Day 1 Large Group p. 81 Ministudy Day 1 Choice Time p. 83 Ministudy Day 2 Choice Time p. 84 Ministudy Day 3 Choice Time p. 86 Ministudy Day 4 Choice Time p. 86 Ministudy Day 4 Choice Time
GRADE LEVEL EXPECTATION	SC.1.1.e.	Asks and responds to questions about relationships of objects, living things, and events in the natural environment. Beginning the Year p. 17 Focus Question 1 Day 1 Choice Time p. 17 Focus Question 1 Day 2 Small Group p. 19 Focus Question 1 Day 3 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 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 Outdoor Experiences p. 37 Focus Question 3 Day 1 Choice Time p. 37 Focus Question 3 Day 1 Small Group p. 40 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. 45 Focus Question 4 Day 1 Choice Time p. 55 Focus Question 4 Day 3 Choice Time p. 55 Focus Question 4 Day 3 Choice Time p. 56 Focus Question 4 Day 3 Choice Time p. 57 Focus Question 5 Day 1 Small Group p. 58 Focus Question 5 Day 1 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 63 Focus Question 5 Day 3 Choice Time p. 63 Focus Question 5 Day 4 Choice Time p. 64 Focus Question 5 Day 4 Choice Time p. 65 Focus Question 5 Day 4 Choice Time p. 66 Focus Question 6 Day 1 Choice Time p. 67 Focus Question 6 Day 1 Choice Time p. 68 Focus Question 6 Day 2 Choice Time p. 79 Focus Question 6 Day 2 Choice Time p. 79 Focus Question 6 Day 3 Choice Time p. 79 Focus Question 6 Day 1 Choice Time p. 70 Focus Question 6 Day 2 Choice Time p. 71 Focus Question 6 Day 2 Choice Time p. 72 Focus Question 6 Day 2 Choice Time p. 73 Focus Question 6 Day 3 Choice Time p. 74 Focus Question 6 Day 3 Choice Time p. 75 Focus Question 6 Day 3 Choice Time p. 76 Focus Question 6 Day 1 Choice Time p. 77 Focus Question 6 Day 2 Choice Time p. 78 Ministudy Day 1 Choice Time p. 88 Ministudy Day 2 Choice Time p. 88 Ministudy Day 3 Choice Time

CONCEPT / STANDARD	SC.1.	INQUIRY AND APPLICATION
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC.1.2.	Investigation: The child tests predictions through exploration and experimentation.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children use their senses and a variety of tools and materials to gather information while investigating. Active experimentation requires questioning, refining, and persistence. Children explore answers to their questions and begin to form more complex conclusions. Information gathered in the process extends a child's knowledge of the world and their environment.
GRADE LEVEL EXPECTATION	SC.1.2.a.	Uses a variety of tools and materials to investigate. Beginning the Year p. 35 Focus Question 3 Outdoor Experiences
GRADE LEVEL EXPECTATION	SC.1.2.b.	Makes predictions and checks them through hands-on investigation with adult support. Beginning the Year 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
GRADE LEVEL EXPECTATION	SC.1.2.d.	Persists with an investigation. Beginning the Year p. 29 Focus Question 2 Day 1 Choice Time
CONCEPT / STANDARD	SC.1.	INQUIRY AND APPLICATION
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC.1.4.	Communication: The child discusses and reflects upon the scientific investigation and its findings.
OBJECTIVE / GRADE LEVEL EXPECTATION		Based on past experiences, children use language or an alternate communication system to show recognition of scientific principles and a deeper understanding of their environment. Science incorporates language and literacy skills which are an essential foundation for later reading comprehension.
GRADE LEVEL EXPECTATION	SC.1.4.b.	Presents their scientific ideas in a variety of ways. Beginning the Year p. 17 Focus Question 1 Day 1 Choice Time p. 17 Focus Question 1 Day 1 Small Group p. 19 Focus Question 1 Day 2 Choice Time p. 19 Focus Question 1 Day 2 Small Group p. 21 Focus Question 1 Day 3 Choice Time p. 21 Focus Question 1 Day 3 Small Group p. 22 Focus Question 1 Day 4 Choice Time p. 23 Focus Question 1 Day 4 Mighty Minutes p. 23 Focus Question 1 Day 4 Small Group p. 24 Focus Question 1 Day 5 Choice Time p. 25 Focus Question 1 Day 5 Small Group p. 29 Focus Question 2 Day 1 Choice Time p. 29 Focus Question 2 Day 1 Choice Time p. 31 Focus Question 2 Day 3 Small Group p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Choice Time p. 33 Focus Question 2 Day 3 Small Group p. 34 Focus Question 2 Day 3 Choice Time p. 35 Focus Question 2 Day 3 Small Group p. 36 Focus Question 2 Day 3 Small Group p. 37 Focus Question 2 Day 3 Small Group p. 38 Focus Question 2 Day 3 Small Group p. 39 Focus Question 2 Day 3 Small Group p. 39 Focus Question 2 Day 3 Small Group p. 31 Focus Question 2 Day 3 Small Group p. 31 Focus Question 2 Day 3 Small Group p. 32 Focus Question 2 Day 3 Small Group p. 35 Focus Question 3 Outdoor Experiences

		p. 36 Focus Question 3 Day 1 Choice Time
		p. 36 Focus Question 3 Day 1 Large Group
		p. 37 Focus Question 3 Day 1 Mighty Minutes
		p. 37 Focus Question 3 Day 1 Small Group
		p. 39 Focus Question 3 Day 2 Mighty Minutes
		p. 39 Focus Question 3 Day 2 Small Group p. 40 Focus Question 3 Day 3 Choice Time
		p. 41 Focus Question 3 Day 3 Mighty Minutes
		p. 43 Focus Question 3 Day 4 Large-Group Roundup
		p. 44 Focus Question 3 Day 5 Choice Time
		p. 49 Focus Question 4 Day 1 Choice Time
		p. 50 Focus Question 4 Day 2 Choice Time
		p. 52 Focus Question 4 Day 3 Choice Time
		p. 53 Focus Question 4 Day 3 Small Group
		p. 57 Focus Question 5 Day 1 Choice Time
		p. 57 Focus Question 5 Day 1 Small Group
		p. 58 Focus Question 5 Day 2 Choice Time
		p. 58 Focus Question 5 Day 2 Large Group
		p. 60 Focus Question 5 Day 3 Choice Time
		p. 60 Focus Question 5 Day 3 Large Group
		p. 63 Focus Question 5 Day 4 Choice Time
		p. 63 Focus Question 5 Day 4 Small Group
		p. 67 Focus Question 6 Day 1 Choice Time
		p. 67 Focus Question 6 Day 1 Small Group
		p. 68 Focus Question 6 Day 2 Choice Time
		p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Choice Time
		p. 71 Focus Question 6 Day 3 Small Group
		p. 72 Focus Question 6 Day 4 Choice Time
		p. 75 Focus Question 6 Day 5 Choice Time
		p. 75 Focus Question 6 Day 5 Small Group
		p. 79 Ministudy Outdoor Experiences
		p. 80 Ministudy Day 1 Large Group
		p. 81 Ministudy Day 1 Choice Time
		p. 81 Ministudy Day 1 Mighty Minutes
		p. 81 Ministudy Day 1 Small Group
		p. 83 Ministudy Day 2 Choice Time
		p. 83 Ministudy Day 2 Mighty Minutes
		p. 83 Ministudy Day 2 Small Group
		p. 84 Ministudy Day 3 Choice Time
		p. 85 Ministudy Day 3 Small Group
		p. 86 Ministudy Day 4 Choice Time p. 87 Ministudy Day 4 Mighty Minutes
	1	
GRADE LEVEL	SC.1.4.c.	Conducts further investigation based on prior experience and
EXPECTATION		information gained.
		Designing the Year
		Beginning the Year p. 17 Focus Question 1 Day 1 Choice Time
		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 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
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		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
STRAND	AZ.EC.SS.	SOCIAL STUDIES
CONCEPT / STANDARD	SS.2.	COMMUNITY
PERFORMANCE	SS.2.2.	Rights, Responsibilities and Roles within Community: The child
OBJECTIVE / PROFICIENCY		demonstrates a sense of belonging to the community and
LEVEL		contributes to its care.
OBJECTIVE / GRADE		Children recognize themselves as part of their home and
LEVEL EXPECTATION		community. Children are given opportunities to experience choices
		and to make their own decisions in order to demonstrate their roles
		as individuals. As children learn to demonstrate respect for ideas
		and rules, they gain the skills necessary for being contributing
		members of the family and of a community.
GRADE LEVEL	SS.2.2.a.	Demonstrates responsible behaviors.
EXPECTATION		Designing the Very
		Beginning the Year p. 17 Focus Question 1 Day 1 Choice Time
		p. 17 Focus Question 1 Day 1 Small Group
		p. 19 Focus Question 1 Day 2 Small Group
		p. 21 Focus Question 1 Day 3 Small Group
		p. 23 Focus Question 1 Day 4 Small Group
		p. 25 Focus Question 1 Day 5 Small Group
		p. 29 Focus Question 2 Day 1 Small Group
		p. 31 Focus Question 2 Day 2 Small Group
		p. 33 Focus Question 2 Day 3 Small Group
		p. 37 Focus Question 3 Day 1 Small Group
GRADE LEVEL	SS.2.2.e.	Describes the purpose of rules.
EXPECTATION		
		Beginning the Year
		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 2 Large Group p. 52 Focus Question 4 Day 3 Large Group
		p. 66 Focus Question 6 Day 1 Large Group
CONCEPT / STANDARD	SS.2.	COMMUNITY
PERFORMANCE		Geography: The child demonstrates an awareness of locations
OBJECTIVE / PROFICIENCY	SS.2.3.	within and around their community.
LEVEL		within and around their community.
OBJECTIVE / GRADE		As young shildren synlags their semminists and visit a veristy of
LEVEL EXPECTATION		As young children explore their community and visit a variety of places, they begin to develop a sense of direction and location.
LLVLL LAI LOTATION		While going for rides on the bus or in a car, or while walking in their
		neighborhoods, children become aware of signs, symbols and other
		landmarks.
GRADE LEVEL	SS.2.3.a.	Uses words to describe directionality and/or location within the
	(I	

EXPECTATION	1	community.
EXPECTATION		Community.
		Beginning the Year
		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
STRAND	AZ.EC.PHS.	PHYSICAL DEVELOPMENT, HEALTH AND SAFETY
CONCEPT / STANDARD	PHS.1.	PHYSICAL AND MOTOR DEVELOPMENT
PERFORMANCE	PHS.1.1.	Gross Motor Development: The child moves with balance, control
OBJECTIVE / PROFICIENCY LEVEL	rn3.1.1.	and coordination.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children are in constant motion. This movement develops young children's large muscles as they run, jump, and play in both structured and unstructured settings. Children increase their ability to control their bodies and learn that regular physical activity can enhance their overall physical, social and mental health.
GRADE LEVEL EXPECTATION	PHS.1.1.c.	Moves with coordination.
		Beginning the Year p. 57 Focus Question 5 Day 1 Choice Time
GRADE LEVEL EXPECTATION	PHS.1.1.d.	Demonstrates spatial awareness in physical activity.
		Beginning the Year p. 23 Focus Question 1 Day 4 Mighty Minutes
		p. 35 Focus Question 3 Outdoor Experiences
		p. 57 Focus Question 5 Day 1 Choice Time
		p. 58 Focus Question 5 Day 2 Large Group
		p. 60 Focus Question 5 Day 3 Large Group p. 79 Ministudy Outdoor Experiences
		p. 83 Ministudy Outdoor Experiences p. 83 Ministudy Day 2 Mighty Minutes
CONCEPT / STANDARD	PHS.1.	PHYSICAL AND MOTOR DEVELOPMENT
CONCEPT / STANDARD PERFORMANCE	PHS.1. PHS.1.2.	PHYSICAL AND MOTOR DEVELOPMENT Fine Motor Development: The child uses fingers, hands and wrists
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE		Fine Motor Development: The child uses fingers, hands and wrists to manipulate tools and materials. Developing fine motor skills is an important foundation for other
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Fine Motor Development: The child uses fingers, hands and wrists to manipulate tools and materials. Developing fine motor skills is an important foundation for other developmental areas such as cognitive development, artistic
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE		Fine Motor Development: The child uses fingers, hands and wrists to manipulate tools and materials. Developing fine motor skills is an important foundation for other developmental areas such as cognitive development, artistic expression, daily living skills and handwriting. Children begin to demonstrate an increased amount of strength, dexterity, and
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE		Fine Motor Development: The child uses fingers, hands and wrists to manipulate tools and materials. Developing fine motor skills is an important foundation for other developmental areas such as cognitive development, artistic expression, daily living skills and handwriting. Children begin to demonstrate an increased amount of strength, dexterity, and stamina to perform fine motor tasks using a variety of manipulatives
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE		Fine Motor Development: The child uses fingers, hands and wrists to manipulate tools and materials. Developing fine motor skills is an important foundation for other developmental areas such as cognitive development, artistic expression, daily living skills and handwriting. Children begin to demonstrate an increased amount of strength, dexterity, and stamina to perform fine motor tasks using a variety of manipulatives and tools. When children are engaged in appropriate activities and
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE		Fine Motor Development: The child uses fingers, hands and wrists to manipulate tools and materials. Developing fine motor skills is an important foundation for other developmental areas such as cognitive development, artistic expression, daily living skills and handwriting. Children begin to demonstrate an increased amount of strength, dexterity, and stamina to perform fine motor tasks using a variety of manipulatives
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE		Fine Motor Development: The child uses fingers, hands and wrists to manipulate tools and materials. Developing fine motor skills is an important foundation for other developmental areas such as cognitive development, artistic expression, daily living skills and handwriting. Children begin to demonstrate an increased amount of strength, dexterity, and stamina to perform fine motor tasks using a variety of manipulatives and tools. When children are engaged in appropriate activities and experiences, they develop the ability to gain fine motor control, which leads to independence.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION	PHS.1.2.	Fine Motor Development: The child uses fingers, hands and wrists to manipulate tools and materials. Developing fine motor skills is an important foundation for other developmental areas such as cognitive development, artistic expression, daily living skills and handwriting. Children begin to demonstrate an increased amount of strength, dexterity, and stamina to perform fine motor tasks using a variety of manipulatives and tools. When children are engaged in appropriate activities and experiences, they develop the ability to gain fine motor control,
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION	PHS.1.2.	Fine Motor Development: The child uses fingers, hands and wrists to manipulate tools and materials. Developing fine motor skills is an important foundation for other developmental areas such as cognitive development, artistic expression, daily living skills and handwriting. Children begin to demonstrate an increased amount of strength, dexterity, and stamina to perform fine motor tasks using a variety of manipulatives and tools. When children are engaged in appropriate activities and experiences, they develop the ability to gain fine motor control, which leads to independence. Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION	PHS.1.2.	Fine Motor Development: The child uses fingers, hands and wrists to manipulate tools and materials. Developing fine motor skills is an important foundation for other developmental areas such as cognitive development, artistic expression, daily living skills and handwriting. Children begin to demonstrate an increased amount of strength, dexterity, and stamina to perform fine motor tasks using a variety of manipulatives and tools. When children are engaged in appropriate activities and experiences, they develop the ability to gain fine motor control, which leads to independence. Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware). Beginning the Year p. 32 Focus Question 2 Day 3 Choice Time
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION	PHS.1.2.	Fine Motor Development: The child uses fingers, hands and wrists to manipulate tools and materials. Developing fine motor skills is an important foundation for other developmental areas such as cognitive development, artistic expression, daily living skills and handwriting. Children begin to demonstrate an increased amount of strength, dexterity, and stamina to perform fine motor tasks using a variety of manipulatives and tools. When children are engaged in appropriate activities and experiences, they develop the ability to gain fine motor control, which leads to independence. Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware). Beginning the Year p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION	PHS.1.2.	Fine Motor Development: The child uses fingers, hands and wrists to manipulate tools and materials. Developing fine motor skills is an important foundation for other developmental areas such as cognitive development, artistic expression, daily living skills and handwriting. Children begin to demonstrate an increased amount of strength, dexterity, and stamina to perform fine motor tasks using a variety of manipulatives and tools. When children are engaged in appropriate activities and experiences, they develop the ability to gain fine motor control, which leads to independence. Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware). Beginning the Year 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
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION	PHS.1.2.	Fine Motor Development: The child uses fingers, hands and wrists to manipulate tools and materials. Developing fine motor skills is an important foundation for other developmental areas such as cognitive development, artistic expression, daily living skills and handwriting. Children begin to demonstrate an increased amount of strength, dexterity, and stamina to perform fine motor tasks using a variety of manipulatives and tools. When children are engaged in appropriate activities and experiences, they develop the ability to gain fine motor control, which leads to independence. Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware). Beginning the Year p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION	PHS.1.2.	Fine Motor Development: The child uses fingers, hands and wrists to manipulate tools and materials. Developing fine motor skills is an important foundation for other developmental areas such as cognitive development, artistic expression, daily living skills and handwriting. Children begin to demonstrate an increased amount of strength, dexterity, and stamina to perform fine motor tasks using a variety of manipulatives and tools. When children are engaged in appropriate activities and experiences, they develop the ability to gain fine motor control, which leads to independence. Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware). Beginning the Year p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 53 Focus Question 4 Day 3 Small Group p. 79 Ministudy Outdoor Experiences
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION	PHS.1.2.	Fine Motor Development: The child uses fingers, hands and wrists to manipulate tools and materials. Developing fine motor skills is an important foundation for other developmental areas such as cognitive development, artistic expression, daily living skills and handwriting. Children begin to demonstrate an increased amount of strength, dexterity, and stamina to perform fine motor tasks using a variety of manipulatives and tools. When children are engaged in appropriate activities and experiences, they develop the ability to gain fine motor control, which leads to independence. Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware). Beginning the Year p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 53 Focus Question 4 Day 3 Small Group p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION	PHS.1.2.	Fine Motor Development: The child uses fingers, hands and wrists to manipulate tools and materials. Developing fine motor skills is an important foundation for other developmental areas such as cognitive development, artistic expression, daily living skills and handwriting. Children begin to demonstrate an increased amount of strength, dexterity, and stamina to perform fine motor tasks using a variety of manipulatives and tools. When children are engaged in appropriate activities and experiences, they develop the ability to gain fine motor control, which leads to independence. Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware). Beginning the Year p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 53 Focus Question 4 Day 3 Small Group p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes p. 81 Ministudy Day 1 Small Group
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	PHS.1.2.a.	Fine Motor Development: The child uses fingers, hands and wrists to manipulate tools and materials. Developing fine motor skills is an important foundation for other developmental areas such as cognitive development, artistic expression, daily living skills and handwriting. Children begin to demonstrate an increased amount of strength, dexterity, and stamina to perform fine motor tasks using a variety of manipulatives and tools. When children are engaged in appropriate activities and experiences, they develop the ability to gain fine motor control, which leads to independence. Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware). Beginning the Year p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 41 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
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION	PHS.1.2.	Fine Motor Development: The child uses fingers, hands and wrists to manipulate tools and materials. Developing fine motor skills is an important foundation for other developmental areas such as cognitive development, artistic expression, daily living skills and handwriting. Children begin to demonstrate an increased amount of strength, dexterity, and stamina to perform fine motor tasks using a variety of manipulatives and tools. When children are engaged in appropriate activities and experiences, they develop the ability to gain fine motor control, which leads to independence. Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware). Beginning the Year p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 53 Focus Question 4 Day 3 Small Group p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes p. 81 Ministudy Day 1 Small Group
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	PHS.1.2.a.	Fine Motor Development: The child uses fingers, hands and wrists to manipulate tools and materials. Developing fine motor skills is an important foundation for other developmental areas such as cognitive development, artistic expression, daily living skills and handwriting. Children begin to demonstrate an increased amount of strength, dexterity, and stamina to perform fine motor tasks using a variety of manipulatives and tools. When children are engaged in appropriate activities and experiences, they develop the ability to gain fine motor control, which leads to independence. Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware). Beginning the Year p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 53 Focus Question 4 Day 3 Small Group p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group Uses eye-hand coordination to perform simple tasks. Beginning the Year
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	PHS.1.2.a.	Fine Motor Development: The child uses fingers, hands and wrists to manipulate tools and materials. Developing fine motor skills is an important foundation for other developmental areas such as cognitive development, artistic expression, daily living skills and handwriting. Children begin to demonstrate an increased amount of strength, dexterity, and stamina to perform fine motor tasks using a variety of manipulatives and tools. When children are engaged in appropriate activities and experiences, they develop the ability to gain fine motor control, which leads to independence. Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware). Beginning the Year p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 3 Day 1 Large Group p. 36 Focus Question 3 Day 3 Mighty Minutes p. 53 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 Uses eye-hand coordination to perform simple tasks.

		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
GRADE LEVEL EXPECTATION	PHS.1.2.c.	Manipulates smaller objects, tools and instruments that require wrist and squeezing motions.
		Beginning the Year 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
GRADE LEVEL EXPECTATION	PHS.1.2.d.	Uses fine motor skills in daily living.
		Beginning the Year 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
CONCEPT / STANDARD	PHS.2.	HEALTH
PERFORMANCE	PHS.2.1.	Personal Health and Hygiene Practices: Child demonstrates
OBJECTIVE / PROFICIENCY		knowledge of personal health practices, routines and understands
LEVEL		the functions of body parts.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children begin at a young age to learn living skills that will assist them in making appropriate healthy choices. They learn that proper nutrition, exercise and rest are necessary for a healthy body.
GRADE LEVEL EXPECTATION	PHS.2.1.b1.	Demonstrates healthy practices: Nutrition
EXPECTATION		Beginning the Year
		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
GRADE LEVEL EXPECTATION	PHS.2.1.c.	Awareness of the functions of body parts.
		Beginning the Year
		p. 24 Focus Question 1 Day 5 Choice Time
CONCEPT / STANDARD	PHS.3.	SAFETY
PERFORMANCE	PHS.3.1.	Safety and Injury Prevention: Child demonstrates knowledge of
OBJECTIVE / PROFICIENCY LEVEL		personal safety practices and routines.
OBJECTIVE / GRADE		Children demonstrate awareness and understanding of personal and
LEVEL EXPECTATION		environmental safety rules and how to keep themselves safe. These
		principles should be relevant to Arizona and to the community/region in which the child lives.
GRADE LEVEL EXPECTATION	PHS.3.1.c.	Enforces personal boundaries (safety, self-advocacy and boundary awareness).
		Beginning the Year
		p. 23 Focus Question 1 Day 4 Mighty Minutes
		p. 35 Focus Question 3 Outdoor Experiences
		p. 57 Focus Question 5 Day 1 Choice Time
		p. 58 Focus Question 5 Day 2 Large Group
		p. 60 Focus Question 5 Day 3 Large Group p. 79 Ministudy Outdoor Experiences
	11	p. 10

		p. 83 Ministudy Day 2 Mighty Minutes
STRAND	AZ.EC.FA.	FINE ARTS
CONCEPT / STANDARD	FA.1.	VISUAL ARTS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	FA.1.1.	Creates and Understands Visual Arts: The child uses a wide variety of materials, media, tools, techniques and processes to explore, create and understand art.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children communicate ideas, experiences and feelings by leaving their mark with crayons, markers, paints, modeling and construction of masterpieces. Children discover that they and others are artists. Children begin to develop vocabulary to share their opinions about artistic creations and experiences. They reflect upon and describe the characteristics and qualities of their work and the work of others.
GRADE LEVEL EXPECTATION	FA.1.1.a.	Uses a variety of materials/media, tools and techniques to create original works of art (e.g., paper, rocks, sand, clay; tools such as cotton swabs, small/large brushes, drinking straws, and techniques such as drawing, painting, sculpting). Beginning the Year 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 3 Large-Group Roundup p. 20 Focus Question 1 Day 3 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. 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 Choice Time p. 25 Focus Question 1 Day 5 Large-Group Roundup p. 27 Focus Question 1 Day 5 Large-Group p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Large-Group Roundup p. 53 Focus Question 2 Day 2 Choice Time p. 45 Focus Question 4 Day 23 Large-Group Roundup p. 53 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 Read-Aloud p. 81 Ministudy Day 1 Small Group p. 85 Ministudy Day 3 Read-Aloud p. 86 Ministudy Day 4 Large Group
GRADE LEVEL EXPECTATION	FA.1.1.b.	p. 87 Ministudy Day 4 Large-Group Roundup Creates art work with details which represent creative and personal choices, ideas, experiences and feelings. Beginning the Year
		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 p. 24 Focus Question 1 Day 5 Choice Time 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
GRADE LEVEL	FA.1.1.c.	Creates art in two and three dimensions.
EXPECTATION		Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 18 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 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 Roundup p. 25 Focus Question 1 Day 5 Large-Group Roundup p. 27 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 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 6 Day 1 Small Group p. 67 Focus Question 6 Day 3 Large-Group Roundup p. 69 Focus Question 6 Day 3 Read-Aloud 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
GRADE LEVEL EXPECTATION	FA.1.1.d.	Seeks an understanding of artwork by self or others by commenting on or questioning the artwork. Beginning the Year 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. 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 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

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		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. 28 Focus Question 2 Day 1 Large Group 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. 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 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 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 Groupp51
		p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 53 Focus Question 4 Day 3 Small Group p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Choice Time p. 58 Focus Question 5 Day 2 Large Group p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 63 Focus Question 5 Day 4 Large-Group Roundup p. 63 Focus Question 5 Day 4 Small Group
		p. 65 Focus Question 6 Outdoor Experiences p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Read-Aloud p. 69 Focus Question 6 Day 2 Small Group p. 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. 75 Focus Question 6 Day 5 Small Group
		p. 81 Ministudy Day 1 Small Group p. 82 Ministudy Day 2 Large Group p. 83 Ministudy Day 2 Small Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Read-Aloud p. 85 Ministudy Day 3 Small Group 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 Small Group p. 89 Ministudy Day 5 Small Group
CONCERT / CTANDARD	E4.0	MUSIC AND CREATIVE MOVEMENT
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	FA.2. FA.2.1.	Creates and Understands Music, Movement and Dance: The child uses a wide variety of instruments, movements, techniques and music to explore and create.
OBJECTIVE / GRADE LEVEL EXPECTATION		Singing, dancing, making music and moving to sounds/rhythms are fundamental musical activities of young children. These activities help young children explore and demonstrate self-expression, creativity, body awareness and nurtures appreciation of the arts. Children begin to develop a vocabulary to share opinions about musical/movement creations and experiences.
GRADE LEVEL EXPECTATION	FA.2.1.b.	Sings and moves to familiar rhymes, songs, and chants. Beginning the Year 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 1 Day 5 Mighty Minutes p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 35 Focus Question 3 Outdoor Experiences p. 36 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 1 Mighty Minutes p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Mighty Minutes p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 4 Large Group p. 42 Focus Question 3 Day 5 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 Day 1 Large Group p. 67 Focus Question 6 Day 1 Large Group p. 68 Focus Question 6 Day 1 Mighty Minutes p. 68 Focus Question 6 Day 2 Large Group p. 69 Focus Question 6 Day 2 Large Group p. 70 Focus Question 6 Day 3 Mighty Minutes p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 4 Large Group p. 72 Focus Question 6 Day 5 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Small 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. 83 Ministudy Day 3 Large Group p. 84 Ministudy Day 3 Large Group
GRADE LEVEL	FA.2.1.c.	p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Large Group p. 88 Ministudy Day 5 Large Group Uses familiar songs, rhymes or chants to create their own
EXPECTATION		musical/movement improvisations. Beginning the Year 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

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		p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 3 Day 1 Large Group p. 35 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 2 Large Group p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Mighty Minutes p. 40 Focus Question 3 Day 2 Mighty Minutes p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 4 Large Group p. 44 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 Outdoor Experiences p. 57 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Read-Aloud p. 60 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 4 Large Group p. 62 Focus Question 5 Day 4 Large Group p. 63 Focus Question 5 Day 4 Read-Aloud p. 66 Focus Question 5 Day 4 Read-Aloud p. 67 Focus Question 6 Day 1 Large Group p. 68 Focus Question 6 Day 1 Large Group p. 69 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 2 Large Group p. 68 Focus Question 6 Day 1 Large Group p. 69 Focus Question 6 Day 2 Mighty Minutes p. 68 Focus Question 6 Day 2 Large Group p. 69 Focus Question 6 Day 2 Large Group p. 69 Focus Question 6 Day 2 Large Group p. 69 Focus Question 6 Day 5 Large Group p. 71 Focus Question 6 Day 5 Large Group p. 72 Focus Question 6 Day 5 Large Group p. 73 Focus Question 6 Day 5 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Large Group p. 76 Focus Question 6 Day 5 Large Group p. 77 Focus Question 6 Day 5 Large Group p. 78 Ministudy Day 3 Large Group p. 88 Ministudy Day 3 Large Group p. 88 Ministudy Day 4 Large Group p. 88 Ministudy Day 5 Large Group
GRADE LEVEL EXPECTATION	FA.2.1.d.	Responds to different types of music, (e.g., rock, classical, jazz, spirituals, reggae, Native American chants, gospel, bluegrass, lullabies, marches and country music). Beginning the Year p. 35 Focus Question 3 Outdoor Experiences
GRADE LEVEL EXPECTATION	FA.2.1.e.	Uses creative movement and dance to interpret the mood of various types of music and stories. Beginning the Year p. 35 Focus Question 3 Outdoor Experiences
CONCEPT / STANDARD	FA.3.	DRAMA
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	FA.3.1.	Creates Dramatic Activities: The child uses the portrayal of events, characters, or stories through acting and using props and language to explore and create.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children use the richness of their daily activities to create pretend play, assuming different roles and characters. These experiences contribute to children's ability to self-regulate, communicate more effectively and engage in cooperative activity with peers while practicing roles of others.

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GRADE LEVEL	FA.3.1.a.	Assumes roles from daily activities using a variety of props.
EXPECTATION		Beginning the Year
		Beginning the Year
		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 Groupp51
		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 Large Group
		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
GRADE LEVEL	FA.3.1.b.	Takes on more than one dramatic play role at a time.
EXPECTATION		
		Beginning the Year
		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
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		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 1 Small Group 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 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
GRADE LEVEL	FA.3.1.c.	Pretends an object exists without using a prop.
EVECTATION		, , , , , , , , , , , , , , , , , , , ,
EXPECTATION		
EXPECTATION		Beginning the Year
EXPECTATION		Beginning the Year p. 16 Focus Question 1 Day 1 Large Group
EXPECTATION		Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Mighty Minutes
EXPECTATION		Beginning the Year 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
EXPECTATION		Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Mighty Minutes
EXPECTATION		Beginning the Year 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
EXPECTATION		Beginning the Year 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
EXPECTATION		Beginning the Year 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
EXPECTATION		Beginning the Year 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
EXPECTATION		Beginning the Year 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
EXPECTATION		Beginning the Year 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
EXPECTATION		Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 2 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
EXPECTATION		Beginning the Year 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
EXPECTATION		Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 2 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
EXPECTATION		Beginning the Year 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
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Buildings Study
State: Arizona Early Learning Standards
Subject: Early Childhood Education
Grade: Ages 3-5

CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL Self-Awareness: The child demonstrates an awareness of his or he self. SE.1.1. Self-Awareness: The child demonstrates an awareness of his or he self. Children develop a sense of personal identity as they begin to recognize the characteristics that make them unique as individuals and to build self-esteem. GRADE LEVEL EXPECTATION SE.1.1.b. Makes personal preferences known to others. Buildings Study D. 15 Exploring the Topic - Day 1 Small Group D. 16 Exploring the Topic - Day 2 Large Group D. 17 Exploring the Topic - Day 2 Large Group D. 18 Exploring the Topic - Day 2 Choice Time D. 18 Exploring the Topic - Day 2 Small Group D. 18 Exploring the Topic - Day 3 Choice Time D. 18 Exploring the Topic - Day 3 Choice Time D. 18 Exploring the Topic - Day 4 Choice Time D. 18 Exploring the Topic - Day 4 Choice Time D. 18 Exploring the Topic - Day 4 Choice Time D. 18 Exploring the Topic - Day 4 Choice Time D. 18 Exploring the Topic - Day 4 Choice Time D. 18 Exploring the Topic - Day 4 Choice Time D. 18 Exploring the Topic - Day 4 Choice Time D. 19 Investigation 1 Day 1 Large Group D. 28 Investigation 1 Day 1 Large Group D. 30 Investigation 1 Day 1 Small Group D. 31 Investigation 1 Day 2 Large Group D. 34 Investigation 2 Day 1 Large Group D. 43 Investigation 2 Day 1 Large Group D. 43 Investigation 2 Day 2 Choice Time D. 43 Investigation 2 Day 3 Choice Time D. 43 Investigation 2 Day 3 Choice Time D. 44 Investigation 2 Day 3 Choice Time D. 45 Investigation 2 Day 1 Choice Time D. 45 Investigation 3 Day 3 Choice Time D. 55 Investigation 3 Day 1 Choice Time D. 56 Investigation 3 Day 1 Large Group D. 56 Investigation 3 Day 1 Large Group D. 56 Investigation 3 Day 3 Large Group D. 56 Investigation 3 Day 4 Choice Time D. 56 Investigation 3 Day 4 Large Group D. 56 Investigation 3 Day 4 Large Group D. 56 Investi	OTD AND	47.50.05	Grade: Ages 3-5
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DBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION SE.1.1.b. Children develop a sense of personal identity as they begin to recognize the characteristics that make them unique as individuals and to build self-esteem. Makes personal preferences known to others. Buildings Study 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 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Mighty Minutes p. 18 Exploring the Topic - Day 3 Mighty Minutes p. 20 Exploring the Topic - Day 4 Small Group p. 21 Exploring the Topic - Day 4 Small Group p. 22 Exploring the Topic - Day 4 Choice Time p. 23 Investigation 1 Day 1 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 32 Investigation 1 Day 2 Choice Time p. 34 Investigation 1 Day 3 Large Group p. 44 Investigation 1 Day 3 Large Group p. 44 Investigation 2 Day 4 Large Group p. 45 Investigation 2 Day 2 Choice Time p. 46 Investigation 2 Day 3 Large Group p. 46 Investigation 2 Day 3 Large Group p. 47 Investigation 2 Day 3 Large Group p. 48 Investigation 2 Day 3 Large Group p. 48 Investigation 2 Day 3 Large Group p. 49 Investigation 2 Day 5 Choice Time p. 46 Investigation 2 Day 5 Large Group p. 47 Investigation 2 Day 5 Choice Time p. 48 Investigation 3 Day 1 Large Group p. 51 Investigation 3 Day 1 Large Group p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large Group p. 54 Investigation 3 Day 3 Large Group p. 55 Investigation 3 Day 3 Large Group p. 56 Investigation 3 Day 3 Large Group p. 56 Investigation 3 Day 3 Large Group p. 56 Investigation 3 Day 4 Large Group p. 57 Investigation 3 Day 3 Large Group p. 58 Investigation 3 Day 4 Large Group p. 58 Investigation 3 Day 4 Large Group p. 58 Investigation 3 Day 4 Large Group p. 58	CONCEPT / STANDARD	SE.1.	SELF
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GRADE LEVEL EXPECTATION SE.1.1.b. Makes personal preferences known to others. Buildings Study 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 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 3 Read-Aloud p. 18 Exploring the Topic - Day 3 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 p. 19 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Small Group p. 22 Investigation 1 Day 1 Large Group p. 23 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 3 Large Group p. 31 Investigation 1 Day 3 Large Group p. 41 Investigation 1 Day 3 Large Group p. 41 Investigation 2 Day 1 Large Group p. 43 Investigation 2 Day 1 Large Group p. 44 Investigation 2 Day 2 Small Group p. 45 Investigation 2 Day 3 Choice Time p. 46 Investigation 2 Day 3 Choice Time p. 46 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 5 Large Group p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large Group p. 54 Investigation 3 Day 1 Large Group p. 55 Investigation 3 Day 1 Large Group p. 55 Investigation 3 Day 2 Large Group p. 56 Investigation 3 Day 2 Large Group p. 57 Investigation 3 Day 2 Large Group p. 56 Investigation 3 Day 2 Large Group p. 57 Investigation 3 Day 2 Large Group p. 57 Investigation 3 Day 4 Large Group p. 58 Investigation 3 Day 4 Large Group p. 57 Investigation 3 Day 4 Large Group p. 58 Investigation 3 Day 4 Large Group p. 58 Investigation 3 Day 4 Large Group p. 57 Investigation 3 Day 4 Large Group p. 58 Investigation 3 Day 4 Large Group p. 59 Investigation 3 Day 4 Large Group p. 61 Investigation 3 Day 4 Large Group p. 61 Investigation 3 Day 4 Large Group p	OBJECTIVE / GRADE		Children develop a sense of personal identity as they begin to
EXPECTATION Buildings Study 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 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 p. 19 Exploring the Topic - Day 4 Large Group p. 21 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 Small Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 3 Large Group p. 44 Investigation 1 Day 3 Large Group p. 44 Investigation 1 Day 3 Large Group p. 43 Investigation 1 Day 2 Choice Time p. 43 Investigation 2 Day 1 Small Group p. 44 Investigation 2 Day 2 Choice Time p. 45 Investigation 2 Day 2 Choice Time p. 46 Investigation 2 Day 3 Choice Time p. 46 Investigation 2 Day 3 Choice Time p. 46 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 5 Choice Time p. 52 Investigation 3 Day 1 Choice Time p. 52 Investigation 3 Day 1 Choice Time p. 53 Investigation 3 Day 1 Choice Time p. 54 Investigation 3 Day 1 Choice Time p. 55 Investigation 3 Day 2 Small Group p. 56 Investigation 3 Day 2 Small Group p. 57 Investigation 3 Day 2 Small Group p. 58 Investigation 3 Day 2 Small Group p. 57 Investigation 3 Day 4 Choice Time p. 58 Investigation 3 Day 4 Choice Time p. 58 Investigation 3 Day 4 Choice Time p. 58 Investigation 3 Day 4 Choice Time p. 59 Investigation 3	LEVEL EXPECTATION		recognize the characteristics that make them unique as individuals and to build self-esteem.
p. 66 Investigation 4 Day 2 Choice Time p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Small Group	GRADE LEVEL	SE.1.1.b.	Makes personal preferences known to others. Buildings Study 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 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 Large Group 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. 29 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 30 Investigation 1 Day 3 Large Group p. 31 Investigation 1 Day 3 Large Group p. 32 Investigation 1 Day 3 Large Group p. 34 Investigation 2 Day 1 Large Group p. 43 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Large Group p. 46 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 5 Large Group p. 48 Investigation 2 Day 5 Large Group p. 52 Investigation 3 Day 1 Large Group p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large-Group p. 54 Investigation 3 Day 1 Large-Group p. 55 Investigation 3 Day 1 Large-Group p. 56 Investigation 3 Day 2 Small Group p. 57 Investigation 3 Day 3 Large-Group p. 58 Investigation 3 Day 3 Large-Group p. 59 Investigation 3 Day 3 Large-Group p. 56 Investigation 3 Day 3 Large-Group p. 57 Investigation 3 Day 3 Large-Group p. 58 Investigation 3 Day 4 Small Group p. 59 Investigation 3 Day 4 Small Group p. 56 Investigation 3 Day 4 Small Group p. 57 Investigation 3 Day 4 Small Group p. 58 Investigation 3 Day 4 Small Group p. 59 Investigation 3 Day 4 Small Group p. 59 Investigation 4 Day 2 Large Group p. 66 Investigation 4 Day 1 Lar
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. 72 Investigation 5 Day 1 Large Group

CONCEPT / STANDARD	SE.1.	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
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SE.1.2.	Recognizes and Expresses Feelings: The child recognizes and expresses feelings of self and others.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children develop an awareness of the feelings of self and others through daily interactions with peers and adults. Children develop the ability to effectively and appropriately express themselves and learn that their feelings and feelings of others are important.
GRADE LEVEL EXPECTATION	SE.1.2.b.	Identifies, describes and expresses their own feelings. Buildings Study 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 Small Group p. 18 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 Large Group 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 3 Large Group p. 40 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 1 Large Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Small Group p. 44 Investigation 2 Day 3 Choice Time p. 45 Investigation 2 Day 3 Choice Time p. 46 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 4 Large Group p. 48 Investigation 2 Day 4 Large Group p. 51 Investigation 2 Day 5 Large Group p. 52 Investigation 3 Day 1 Choice Time p. 53 Investigation 3 Day 1 Large Group p. 54 Investigation 3 Day 1 Large Group p. 55 Investigation 3 Day 1 Large Group p. 56 Investigation 3 Day 2 Small Group p. 57 Investigation 3 Day 2 Small Group p. 58 Investigation 3 Day 2 Small Group p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Large Group p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Large Group p. 58 Investigation 3 Day 4 Large Group p. 59 Investigation 3 Day 4 Small Group p. 59 Investigation 3 Da

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CONCEPT / STANDARD	SE.1.	SELF
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SE.1.3.	Self-Regulation: The child manages the expression of feelings, thoughts, impulses and behaviors.
OBJECTIVE / GRADE LEVEL EXPECTATION		Young children develop self-control as they acquire the ability to regulate their impulses with minimal support from adults. This enables children to function successfully and independently in both personal and social contexts.
GRADE LEVEL EXPECTATION	SE.1.3.a.	Understands and follows expectations in the learning environment. Buildings Study 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
GRADE LEVEL EXPECTATION	SE.1.3.b.	Manages transitions, daily routines and unexpected events. Buildings Study p. 14 Exploring the Topic - Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 5 Large Group
STRAND	AZ.EC.AL.	APPROACHES TO LEARNING
CONCEPT / STANDARD	AL.1.	INITIATIVE AND CURIOSITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	AL.1.1.	Initiative: The child demonstrates self-direction while participating in a range of activities and routines.
OBJECTIVE / GRADE LEVEL EXPECTATION		Initiative refers to a child's ability to exhibit a spirit of independence and sense of control over their choices. It also reflects the child's willingness to pursue social relationships and to demonstrate a growing sense of self-sufficiency and confidence while interacting with others.
GRADE LEVEL EXPECTATION	AL.1.1.b.	Develops independence during activities, routines and play. Buildings Study 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

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CONCEPT / STANDARD	AL.1.	INITIATIVE AND CURIOSITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	AL.1.2.	Curiosity: The child demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.
OBJECTIVE / GRADE LEVEL EXPECTATION		Curiosity relates to children's natural tendencies as active learners to explore all aspects of the environment, from objects and people, to ideas and customs. It is through discovering the answers to their own questions that children construct knowledge.
GRADE LEVEL EXPECTATION	AL.1.2.c.	Asks questions to get information. Buildings Study 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. 94 Celebrating Learning Day 1 Large Group p. 97 Celebrating Learning Day 2 Large Group
CONCEPT / STANDARD	AL.3.	CONFIDENCE
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	AL.3.1.	Confidence: The child demonstrates self-assurance in a variety of circumstances.
OBJECTIVE / GRADE LEVEL EXPECTATION		Confident children feel positive about themselves and their ability to do things or to adapt to changing situations. A confident child is willing to take a reasonable risk, to express or defend ideas, to try new experiences, or to engage in challenging tasks.
GRADE LEVEL EXPECTATION	AL.3.1.a.	Expresses opinions or ideas. Buildings Study 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 2 Day 1 Large Group p. 40 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 3 Large Group p. 44 Investigation 2 Day 3 Large Group p. 44 Investigation 2 Day 3 Choice Time p. 45 Investigation 2 Day 3 Choice Time p. 46 Investigation 2 Day 5 Choice Time p. 48 Investigation 2 Day 5 Choice Time p. 48 Investigation 2 Day 5 Choice Time p. 48 Investigation 3 Day 1 Choice Time p. 52 Investigation 3 Day 1 Choice Time p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large Group p. 54 Investigation 3 Day 2 Small 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 p. 57 Investigation 3 Day 3 Large Group p. 58 Investigation 3 Day 3 Large Group p. 59 Investigation 3 Day 3 Choice Time p. 58 Investigation 3 Day 4 Choice Time p. 58 Investigation 3 Day 4 Choice Time p. 59 Investigation 3 Day 4 Choice Time p. 66 Investigation 3 Day 4 Large Group p. 67 Investigation 4 Day 1 Large Group p. 66 Investigation 4 Day 1 Large Group p. 67 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Large Group p. 67 Investigation 5 Day 1 Large Group p. 71 Investigation 5 Day 2 Large Group p. 72 Investigation 5 Day 2 Large Group p. 75 Investigation 5 Day 2 Large Group p. 76 Investigation 5 Day 2 Large Group p. 77 Investigation 5 Day 2 Large Group p. 78 Investigation 5 Day 2 Large Group p. 79 Investigation 5 Day 4 Small Group p. 79 Investigation 5 Day 4 Choice Time p. 79 Investigation 5 Day 4 Choice Time p. 79 Investigation 5 Day 4 Small Group p. 79 Investigation 5 Day 5 Small Group p. 79
CONCEPT / STANDARD	AL.4.	CREATIVITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	AL.4.1.	Creativity: The child demonstrates the ability to express their own unique way of seeing the world.
OBJECTIVE / GRADE LEVEL EXPECTATION		Creativity can be expressed in many ways. We commonly think of this word in association with the expressive arts. However, creativity involves being able to cope with new situations and problems as well as to see things from a different perspective. A creative child extends and elaborates on ideas and appreciates humor.
GRADE LEVEL EXPECTATION	AL.4.1.a.	Uses imagination to generate new ideas. Buildings Study 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
CONCEPT / STANDARD	AL.5.	p. 74 investigation 5 Day 2 Choice Time REASONING AND PROBLEM-SOLVING

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	AL.5.1.	Reasoning: The child demonstrates the ability to analyze information and situations in order to form judgments.
OBJECTIVE / GRADE LEVEL EXPECTATION		Reasoning involves the child's ability to use prior knowledge and information to generate an appropriate decision. Logic and reasoning skills are key components of child development and early learning. These skills are essential for competence and success in school and other settings.
GRADE LEVEL EXPECTATION	AL.5.1.a.	Gathers information and reaches a conclusion. Buildings Study 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. 19 Exploring the Topic - Day 3 Read-Aloud p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 4 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 47 Investigation 2 Day 3 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 1 Read-Aloud p. 57 Investigation 3 Day 2 Read-Aloud p. 59 Investigation 3 Day 3 Read-Aloud p. 59 Investigation 4 Day 1 Read-Aloud p. 66 Investigation 4 Day 1 Read-Aloud p. 67 Investigation 4 Day 1 Read-Aloud p. 67 Investigation 5 Day 3 Read-Aloud p. 69 Investigation 5 Day 1 Read-Aloud p. 71 Investigation 5 Day 2 Read-Aloud p. 72 Investigation 5 Day 2 Read-Aloud p. 73 Investigation 5 Day 2 Read-Aloud p. 74 Investigation 5 Day 2 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 76 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 4 Read-Aloud p. 78 Investigation 5 Day 4 Read-Aloud p. 79 Investigation 5 Day 4 Read-Aloud p. 79 Investigation 5 Day 4 Read-Aloud p. 79 Investigation 5 Day 5 Read-Aloud p. 79 Investigation 5 Day 6 Read-Aloud p. 79 Investigation 5 Day 7 Read-Aloud p. 79 Investigation 5 Day 7 Read-Aloud p. 79 Investigation 5 Day 8 Read-Aloud p. 79 Investigation 5 Day 7 Read-Aloud p. 79 Investigation 5 Day 8 Read-Aloud p. 79 Investigation 5 Day 7 Read-A
GRADE LEVEL EXPECTATION	AL.5.1.b.	p. 97 Celebrating Learning Day 2 Read-Aloud Recognizes relationships between cause and effect. Buildings Study p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 19 Exploring the Topic - Day 3 Read-Aloud p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 35 Investigation 1 Day 4 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 47 Investigation 2 Day 1 Read-Aloud p. 45 Investigation 2 Day 4 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. 53 Investigation 3 Day 1 Read-Aloud

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		p. 81 Investigation 5 Day 5 Read-Aloud p. 95 Celebrating Learning Day 1 Read-Aloud p. 97 Celebrating Learning Day 2 Read-Aloud
CONCEPT / STANDARD	AL.5.	REASONING AND PROBLEM-SOLVING
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	AL.5.2.	Problem-solving: The child demonstrates the ability to seek solutions to problems.
OBJECTIVE / GRADE LEVEL EXPECTATION		Problem solving involves the child's ability to look for or find multiple solutions to a question, task or problem. This ability is crucial for constructing knowledge as the child builds on prior experiences and integrates new information.
GRADE LEVEL EXPECTATION	AL.5.2.a.	Recognizes problems. Buildings Study 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
GRADE LEVEL EXPECTATION	AL.5.2.c.	Tries to solve problems. Buildings Study 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
GRADE LEVEL EXPECTATION	AL.5.2.d.	Works to solve a problem independently. Buildings Study 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
STRAND	AZ.EC.LL.	LANGUAGE AND LITERACY
CONCEPT / STANDARD	LL.1.	LANGUAGE
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.1.1.	Receptive Language Understanding: The child demonstrates understanding of directions, stories, and conversations.
OBJECTIVE / GRADE LEVEL EXPECTATION		During the preschool years, children learn language more quickly than at any other time in their lives. Associating language with pleasant and stimulating experiences nurtures this development. Young children's sense of words and sentences, sensitivity to tone, and understanding of ideas communicated, influences their abilities to listen and to comprehend. Listening involves active engagement with adults and peers as they share their ideas, feelings, and needs. Language is learned through engaging, interactive conversations and related literacy activities such as oral storytelling and interactive reading of books.
GRADE LEVEL EXPECTATION	LL.1.1.a.	Demonstrates understanding of a variety of finger-plays, rhymes, chants, poems, conversations, and stories.

		Buildings Study
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		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. 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
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		p. 32 Investigation 1 Day 2 Small Group
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		p. 33 Investigation 1 Day 3 Small Group
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		p. 39 Investigation 2 Outdoor Experiences
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		p. 42 Investigation 2 Day 2 Large Group
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		p. 64 Investigation 4 Day 1 Large Group
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		p. 69 Investigation 4 Day 3 Small Group
		p. 72 Investigation 5 Day 1 Large Group
		p. 74 Investigation 5 Day 1 Large Group
		p. 76 Investigation 5 Day 2 Large Group
		p. 78 Investigation 5 Day 4 Large Group
		p. 80 Investigation 5 Day 4 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. 95 Celebrating Learning Day 1 Small Group
		p. 96 Celebrating Learning Day 2 Large Group
GRADE LEVEL	LL.1.1.b.	Actively engages in finger-plays, rhymes, chants, poems,
EXPECTATION		conversations, and stories.
		Buildings Study
		p. 14 Exploring the Topic - Day 1 Large Group
		p. 16 Exploring the Topic - Day 2 Large Group
		p. 17 Exploring the Topic - Day 2 Small Group
		p. 18 Exploring the Topic - Day 3 Large Group
		p. 19 Exploring the Topic - Day 3 Mighty Minutes
		p. 20 Exploring the Topic - Day 4 Large Group
		p. 21 Exploring the Topic - Day 4 Earge 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 Small Group
		p. 28 Investigation 1 Day 1 Large Group
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GRADE LEVEL EXPECTATION	LL.1.1.c.	Demonstrates understanding and follows directions that involve: one step, two steps, and a series of unrelated sequences of action. Buildings Study 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
CONCEPT / STANDARD	LL.1.	LANGUAGE
PERFORMANCE	LL.1.2.	Expressive Language and Communication Skills: The child uses
OBJECTIVE / PROFICIENCY LEVEL		verbal and nonverbal communication for a variety of purposes to share observations, ideas, and experiences, problem-solve, reason, predict and seek new information.

OBJECTIVE / GRADE LEVEL EXPECTATION		Children develop language by engaging in conversations with others and listening and responding to rhymes, chants, songs, stories, and poems. Children who are encouraged to share their personal experiences, ideas, feelings, and opinions use increasingly complex language.
GRADE LEVEL EXPECTATION	LL.1.2.a.	Communicates needs, wants, ideas, and feelings through three to five word sentences. Buildings Study 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. 65 Investigation 4 Day 3 Read-Aloud p. 69 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Large Group Roundup
GRADE LEVEL EXPECTATION	LL.1.2.b.	Speaks clearly and understandably to express ideas, feelings and needs. Buildings Study p. 14 Exploring the Topic - Day 1 Large Group p. 35 Investigation 1 Day 4 Small Group p. 61 Investigation 3 Day 5 Small Group p. 67 Investigation 4 Day 2 Small Group
GRADE LEVEL EXPECTATION	LL.1.2.c.	Buildings Study 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 Large Group p. 19 Exploring the Topic - Day 3 Large 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 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 3 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 1 Day 3 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 3 Choice Time p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Choice Time p. 46 Investigation 2 Day 3 Choice Time p. 48 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 Large Group p. 53 Investigation 3 Day 1 Large-Group p. 53 Investigation 3 Day 1 Large-Group p. 53 Investigation 3 Day 1 Small Group

p. 5.6 Investigation 3 Day 2 Large Group p. 5.6 Investigation 3 Day 3 Choice Time p. 5.6 Investigation 3 Day 3 Choice Time p. 5.6 Investigation 3 Day 3 Choice Time p. 5.7 Investigation 3 Day 3 Large Group p. 5.7 Investigation 3 Day 3 Small Group p. 5.8 Investigation 3 Day 4 Small Group p. 5.8 Investigation 3 Day 4 Small Group p. 5.8 Investigation 3 Day 4 Small Group p. 5.9 Investigation 3 Day 4 Small Group p. 6.0 Investigation 4 Day 1 Large Group p. 6.1 Investigation 4 Day 1 Large Group p. 6.1 Investigation 4 Day 1 Large Group p. 6.2 Investigation 4 Day 1 Large Group p. 6.3 Investigation 4 Day 1 Large Group p. 6.4 Investigation 4 Day 1 Large Group p. 6.6 Investigation 4 Day 2 Large Group p. 6.7 Investigation 4 Day 2 Large Group p. 7.7 Investigation 4 Day 2 Large Group p. 7.8 Investigation 4 Day 2 Choice Time p. 7.9 Investigation 5 Day 1 Choice Time p. 7.1 Investigation 5 Day 2 Choice Time p. 7.2 Investigation 5 Day 2 Choice Time p. 7.3 Investigation 5 Day 2 Choice Time p. 7.4 Investigation 5 Day 3 Large Group p. 7.5 Investigation 5 Day 3 Large Group p. 7.6 Investigation 5 Day 4 Choice Time p. 7.8 Investigation 5 Day 4 Choice Time p. 7.9 Investigation 5 Day 4 Choice Time p. 7.9 Investigation 5 Day 4 Small Group p. 8.1 Investigation 5 Day 4 Small Group p. 8.2 Gelebrating Learning Day 1 Choice Time p. 9.4 Celebrating Learning Day 1 Choice Time p. 9.4 Celebrating Learning Day 1 Choice Time p. 9.5 Celebrating Learning Day 1 Small Group p. 9.5 Celebrating Learning Day 1 Small Group p. 9.5 Celebrating Learning Day 1 Small Group p. 9.5 Celebrating Learning Day 1 Large Group Roundup p. 1.6 Exploring the Topic Day 1 Small Group p. 1.6 Exploring the Topic Day 2 Large Group Roundup p. 1.7 Exploring the Topic Day 2 Large Group Roundup p. 1.7 Exploring the Topic Day 2 Large Group Roundup p. 1.8 Exploring the Topic Day 2 Large Group Roundup p. 1.9 Exploring the Topic Day 2 Large Group p. 1.9 Exploring the Topic Day 3 Large Group p. 2.1 Exploring the Topic Day 3 Large Group p. 2.2 Exploring the Topic Day 3 Large Group p. 2.2 E		
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adults. Buildings Study 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 Large-Group Roundup 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 Large-Group Roundup p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Small Group p. 19 Exploring the Topic - Day 4 Large-Group Roundup p. 20 Exploring the Topic - Day 4 Large-Group p. 21 Exploring the Topic - Day 4 Large-Group p. 22 Exploring the Topic - Day 4 Large-Group p. 23 Exploring the Topic - Day 5 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Small Group p. 23 Exploring the Topic - Day 5 Large-Group Roundup p. 23 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Large-Group Roundup p. 33 Investigation 1 Day 3 Read-Aloud		p. 97 Celebrating Learning Day 2 Large Group Roundup
p. 33 Investigation 1 Day 3 Small Group	EXPECTATION	adults. Buildings Study 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. 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 Read-Aloud p. 29 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 3 Large-Group Roundup 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

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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
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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
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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
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		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 Large-Group Roundup
		p. 75 Investigation 5 Day 2 Read-Aloud p. 75 Investigation 5 Day 2 Small Group
		p. 76 Investigation 5 Day 2 Small Group
		p. 76 Investigation 5 Day 3 Choice Time
		p. 77 Investigation 5 Day 3 Large Group p. 77 Investigation 5 Day 3 Large-Group Roundup
		p. 77 Investigation 5 Day 3 Earge-Group Roundup
		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
GRADE LEVEL	LL.1.2.e.	With modeling and support, uses acceptable language and social
EXPECTATION		rules including appropriate tone, volume and inflection to express
		ideas, feelings, and needs.
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		Buildings Study
		Buildings Study p. 14 Exploring the Topic - Day 1 Large Group p. 29 Investigation 1 Day 1 Read-Aloud
		p. 14 Exploring the Topic - Day 1 Large Group
		p. 14 Exploring the Topic - Day 1 Large Group p. 29 Investigation 1 Day 1 Read-Aloud
		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. 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. 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. 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. 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. 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. 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. 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. 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. 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
GRADE LEVEL	LL.1.2.f.	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
GRADE LEVEL EXPECTATION	LL.1.2.f.	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
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_	LL.1.2.f.	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 Uses appropriate eye contact, turn taking, and intonation while having conversations with adults and peers. Buildings Study p. 23 Exploring the Topic - Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group
_	LL.1.2.f.	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 Uses appropriate eye contact, turn taking, and intonation while having conversations with adults and peers. Buildings Study p. 23 Exploring the Topic - Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 3 Small Group
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_	LL.1.2.f.	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 Uses appropriate eye contact, turn taking, and intonation while having conversations with adults and peers. Buildings Study p. 23 Exploring the Topic - Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 3 Small Group p. 45 Investigation 2 Day 3 Choice Time p. 55 Investigation 3 Day 2 Small Group
	LL.1.2.f.	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 Uses appropriate eye contact, turn taking, and intonation while having conversations with adults and peers. Buildings Study p. 23 Exploring the Topic - Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 3 Small Group p. 45 Investigation 2 Day 3 Choice Time
EXPECTATION		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 Uses appropriate eye contact, turn taking, and intonation while having conversations with adults and peers. Buildings Study p. 23 Exploring the Topic - Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 2 Day 3 Choice Time p. 55 Investigation 3 Day 2 Small Group p. 97 Celebrating Learning Day 2 Large Group Roundup
_	LL.1.2.f.	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 Uses appropriate eye contact, turn taking, and intonation while having conversations with adults and peers. Buildings Study p. 23 Exploring the Topic - Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 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 Recognizes when the listener does not understand and uses
EXPECTATION GRADE LEVEL		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 Uses appropriate eye contact, turn taking, and intonation while having conversations with adults and peers. Buildings Study p. 23 Exploring the Topic - Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 2 Day 3 Choice Time p. 55 Investigation 3 Day 2 Small Group p. 45 Investigation 3 Day 2 Small Group p. 97 Celebrating Learning Day 2 Large Group Roundup

Buildings Study 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. 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 Read-Aloud p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group
GRADE LEVEL	LL.1.2.h.	
EXPECTATION	LL. 1.Z.П.	With modeling and support, uses increasingly complex phrases and sentences. Buildings Study p. 41 Investigation 2 Day 1 Large-Group Roundup p. 59 Investigation 3 Day 4 Large-Group Roundup
CONCEPT / STANDARD	LL.1.	LANGUAGE
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.1.3.	Vocabulary: The child understands and uses increasingly complex vocabulary.
OBJECTIVE / GRADE LEVEL EXPECTATION		The early childhood years are a period of vocabulary exploration. Research indicates that there is a strong connection between vocabulary development and academic success. Children gain language and vocabulary skills by having multiple and frequent opportunities to listen, talk, read, share ideas, relate experiences, and engage in interesting conversations. They need to play with familiar language and experiment with language in different settings. Rhymes, songs, and read-alouds that use rare words allow children to talk about and develop an understanding of words they would not otherwise hear in everyday conversations.
GRADE LEVEL EXPECTATION	LL.1.3.a.	With modeling and support, uses age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings with each area; e.g., world knowledge, names of body parts, feelings, colors, shapes, jobs, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs. Buildings Study 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 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 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 22 Exploring the Topic - Day 4 Small Group p. 23 Exploring the Topic - Day 4 Small Group p. 24 Exploring the Topic - Day 5 Large Group

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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 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 Large-Group Roundup
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 Choice Time
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 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. 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. 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 Small Group
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		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 Large Group Roundup
		p. 97 Celebrating Learning Day 2 Small Group
	1	
GRADE LEVEL	LL.1.3.b.	With modeling and support, determines the meanings of unknown
EXPECTATION		words and concepts using the context of conversations, pictures
		that accompany text or concrete object.
		Buildings Study
		p. 13 Exploring the Topic - Outdoor Experiences
		p. 15 Exploring the Topic - Day 1 Read-Aloud
		p. 15 Exploring the Topic - Day 1 Small Group
		p. 17 Exploring the Topic - Day 2 Read-Aloud
		p. 18 Exploring the Topic - Day 3 Large Group
		p. 19 Exploring the Topic - Day 3 Small Group
		p. 21 Exploring the Topic - Day 4 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. 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 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. 34 Investigation 1 Day 4 Choice Time
		p. 34 Investigation 1 Day 4 Large Group
		p. 35 Investigation 1 Day 4 Read-Aloud
		p. 36 Investigation 1 Day 5 Choice Time
		p. 36 Investigation 1 Day 5 Large Group
		p. 37 Investigation 1 Day 5 Read-Aloud
		p. 39 Investigation 2 Outdoor Experiences
		p. 41 Investigation 2 Day 1 Read-Aloud
		p. 43 Investigation 2 Day 2 Read-Aloud
		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. 47 Investigation 2 Day 4 Read-Aloud
		p. 47 Investigation 2 Day 4 Read-Aloud p. 47 Investigation 2 Day 4 Small Group
		p. 47 Investigation 2 Day 4 Small Group p. 48 Investigation 2 Day 5 Large Group
		p. 49 Investigation 2 Day 5 Read-Aloud
		p. 51 Investigation 3 Outdoor Experiences
		p. 52 Investigation 3 Day 1 Large Group
		p. 53 Investigation 3 Day 1 Read-Aloud
		p. 53 Investigation 3 Day 1 Small Group
		p. 55 Investigation 3 Day 2 Choice Time
		p. 55 Investigation 3 Day 2 Read-Aloud
		p. 56 Investigation 3 Day 3 Choice Time
		p. 57 Investigation 3 Day 3 Read-Aloud
		p. 57 Investigation 3 Day 3 Small 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. 61 Investigation 3 Day 5 Read-Aloud
		p. 63 Investigation 4 Outdoor Experience
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		p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 71 Investigation 5 Outdoor Experiences p. 73 Investigation 5 Day 1 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 3 Read-Aloud p. 77 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Read-Aloud p. 93 Celebrating Learning Outdoor Experiences p. 95 Celebrating Learning Day 1 Read-Aloud p. 97 Celebrating Learning Day 2 Read-Aloud
GRADE LEVEL EXPECTATION	LL.1.3.c.	With modeling and support, uses category labels and names objects within a category; e.g., fruit, vegetable, animal, transportation, etc. Buildings Study 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. 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. 30 Investigation 1 Day 2 Large Group p. 37 Investigation 1 Day 5 Small Group p. 43 Investigation 2 Day 2 Mighty Minutes p. 45 Investigation 2 Day 3 Choice Time p. 47 Investigation 2 Day 4 Small Group p. 54 Investigation 3 Day 2 Large Group p. 57 Investigation 3 Day 3 Small Group p. 61 Investigation 3 Day 5 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. 71 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Small Group p. 77 Investigation 5 Day 3 Small Group p. 77 Investigation 5 Day 3 Small Group
GRADE LEVEL EXPECTATION	LL.1.3.d.	With modeling and support, demonstrates understanding of and uses words that indicate position and direction; e.g., in, on, out, under, off, beside, behind. Buildings Study p. 17 Exploring the Topic - Day 2 Small Group p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 55 Investigation 3 Day 2 Mighty Minutes p. 81 Investigation 5 Day 5 Large-Group Roundup p. 81 Investigation 5 Day 5 Mighty Minutes
CONCEPT / STANDARD	LL.2.	EMERGENT LITERACY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.2.1.	Concepts of Print: The child knows that print carries messages.
OBJECTIVE / GRADE LEVEL EXPECTATION		Through daily experiences with printed materials, young children delight in beginning to understand the connection between spoken and written words. They begin to learn to follow the print as it is read aloud and start to discover that reading and writing are ways to communicate information and to provide pleasure. Children develop understanding that different forms of print, such as signs, letters, menus, storybooks, and magazines have different functions.
GRADE LEVEL EXPECTATION	LL.2.1.a.	Identifies signs, symbols and labels in the environment. Buildings Study

Buildings Study p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 69 Investigation 5 Day 3 Small Group p. 77 Investigation 5 Day 3 Small Group p. 79 Investigation 5 Day 3 Small Group p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 96 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Explored Group p. 97 Celebrating Learning Day 2 Explored Group p. 97 Celebrating Learning Day 2 Small Group p. 98 Exploring the Topic - Day 1 Mighty Minutes p. 43 Investigation 2 Day 2 Choice Time p. 45 Investigation 2 Day 3 Small Group p. 60 Investigation 3 Day 5 Large Group p. 60 Investigation 3 Day 5 Large Group p. 60 Investigation 3 Day 5 Large Group p. 60 Investigation 2 Day 3 Small Group p. 60 Investigation 2 Day 3 Small Group p. 60 Investigation 2 Day 5 Small Group p. 60 Investigation 2 Day 6 Small Group p. 60 Investigation 2 Day 7 Small Group p. 60 Investigation 2 Day 7 Small Group p. 60 Investigation 2 Day 7 Small Group p. 60 Investigation 2 Day 8 Day 8 Day 8 Day 8 Day			
GRADE LEVEL EXPECTATION LL.2.1.b. Demonstrates and understands that print conveys meaning and that each spoken word can be written and read. Buildings Study D. 19 Exploring the Topic - Day 3 Mighty Minutes D. 41 Investigation 2 Day 1 Small Group D. 43 Investigation 2 Day 1 Small Group D. 43 Investigation 2 Day 2 Small Group D. 77 Investigation 5 Day 4 Small Group D. 78 Investigation 5 Day 4 Small Group D. 78 Investigation 5 Day 4 Small Group D. 79 Investigation 5 Day 5 Small Group D. 70 Investigation 5 Day 5 Small Group D. 70 Investigation 5 Day 5 Small Group D. 71 Investigation 5 Day 5 Small Group D. 71 Investigation 5 Day 5 Small Group D. 72 Investigation 5 Day 5 Small Group D. 73 Investigation 5 Day 5 Small Group D. 74 Investigation 5 Day 5 Small Group D. 75 Investigation 5 Day 5 Small Group D. 75 Investigation 5 Day 5 Small Group D. 76 Investigation 5 Day 5 Small Group D. 76 Investigation 5 Day 5 Small Group D. 77 Investigation 5 Day 5 Small Group D. 78 Investigation 5 Day 5 Small Group D. 78 Investigation 5 Day 5 Small Group D. 79 Day 5 Small Group D. 79 Day 5 Small Group D. 79 Day 5 Small Group D. 70 Day 5 Small Group D. 70 Day 5 Small Group D. 71 Investigation 5 Day 5 Small Group D. 73 Investigation 5 Day 5 Small Group D. 73 Investigation 5 Day 5 Small Group D. 74 Investigation 5 Day 5 Small Group D. 75 Investigation 5 Day 7 Small Group D. 75 Investigation 5 Day 7 Small Group D. 76 Investigation 5 Day 7 Small Group D. 77 Investigation 5 Day 7 Small Group D. 78 Investigation 5 Day 7 Small Group D. 79 Investigation 5 Day 5 Small Gro			
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GRADE LEVEL EXPECTATION LL.2. EMERGENT LITERACY BOSH HANDING AND BUILD. LEVEL SUPECTATION LL.2. EMERGENT LITERACY BOSH HANDING Study p. 23 Exploring the Topic - Day 5 Small Group EMERGENT LITERACY BOSH HANDING Skills: The child demonstrates how to handle books appropriately and with care. LEVEL OBJECTIVE / PROFICIENCY LEVEL BUILD. LEVEL EXPECTATION LL.2. Book Handling Skills: The child demonstrates how to handle books appropriately and with care. LEVEL EXPECTATION LEVEL EXPECTATION LL.2. Building Skills: The child demonstrates how to handle books appropriately and with care. LEVEL EXPECTATION LL.2. Building Skills: The child demonstrates how to handle books appropriately and with care. LEVEL EXPECTATION LL.2. Building Skills: The child demonstrates how to handle books appropriately and with the care. LEVEL EXPECTATION LL.2. Building Skills: The child demonstrates how to handle books appropriately and with the care. Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality. Buildings Study p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Read-Aloud p. 41 Investigation 2 Day 2 Small Group p. 43 Investigation 2 Day 3 Small Group p. 45 Investigation 2 Day 3 Small Group p. 45 Investigation 3 Day 1 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 65 Investigation 4 Day 3 Read-Aloud p. 65 Investigation 5 Day 4 Read-Aloud p. 67 Investigation 5 Day 2 Small Group p. 76 Investigation 5 Day 2 Small Group p. 77 Investigation 5 Day 3 Small Group p. 79 Investigation 5 Day 4 Small Group p. 79 Investigation 5 Day 5 Small Group p. 79 Investigation			
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CONCEPT / STANDARD LL.2. EMERGENT LITERACY PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION LL.2.2. Book Handling Skills: The child demonstrates how to handle books appropriately and with care. LEVEL EXPECTATION Lt is important to provide young children with many opportunities to interact with and care for books in all environments. Young children need to have access to a variety of fiction and nonfiction books throughout the day, including those that reflect diverse cultures. Through these experiences, children learn to hold books right side up and to turn the pages one at a time in order to view the illustrations and to gain a sense of the story or content. EXPECTATION LL.2.2.a. Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality. Buildings Study p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 23 Exploring the Topic - Day 5 Small Group p. 43 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 3 Day 1 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 53 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 3 Read-Aloud p. 65 Investigation 4 Day 3 Read-Aloud p. 69 Investigation 5 Day 3 Small Group p. 75 Investigation 5 Day 2 Sead-Aloud p. 77 Investigation 5 Day 3 Small Group p. 79 Investigation 5 Day 4 Small Group p. 79 Investigation 5 Day 4 Small Group p. 79 Investigation 5 Day 4 Small Group p. 79 Investigation 5 Day 5 Small Group p. 40 Celebrating Learning Day 1 Choice Time	EXPECTATION		·
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EXPECTATION environmental sounds, animal sounds, phonemes). Buildings Study p 97 Celebrating Learning Day 2 Mighty Minutes	GRADE LEVEL	LL.2.3.a.	Differentiates between sounds that are the same and different (e.g.,
Buildings Study p 97 Celebrating Learning Day 2 Mighty Minutes	EXPECTATION		
p 97 Celebrating Learning Day 2 Mighty Minutes			
p 97 Celebrating Learning Day 2 Mighty Minutes			

		p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 29 Investigation 1 Day 1 Mighty Minutes 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. 47 Investigation 2 Day 4 Mighty Minutes p. 49 Investigation 2 Day 5 Mighty Minutes p. 49 Investigation 3 Day 1 Mighty Minutes p. 53 Investigation 3 Day 1 Mighty Minutes 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. 67 Investigation 4 Day 2 Mighty Minutes p. 68 Investigation 4 Day 3 Large Group p. 72 Investigation 5 Day 1 Large Group p. 73 Investigation 5 Day 2 Mighty Minutes p. 75 Investigation 5 Day 2 Mighty Minutes p. 94 Celebrating Learning Day 1 Large Group p. 95 Celebrating Learning Day 1 Mighty Minutes
GRADE LEVEL	LL.2.3.b.	With modeling and support, identifies rhyming words.
EXPECTATION		Buildings Study 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 Small Group 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 1 Small Group p. 95 Celebrating Learning Day 1 Mighty Minutes p. 95 Celebrating Learning Day 1 Small Group
GRADE LEVEL	LL.2.3.c.	With modeling and support, produces rhyming words.
EXPECTATION		Buildings Study 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 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 4 Day 1 Mighty Minutes p. 67 Investigation 4 Day 2 Mighty Minutes p. 68 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
GRADE LEVEL EXPECTATION	LL.2.3.d.	With modeling and support, recognizes spoken words that begin with the same sound. Buildings Study 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 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
GRADE LEVEL EXPECTATION	LL.2.3.e.	Hears and shows awareness of separate words within spoken phrases or sentences. Buildings Study p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 60 Investigation 3 Day 5 Large Group p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group
GRADE LEVEL EXPECTATION	LL.2.3.f.	With modeling and support, identifies and discriminates syllables in words.
		Buildings Study 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
GRADE LEVEL EXPECTATION	LL.2.3.h.	With modeling and support, repeats words and identifies the common final sound.
		Buildings Study 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 1 Day 5 Choice Time p. 52 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
CONCEPT / STANDARD	LL.2.	EMERGENT LITERACY
PERFORMANCE	LL.2.4.	Alphabet Knowledge: The child demonstrates knowledge of the
OBJECTIVE / PROFICIENCY		alphabet.
LEVEL		
OBJECTIVE / GRADE		Young children begin to recognize some printed alphabet letters,
LEVEL EXPECTATION		especially those letters found in their own names. To support young
		learners' knowledge of letters, adults need to provide children with
		easy and repeated meaningful interactions with written letters and
		words within the context of daily experiences. Activities are
		presented in fun and interesting ways that engage children.
GRADE LEVEL	LL.2.4.a.	Discriminates letters from other shapes and symbols.
EXPECTATION		
		Buildings Study
		p 97 Celebrating Learning Day 2 Mighty Minutes
		p. 15 Exploring the Topic - Day 1 Mighty Minutes
		p. 17 Exploring the Topic - Day 2 Mighty Minutes
		p. 21 Exploring the Topic - Day 4 Small Group p. 23 Exploring the Topic - Day 5 Mighty Minutes
		p. 35 Investigation 1 Day 4 Small Group
		p. 37 Investigation 1 Day 5 Mighty Minutes
		p. 41 Investigation 2 Day 1 Small Group
		p. 43 Investigation 2 Day 2 Choice Time
		p. 43 Investigation 2 Day 2 Mighty Minutes
		p. 43 Investigation 2 Day 2 Small Group
		p. 45 Investigation 2 Day 3 Mighty Minutes
		p. 45 Investigation 2 Day 3 Small Group
		p. 57 Investigation 3 Day 3 Read-Aloud
		p. 64 Investigation 4 Day 1 Large Group
		p. 65 Investigation 4 Day 1 Small Group
		p. 69 Investigation 4 Day 3 Mighty Minutes p. 69 Investigation 4 Day 3 Small Group
		p. 77 Investigation 5 Day 3 Mighty Minutes
		p. 77 Investigation 5 Day 3 Small Group
		p. 79 Investigation 5 Day 4 Mighty Minutes
		p. 79 Investigation 5 Day 4 Small Group
		p. 81 Investigation 5 Day 5 Small Group
		p. 94 Celebrating Learning Day 1 Choice Time
		p. 97 Celebrating Learning Day 2 Small Group
GRADE LEVEL	LL.2.4.b.	Matches and recognizes similarities and differences in letters, with
EXPECTATION		modeling and support.
		-
		Buildings Study
		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 4 Small Group p. 37 Investigation 1 Day 5 Mighty Minutes
		p. 41 Investigation 2 Day 1 Small Group
		p. 43 Investigation 2 Day 2 Choice Time
		p. 43 Investigation 2 Day 2 Mighty Minutes
		p. 43 Investigation 2 Day 2 Small Group
		p. 45 Investigation 2 Day 3 Mighty Minutes
		p. 45 Investigation 2 Day 3 Small Group
		p. 57 Investigation 3 Day 3 Read-Aloud
		p. 64 Investigation 4 Day 1 Large Group

		p. 65 Investigation 4 Day 1 Small Group p. 69 Investigation 4 Day 3 Mighty Minutes p. 69 Investigation 4 Day 3 Small Group p. 77 Investigation 5 Day 3 Mighty Minutes p. 77 Investigation 5 Day 3 Small Group p. 79 Investigation 5 Day 4 Mighty Minutes p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 94 Celebrating Learning Day 1 Choice Time p. 97 Celebrating Learning Day 2 Small Group
GRADE LEVEL EXPECTATION	LL.2.4.c.	Recognizes as many as 10 letters, especially those in own name, family and friends. Buildings Study 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 2 Day 3 Read-Aloud p. 64 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Small Group p. 69 Investigation 4 Day 3 Small Group p. 69 Investigation 5 Day 3 Mighty Minutes 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 Mighty Minutes p. 79 Investigation 5 Day 4 Small Group p. 79 Investigation 5 Day 5 Small Group p. 81 Investigation 5 Day 5 Small Group p. 94 Celebrating Learning Day 1 Choice Time
GRADE LEVEL EXPECTATION	LL.2.4.d.	p. 97 Celebrating Learning Day 2 Small Group Uses letter-sound knowledge identifying the sounds of a few letters and producing the correct sounds for as many as 10 letters, with modeling and support. Buildings Study p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 35 Investigation 1 Day 4 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Small Group p. 45 Investigation 2 Day 3 Small Group p. 61 Investigation 3 Day 5 Small Group p. 65 Investigation 4 Day 1 Small Group p. 77 Investigation 5 Day 3 Small Group p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 84 Celebrating Learning Day 1 Choice Time
CONCEPT / STANDARD	LL.2.	EMERGENT LITERACY
OBJECTIVE / PROFICIENCY LEVEL	LL.2.5.	Comprehension: The child shows an interest in books and comprehends books read aloud with increasing text complexity.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children gain understanding about language and reading through their interactions with verbal language, print, and daily routines. In

		addition, children learn about reading concepts by experiencing a learning environment rich in signs, symbols, words, numbers, and art that reflect diverse cultures. When children are read to regularly and encouraged to intentionally interact with printed materials, they develop an interest in books and other printed materials.
GRADE LEVEL	LL.2.5.a.	Takes an active role in reading activities.
GRADE LEVEL EXPECTATION	LL.2.5.a.	

GRADE LEVEL	LL.2.5.b.	With prompting and support, identifies characters and major events
EXPECTATION		in a story.
		Buildings Study
		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 2 Read-Aloud
		p. 81 Investigation 5 Day 5 Read-Aloud
		p. 95 Celebrating Learning Day 1 Small Group
GRADE LEVEL	LL.2.5.c.	With prompting and support, asks and answers a variety of
	LL.Z.J.C.	
EXPECTATION		questions about books or stories told or read aloud.
		Buildings Study
		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. 18 Exploring the Topic - Day 3 Large Group
		p. 19 Exploring the Topic - Day 3 Read-Aloud
		p. 19 Exploring the Topic - Day 3 Read-Aloud p. 21 Exploring the Topic - Day 4 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 Choice Time
		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. 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. 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. 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. 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. 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. 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. 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. 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. 19 Exploring the Topic - Day 3 Read-Aloud p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 34 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Read-Aloud
		p. 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. 19 Exploring the Topic - Day 3 Read-Aloud p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 34 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Read-Aloud
		p. 19 Exploring the Topic - Day 3 Read-Aloud p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 34 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Read-Aloud p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Large Group
		p. 19 Exploring the Topic - Day 3 Read-Aloud p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 34 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Read-Aloud p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Read-Aloud
		p. 19 Exploring the Topic - Day 3 Read-Aloud p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 34 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Read-Aloud p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud
		p. 19 Exploring the Topic - Day 3 Read-Aloud p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 34 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Read-Aloud p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Choice Time p. 37 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud
		p. 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 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. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Large-Group Roundup
		p. 19 Exploring the Topic - Day 3 Read-Aloud p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 34 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Read-Aloud p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 45 Investigation 2 Day 3 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 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 34 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Read-Aloud p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 47 Investigation 2 Day 4 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 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 34 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Read-Aloud p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 45 Investigation 2 Day 3 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 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 34 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Read-Aloud p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 48 Investigation 2 Day 5 Large Group
		p. 19 Exploring the Topic - Day 3 Read-Aloud p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 34 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Read-Aloud p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 46 Investigation 2 Day 3 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 48 Investigation 2 Day 5 Read-Aloud p. 48 Investigation 2 Day 5 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 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 5 Choice Time p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 48 Investigation 2 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Small 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 5 Choice Time p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 46 Investigation 2 Day 3 Read-Aloud p. 47 Investigation 2 Day 3 Read-Aloud p. 48 Investigation 2 Day 5 Read-Aloud 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. 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 5 Choice Time p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 48 Investigation 2 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Small Group

		p. 57 Investigation 3 Day 3 Read-Aloud
		p. 57 Investigation 3 Day 3 Small Group
		p. 59 Investigation 3 Day 4 Read-Aloud
		p. 60 Investigation 3 Day 5 Large Group
		p. 61 Investigation 3 Day 5 Read-Aloud
		p. 65 Investigation 4 Day 1 Read-Aloud
		p. 67 Investigation 4 Day 2 Read-Aloud
		p. 69 Investigation 4 Day 3 Read-Aloud
		p. 73 Investigation 5 Day 1 Read-Aloud
		p. 73 Investigation 5 Day 1 Small Group
		p. 75 Investigation 5 Day 2 Read-Aloud
		p. 77 Investigation 5 Day 3 Read-Aloud
		p. 79 Investigation 5 Day 4 Read-Aloud
		p. 80 Investigation 5 Day 5 Large Group
		p. 81 Investigation 5 Day 5 Read-Aloud
		p. 95 Celebrating Learning Day 1 Read-Aloud
		p. 95 Celebrating Learning Day 1 Small Group
		p. 97 Celebrating Learning Day 2 Read-Aloud
		p. 97 Celebrating Learning Day 2 Small Group
15	_L.2.5.d.	With prompting and support, draws connections between story
EXPECTATION		events and personal experiences.
		Buildings Study
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 37 Investigation 1 Day 5 Read-Aloud
		p. 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
ODADE I EVEL	1.05.	p. 75 Investigation 5 Day 2 Read-Aloud
II III	_L.2.5.e.	With prompting and support, identifies events and details in the
GRADE LEVEL EXPECTATION	_L.2.5.e.	
II III	_L.2.5.e.	With prompting and support, identifies events and details in the story and makes predictions.
T II	L.2.5.e.	With prompting and support, identifies events and details in the story and makes predictions. Buildings Study
T II	L.2.5.e.	With prompting and support, identifies events and details in the story and makes predictions. Buildings Study p. 15 Exploring the Topic - Day 1 Read-Aloud
T II	L.2.5.e.	With prompting and support, identifies events and details in the story and makes predictions. Buildings Study p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud
T II	L.2.5.e.	With prompting and support, identifies events and details in the story and makes predictions. Buildings Study 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
T II	L.2.5.e.	With prompting and support, identifies events and details in the story and makes predictions. Buildings Study 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
T II	L.2.5.e.	With prompting and support, identifies events and details in the story and makes predictions. Buildings Study 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
T II	L.2.5.e.	With prompting and support, identifies events and details in the story and makes predictions. Buildings Study 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
T II		With prompting and support, identifies events and details in the story and makes predictions. Buildings Study 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
T II		With prompting and support, identifies events and details in the story and makes predictions. Buildings Study 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
T II		With prompting and support, identifies events and details in the story and makes predictions. Buildings Study 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
T II		With prompting and support, identifies events and details in the story and makes predictions. Buildings Study 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
T II		With prompting and support, identifies events and details in the story and makes predictions. Buildings Study 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
T II		With prompting and support, identifies events and details in the story and makes predictions. Buildings Study 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
T II		With prompting and support, identifies events and details in the story and makes predictions. Buildings Study 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
T II		With prompting and support, identifies events and details in the story and makes predictions. Buildings Study 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
T II		With prompting and support, identifies events and details in the story and makes predictions. Buildings Study 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
T II		With prompting and support, identifies events and details in the story and makes predictions. Buildings Study 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
T II		With prompting and support, identifies events and details in the story and makes predictions. Buildings Study 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
T II		With prompting and support, identifies events and details in the story and makes predictions. Buildings Study 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 Read-Aloud p. 57 Investigation 3 Day 1 Read-Aloud p. 57 Investigation 3 Day 3 Small Group
T II		With prompting and support, identifies events and details in the story and makes predictions. Buildings Study p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 3 Large Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Read-Aloud p. 21 Exploring the Topic - Day 4 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 Read-Aloud p. 37 Investigation 2 Day 4 Read-Aloud p. 47 Investigation 2 Day 5 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
T II		With prompting and support, identifies events and details in the story and makes predictions. Buildings Study p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 3 Large Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Read-Aloud p. 21 Exploring the Topic - Day 4 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 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 49 Investigation 3 Day 1 Read-Aloud p. 57 Investigation 3 Day 1 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 60 Investigation 3 Day 5 Large Group
T II		With prompting and support, identifies events and details in the story and makes predictions. Buildings Study p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 3 Large Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Read-Aloud p. 21 Exploring the Topic - Day 4 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 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 49 Investigation 3 Day 1 Read-Aloud p. 57 Investigation 3 Day 1 Read-Aloud p. 59 Investigation 3 Day 4 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
T II		With prompting and support, identifies events and details in the story and makes predictions. Buildings Study p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 3 Large Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Read-Aloud p. 21 Exploring the Topic - Day 4 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 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 49 Investigation 3 Day 1 Read-Aloud p. 57 Investigation 3 Day 1 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 60 Investigation 3 Day 5 Large Group p. 65 Investigation 4 Day 1 Read-Aloud p. 67 Investigation 4 Day 2 Read-Aloud p. 67 Investigation 4 Day 2 Read-Aloud
T II		With prompting and support, identifies events and details in the story and makes predictions. Buildings Study 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 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Small Group p. 53 Investigation 3 Day 1 Read-Aloud p. 57 Investigation 3 Day 1 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 60 Investigation 3 Day 5 Large Group p. 65 Investigation 4 Day 1 Read-Aloud p. 67 Investigation 4 Day 2 Read-Aloud p. 67 Investigation 4 Day 2 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud
T II		With prompting and support, identifies events and details in the story and makes predictions. Buildings Study p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 3 Large Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 4 Read-Aloud p. 21 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 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Small Group p. 53 Investigation 3 Day 1 Read-Aloud p. 49 Investigation 3 Day 1 Read-Aloud p. 57 Investigation 3 Day 4 Read-Aloud p. 57 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 1 Read-Aloud p. 69 Investigation 4 Day 2 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud
T II		With prompting and support, identifies events and details in the story and makes predictions. Buildings Study 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 Ead-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Small Group p. 53 Investigation 2 Day 5 Small Group p. 53 Investigation 3 Day 1 Read-Aloud p. 49 Investigation 3 Day 1 Read-Aloud p. 60 Investigation 3 Day 2 Small Group p. 57 Investigation 3 Day 4 Read-Aloud p. 60 Investigation 4 Day 1 Read-Aloud p. 61 Investigation 4 Day 2 Read-Aloud p. 65 Investigation 4 Day 2 Read-Aloud p. 67 Investigation 4 Day 3 Read-Aloud p. 68 Investigation 5 Day 2 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 75 Investigation 5 Day 5 Read-Aloud p. 81 Investigation 5 Day 5 Read-Aloud
II III		With prompting and support, identifies events and details in the story and makes predictions. Buildings Study p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 3 Large Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 4 Read-Aloud p. 21 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 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Small Group p. 53 Investigation 3 Day 1 Read-Aloud p. 49 Investigation 3 Day 1 Read-Aloud p. 57 Investigation 3 Day 4 Read-Aloud p. 57 Investigation 3 Day 5 Large Group p. 58 Investigation 3 Day 4 Read-Aloud p. 59 Investigation 3 Day 5 Large Group p. 60 Investigation 4 Day 1 Read-Aloud p. 60 Investigation 4 Day 1 Read-Aloud p. 67 Investigation 4 Day 2 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud
EXPECTATION		With prompting and support, identifies events and details in the story and makes predictions. Buildings Study 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. 18 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 Small Group p. 53 Investigation 2 Day 5 Small Group p. 53 Investigation 3 Day 1 Read-Aloud p. 49 Investigation 3 Day 3 Small Group p. 59 Investigation 3 Day 4 Read-Aloud p. 60 Investigation 3 Day 4 Read-Aloud p. 60 Investigation 4 Day 1 Read-Aloud p. 67 Investigation 4 Day 2 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 75 Investigation 5 Day 5 Read-Aloud p. 95 Celebrating Learning Day 1 Small Group
EXPECTATION	_L.2.5.h.	With prompting and support, identifies events and details in the story and makes predictions. Buildings Study 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 3 Day 1 Read-Aloud p. 57 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 4 Day 1 Read-Aloud p. 67 Investigation 4 Day 1 Read-Aloud p. 67 Investigation 4 Day 2 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 75 Investigation 5 Day 5 Read-Aloud p. 75 Investigation 5 Day 5 Read-Aloud p. 81 Investigation 5 Day 5 Read-Aloud

		Buildings Study 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. 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 1 Large Group 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 4 Read-Aloud p. 95 Celebrating Learning Day 1 Read-Aloud p. 97 Celebrating Learning Day 1 Read-Aloud
		p. 97 Celebrating Learning Day 2 Read-Aloud
		p. 97 Celebrating Learning Day 2 Small Group
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	LL.2.5.j.	With modeling and support, retells or reenacts a story in sequence with pictures or props. Buildings Study p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 59 Investigation 3 Day 1 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 59 Investigation 4 Day 1 Read-Aloud p. 65 Investigation 4 Day 3 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 81 Investigation 5 Day 5 Read-Aloud With modeling and support, demonstrates reading fluency by use of phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.
		Buildings Study
		p. 33 Investigation 1 Day 3 Large-Group Roundup
CONCEPT / STANDARD	LL.3.	EMERGENT WRITING
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.3.1.	Early Writing, Writing Processes, and Writing Applications: The child uses writing materials to communicate ideas.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children begin to recognize the relationship between spoken and written messages by engaging in writing, drawing, and related activities that have meaning and purpose for them. Children receive powerful messages about literacy's pleasures and rewards by observing others reading and writing. Children develop as writers when they are encouraged to write in an environment that has readily accessible writing materials.
GRADE LEVEL	LL.3.1.a.	Early Writing: Uses a variety of writing tools, materials, and surfaces

EXPECTATION	1	to create drawings or symbols
EAFECIATION		to create drawings or symbols.
		Buildings Study
		p. 16 Exploring the Topic - Day 2 Large Group
		p. 17 Exploring the Topic - Day 2 Large-Group Roundup
		p. 23 Exploring the Topic - Day 5 Choice Time
		p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Large-Group Roundup
		p. 35 Investigation 1 Day 4 Small Group
		p. 36 Investigation 1 Day 5 Large Group
		p. 37 Investigation 1 Day 5 Small Group
		p. 41 Investigation 2 Day 1 Small Group
		p. 43 Investigation 2 Day 2 Small Group
		p. 47 Investigation 2 Day 4 Large-Group Roundup
		p. 51 Investigation 3 Outdoor Experiences
		p. 53 Investigation 3 Day 1 Large-Group Roundup
		p. 53 Investigation 3 Day 1 Small Group
		p. 54 Investigation 3 Day 2 Large Group
		p. 55 Investigation 3 Day 2 Large-Group Roundup
		p. 59 Investigation 3 Day 4 Small Group
		p. 60 Investigation 3 Day 5 Choice Time
		p. 64 Investigation 4 Day 1 Large Group
		p. 66 Investigation 4 Day 2 Large Group
		p. 67 Investigation 4 Day 2 Large-Group Roundup p. 68 Investigation 4 Day 3 Large Group
		p. 69 Investigation 4 Day 3 Large-Group Roundup
		p. 72 Investigation 5 Day 1 Choice Time
		p. 72 Investigation 5 Day 1 Choice Time
		p. 74 Investigation 5 Day 1 Large Group
		p. 75 Investigation 5 Day 2 Large-Group Roundup
		p. 76 Investigation 5 Day 3 Large Group
		p. 79 Investigation 5 Day 4 Small Group
		p. 81 Investigation 5 Day 5 Small Group
GRADE LEVEL	LL.3.1.b.	Writing Processes: With modeling and support, uses a combination
EXPECTATION	LL.O. I.D.	of drawing, dictating and emergent writing to communicate an idea
		or opinion about an experience, story, or book, and to express
		knowledge or share information about a topic of interest.
		Buildings Study
		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
GRADE LEVEL	LL.3.1.e.	Writing Applications: Intentionally uses scribbles/writing and
EXPECTATION		inventive writing to convey meaning, ideas or to tell a story; e.g.,
		signing artwork, captioning, labeling, creating lists, making notes.
		Buildings Study
		p. 16 Exploring the Topic - Day 2 Large Group
		p. 17 Exploring the Topic - Day 2 Large-Group Roundup
		p. 21 Exploring the Topic - Day 4 Read-Aloud
		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 Read-Aloud
		p. 41 Investigation 2 Day 1 Small Group
		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

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	MA.1.1. MA.1.1. MA.1.1.a.	COUNTING AND CARDINALITY Counts Out Loud: The child counts out loud and uses number words in daily conversations. To build an understanding of counting, children need environments that are rich in mathematical language and provide varied opportunities to count in ways that are personally meaningful, challenging, and fun. Shows interest in and awareness of counting. Buildings Study p. 15 Exploring the Topic - Day 1 Small Group
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION	MA.1.1.	COUNTING AND CARDINALITY Counts Out Loud: The child counts out loud and uses number words in daily conversations. To build an understanding of counting, children need environments that are rich in mathematical language and provide varied opportunities to count in ways that are personally meaningful, challenging, and fun.
PERFORMANCE OBJECTIVE / PROFICIENCY	MA.1.1.	COUNTING AND CARDINALITY Counts Out Loud: The child counts out loud and uses number words in daily conversations.
		COUNTING AND CARDINALITY
	TIRE A 4	
STRAND	AZ.EC.MA.	MATHEMATICS
GRADE LEVEL EXPECTATION	LL.3.1.g.	p. 21 Exploring the Topic - Day 4 Small Group p. 45 Investigation 2 Day 3 Small Group Writing Applications: Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks. Buildings Study 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
GRADE LEVEL EXPECTATION	LL.3.1.f.	Writing Applications: With prompting and support, forms letters starting with large motor (sky writing, paint brush and water, sidewalk chalk) progressing to fine motor (paper and pencil). Buildings Study
		p. 45 Investigation 2 Day 3 Read-Aloud p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Large-Group Roundup 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. 57 Investigation 3 Day 3 Small Group 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 p. 69 Investigation 4 Day 3 Small Group p. 71 Investigation 5 Outdoor Experiences p. 72 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Large-Group Roundup p. 77 Investigation 5 Day 3 Small Group p. 79 Investigation 5 Day 4 Small Group p. 79 Investigation 5 Day 4 Small Group p. 79 Investigation 5 Day 5 Small Group p. 91 Investigation 5 Day 5 Small Group p. 92 Celebrating Learning Day 1 Large Group p. 93 Celebrating Learning Day 2 Large Group

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GRADE LEVEL EXPECTATION	MA.1.1.b.	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 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 Counts out loud to 10. Buildings Study p. 15 Exploring the Topic - Day 1 Small Group
		p. 15 Exploring the Topic - Day 1 Small Group p. 17 Exploring the Topic - Day 2 Small Group p. 19 Exploring the Topic - Day 3 Small Group p. 23 Exploring the Topic - Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Small Group p. 47 Investigation 2 Day 4 Small Group p. 58 Investigation 3 Day 4 Large Group p. 67 Investigation 4 Day 2 Small Group p. 69 Investigation 4 Day 3 Mighty Minutes p. 72 Investigation 5 Day 1 Choice Time p. 73 Investigation 5 Day 1 Small Group p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Large Group p. 95 Celebrating Learning Day 1 Large Group p. 96 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Small Group
CONCEPT / STANDARD	MA.1.2.	COUNTING AND CARDINALITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	IVIA. 1.2.	Knows Number Names and Symbols: The child identifies numerals and uses number words in daily activities.
OBJECTIVE / GRADE LEVEL EXPECTATION		To build an understanding of number names and symbols children need number rich environments that allow them to explore and play with numbers and numerals throughout the day and across the curriculum.
GRADE LEVEL EXPECTATION	MA.1.2.a.	Uses numerals and number symbols in the context of daily routines, activities, and play. <u>Buildings Study</u> p. 73 Investigation 5 Day 1 Small Group
GRADE LEVEL EXPECTATION	MA.1.2.b.	Uses and creates symbols to represent numbers. <u>Buildings Study</u> p. 69 Investigation 4 Day 3 Mighty Minutes p. 73 Investigation 5 Day 1 Small Group
GRADE LEVEL EXPECTATION	MA.1.2.c.	Identifies numerals one to 10. <u>Buildings Study</u> p. 23 Exploring the Topic - Day 5 Read-Aloud p. 73 Investigation 5 Day 1 Small Group
CONCEPT / STANDARD	MA.1.	COUNTING AND CARDINALITY

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.1.3.	Counts to Tell Number of Objects: The child uses number words and counting to identify quantity.
OBJECTIVE / GRADE LEVEL EXPECTATION		Learning the meaning of numbers begins with hands-on experiences using a variety of objects found in the home, the classroom and nature. To build an understanding of "how much" and to explore number relationships, children need daily experiences involving counting in ways that are personally meaningful, challenging, and fun.
GRADE LEVEL EXPECTATION	MA.1.3.a.	Counts groups of objects using one-to-one correspondence (one object for each number word). Buildings Study 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. 77 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Large Group p. 95 Celebrating Learning Day 1 Large Group Roundup p. 95 Celebrating Learning Day 1 Read-Aloud p. 96 Celebrating Learning Day 2 Small Group p. 97 Celebrating Learning Day 2 Small Group
GRADE LEVEL EXPECTATION	MA.1.3.b.	Counts a collection of up to 10 items using the last counting word to tell, "How many?" Buildings Study 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 4 Large Group p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Large Group 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 Small Group p. 97 Celebrating Learning Day 2 Small Group
CONCEPT / STANDARD	MA.1.	COUNTING AND CARDINALITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.1.4.	Compares Numbers and Quantities: The child applies a range of strategies such as counting or matching to compare sets of objects.

OBJECTIVE / GRADE LEVEL EXPECTATION		Learning the meaning of numbers begins with hands-on experiences, using a variety of objects found in the home, the classroom and nature. To build an understanding of numbers and the quantities they represent, children need daily experiences involving comparing groups of objects in ways that are personally meaningful, challenging, and fun.
GRADE LEVEL EXPECTATION	MA.1.4.a.	Compares two sets of objects using terms such as more, fewer, or the same. Buildings Study 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
CONCEPT / STANDARD	MA.2.	OPERATIONS AND ALGEBRAIC THINKING
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.2.1.	Explores Addition and Subtraction: The child combines and separates groups of objects and names how many.
OBJECTIVE / GRADE LEVEL EXPECTATION		Learning the meaning of a number begins with hands-on experiences using a variety of objects found in the home, the classroom, and nature. To build an understanding of numbers and to discover number relationships, children need opportunities to describe the changes that result from putting sets of objects (e.g., blocks, animals, toy people) together or taking them apart.
GRADE LEVEL EXPECTATION	MA.2.1.a.	Demonstrates an understanding that adding increases the number of objects in a group. Buildings Study p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group
GRADE LEVEL EXPECTATION	MA.2.1.c.	Demonstrates an understanding that taking away decreases the number of objects in a group. Buildings Study 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
CONCEPT / STANDARD	MA.2.	OPERATIONS AND ALGEBRAIC THINKING
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.2.2.	Patterning: The child recognizes, copies, extends, describes and creates patterns.
OBJECTIVE / GRADE LEVEL EXPECTATION		Recognition and investigation of patterns are important components of a child's development. A child's ability to work with patterns is the precursor to mathematical thinking, especially algebraic processes. Children need frequent opportunities to engage in pattern-related activities such as playing with repetitive sounds and movement or noticing patterns in textures and pictures.
GRADE LEVEL EXPECTATION	MA.2.2.a.	Recognizes patterns in the real world. <u>Buildings Study</u> p. 35 Investigation 1 Day 4 Mighty Minutes p. 55 Investigation 3 Day 2 Mighty Minutes
GRADE LEVEL EXPECTATION	MA.2.2.b.	Copies simple patterns. Buildings Study p. 37 Investigation 1 Day 5 Small Group p. 49 Investigation 2 Day 5 Small Group p. 75 Investigation 5 Day 2 Small Group
GRADE LEVEL EXPECTATION	MA.2.2.c.	Extends simple patterns. Buildings Study p. 37 Investigation 1 Day 5 Small Group

		p. 49 Investigation 2 Day 5 Small Group p. 75 Investigation 5 Day 2 Small Group
GRADE LEVEL EXPECTATION	MA.2.2.d.	Creates simple patterns. Buildings Study p. 37 Investigation 1 Day 5 Small Group p. 49 Investigation 2 Day 5 Small Group p. 75 Investigation 5 Day 2 Small Group
CONCEPT / STANDARD	MA.3.	MEASUREMENT AND DATA
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.3.1.	Sorts and Classifies: The child sorts and groups objects by a variety of characteristics/attributes.
OBJECTIVE / GRADE LEVEL EXPECTATION		Recognizing relationships between objects allows young children to make generalizations and predictions beyond information directly available to them. The ability to think logically and to reason (problem solve) extends far beyond mathematical boundaries.
GRADE LEVEL EXPECTATION	MA.3.1.a.	Sorts and classifies objects by one or more attributes (e.g., size, color, shape, texture, use). Buildings Study 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
GRADE LEVEL EXPECTATION	MA.3.1.b.	Explains how items were sorted into groups. Buildings Study p. 15 Exploring the Topic - Day 1 Small Group p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Choice Time p. 67 Investigation 4 Day 2 Small Group
CONCEPT / STANDARD	MA.3.	MEASUREMENT AND DATA
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.3.2.	MEASUREMENT AND DATA Data Analysis: The child collects, organizes, displays, and describes relevant data.
PERFORMANCE OBJECTIVE / PROFICIENCY	MA.3.2.	Data Analysis: The child collects, organizes, displays, and describes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE	MA.3.2.	Data Analysis: The child collects, organizes, displays, and describes relevant data. Children are natural observers and questioners. To build upon this strength, adults should facilitate children's opportunities to ask questions, sort and classify objects, collect and display information,
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION GRADE LEVEL	MA.3.2.	Data Analysis: The child collects, organizes, displays, and describes relevant data. Children are natural observers and questioners. To build upon this strength, adults should facilitate children's opportunities to ask questions, sort and classify objects, collect and display information, and talk about what is meaningful to them. Asks questions to gather information. Buildings Study 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. 94 Celebrating Learning Day 1 Large Group
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	MA.3.2. MA.3.2.a.	Data Analysis: The child collects, organizes, displays, and describes relevant data. Children are natural observers and questioners. To build upon this strength, adults should facilitate children's opportunities to ask questions, sort and classify objects, collect and display information, and talk about what is meaningful to them. Asks questions to gather information. Buildings Study 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. 94 Celebrating Learning Day 1 Large Group p. 97 Celebrating Learning Day 2 Large Group Roundup Uses charts and graphs to analyze information or answer questions. Buildings Study p. 64 Investigation 4 Day 1 Large Group
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	MA.3.2.a. MA.3.2.d. MA.3.2.d.	Data Analysis: The child collects, organizes, displays, and describes relevant data. Children are natural observers and questioners. To build upon this strength, adults should facilitate children's opportunities to ask questions, sort and classify objects, collect and display information, and talk about what is meaningful to them. Asks questions to gather information. Buildings Study 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. 94 Celebrating Learning Day 1 Large Group p. 97 Celebrating Learning Day 2 Large Group Roundup Uses charts and graphs to analyze information or answer questions. Buildings Study p. 64 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Large-Group Roundup

GRADE LEVEL EXPECTATION	MA.3.3.a.	Compares objects and uses terms such as longer-shorter, hotter-colder, and faster-slower. Buildings Study p. 18 Exploring the Topic - Day 3 Large Group p. 22 Exploring the Topic - Day 5 Large Group p. 40 Investigation 2 Day 1 Choice Time p. 55 Investigation 3 Day 2 Mighty Minutes p. 60 Investigation 3 Day 5 Large Group p. 67 Investigation 4 Day 2 Small Group
GRADE LEVEL	MA.3.3.d.	Orders objects by measurable attributes.
EXPECTATION		Buildings Study p. 18 Exploring the Topic - Day 3 Large Group p. 22 Exploring the Topic - Day 5 Large Group p. 40 Investigation 2 Day 1 Choice Time p. 55 Investigation 3 Day 2 Mighty Minutes p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Large Group p. 67 Investigation 4 Day 2 Small Group
GRADE LEVEL EXPECTATION	MA.3.3.e.	Uses appropriate vocabulary to describe time and sequence related to daily routines. Buildings Study
CONCERT / CTANDARD		p. 97 Celebrating Learning Day 2 Small Group
CONCEPT / STANDARD	MA.4.	GEOMETRY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.4.1.	Spatial Reasoning: The child uses and demonstrates an understanding of positional terms.
OBJECTIVE / GRADE LEVEL EXPECTATION		Geometry for young children involves observing, playing with, and purposefully investigating shapes that are found in their environment. Children spontaneously make spatial comparisons. This familiarity is a foundation for more complex learning experiences involving shape, position, and orientation in space.
GRADE LEVEL EXPECTATION	MA.4.1.a.	Uses and responds to positional terms (e.g., between, inside, under, above, behind). Buildings Study p. 17 Exploring the Topic - Day 2 Small Group p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 55 Investigation 3 Day 2 Mighty Minutes p. 81 Investigation 5 Day 5 Large-Group Roundup p. 81 Investigation 5 Day 5 Mighty Minutes
GRADE LEVEL EXPECTATION	MA.4.1.b.	Describes the position or location of objects in relation to self or to other objects. Buildings Study p. 17 Exploring the Topic - Day 2 Small Group p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 55 Investigation 3 Day 2 Mighty Minutes p. 81 Investigation 5 Day 5 Large-Group Roundup p. 81 Investigation 5 Day 5 Mighty Minutes
CONCEPT / STANDARD	MA.4.	GEOMETRY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.4.2.	Shapes: The child recognizes names and describes common shapes and their properties.
OBJECTIVE / GRADE LEVEL EXPECTATION		Geometry for young children involves observing, playing with, and purposefully investigating shapes that are found in their environment. Beginning in infancy, children compare objects by form and shape. This familiarity is a foundation for more complex

		learning experiences involving shape, position, and orientation in space.
GRADE LEVEL EXPECTATION	MA.4.2.a.	Recognizes basic two-dimensional shapes. Buildings Study 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. 17 Exploring the Topic - Day 2 Mighty Minutes p. 43 Investigation 2 Day 2 Mighty Minutes p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup 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
GRADE LEVEL EXPECTATION	MA.4.2.b.	Uses the names of geometric shapes when describing objects found in the environment. Buildings Study 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
GRADE LEVEL EXPECTATION	MA.4.2.d.	Compares and describes attributes of two- and three- dimensional objects in the environment using own vocabulary. Buildings Study 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
STRAND	AZ.EC.SC.	SCIENCE
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC.1.1.	INQUIRY AND APPLICATION Exploration, Observations, and Hypotheses: The child asks questions and makes predictions while exploring and observing in the environment.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children use their senses to observe by looking, touching, tasting, smelling and listening. Curiosity about the natural world leads children to ask questions. They ask Why? Where? What if? How? Who?
GRADE LEVEL EXPECTATION	SC.1.1.d.	Begins to describe the similarities, differences and relationships between objects, living things and natural events. Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Small Group p. 30 Investigation 1 Day 2 Large Group

		p. 39 Investigation 2 Outdoor Experiences p. 43 Investigation 2 Day 2 Mighty Minutes p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Choice Time p. 54 Investigation 3 Day 2 Large Group p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Small Group p. 97 Celebrating Learning Day 2 Small Group
GRADE LEVEL EXPECTATION	SC.1.1.e.	Asks and responds to questions about relationships of objects, living things, and events in the natural environment. Buildings Study 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 Choice Time p. 59 Investigation 3 Day 5 Choice Time p. 60 Investigation 4 Day 1 Choice Time p. 67 Investigation 4 Day 2 Small Group p. 69 Investigation 4 Day 3 Small Group 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. 77 Celebrating Learning Day 2 Small Group
CONCEPT / STANDARD	SC.1.	INQUIRY AND APPLICATION
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC.1.2.	Investigation: The child tests predictions through exploration and experimentation.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children use their senses and a variety of tools and materials to gather information while investigating. Active experimentation requires questioning, refining, and persistence. Children explore answers to their questions and begin to form more complex conclusions. Information gathered in the process extends a child's knowledge of the world and their environment.
GRADE LEVEL EXPECTATION	SC.1.2.a.	Uses a variety of tools and materials to investigate. Buildings Study p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 45 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 5 Large Group p. 54 Investigation 3 Day 2 Large Group
GRADE LEVEL EXPECTATION	SC.1.2.b.	Makes predictions and checks them through hands-on investigation with adult support. Buildings Study 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. 61 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
CONCEPT / STANDARD	SC.1.	INQUIRY AND APPLICATION
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC.1.3.	Analysis and Conclusion: The child forms conclusions about observations and experimentations.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children form conclusions about their observations and experimentations by collecting and thinking about the information gathered.
GRADE LEVEL EXPECTATION	SC.1.3.b.	Identifies cause and effect relationships. Buildings Study p. 32 Investigation 1 Day 3 Large Group
CONCEPT / STANDARD	SC.1.	INQUIRY AND APPLICATION
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC.1.4.	Communication: The child discusses and reflects upon the scientific investigation and its findings.
OBJECTIVE / GRADE LEVEL EXPECTATION		Based on past experiences, children use language or an alternate communication system to show recognition of scientific principles and a deeper understanding of their environment. Science incorporates language and literacy skills which are an essential foundation for later reading comprehension.
GRADE LEVEL EXPECTATION	SC.1.4.a.	Displays and interprets data. Buildings Study 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. 64 Investigation 4 Day 1 Choice Time p. 69 Investigation 4 Day 3 Choice Time
GRADE LEVEL EXPECTATION	SC.1.4.b.	Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Small Group p. 19 Exploring the Topic - Day 3 Small Group p. 22 Exploring the Topic - Day 5 Large Group p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 35 Investigation 1 Day 4 Small Group p. 40 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Mighty Minutes p. 43 Investigation 2 Day 2 Small Group p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 55 Investigation 3 Day 2 Large-Group Roundup p. 55 Investigation 3 Day 3 Large-Group Roundup p. 57 Investigation 3 Day 3 Small Group p. 59 Investigation 3 Day 4 Large-Group Roundup p. 59 Investigation 3 Day 4 Small Group p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Large-Group Roundup p. 61 Investigation 4 Day 2 Large Group p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Small Group

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		p. 69 Investigation 4 Day 3 Small Group p. 71 Investigation 5 Outdoor Experiences p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 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 Small Group
GRADE LEVEL	SC.1.4.c.	Conducts further investigation based on prior experience and
EXPECTATION		information gained. Buildings Study 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 2 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 3 Choice Time p. 69 Investigation 4 Day 3 Small Group 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. 76 Investigation 5 Day 3 Choice Time p. 77 Celebrating Learning Day 2 Small Group
STRAND	AZ.EC.SS.	SOCIAL STUDIES
CONCEPT / STANDARD	SS.2.	COMMUNITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS.2.2.	Rights, Responsibilities and Roles within Community: The child demonstrates a sense of belonging to the community and contributes to its care.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children recognize themselves as part of their home and community. Children are given opportunities to experience choices and to make their own decisions in order to demonstrate their roles as individuals. As children learn to demonstrate respect for ideas and rules, they gain the skills necessary for being contributing members of the family and of a community.
GRADE LEVEL EXPECTATION	SS.2.2.e.	Describes the purpose of rules. Buildings Study 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
CONCEPT / STANDARD	SS.2.	COMMUNITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS.2.3.	Geography: The child demonstrates an awareness of locations within and around their community.
OBJECTIVE / GRADE LEVEL EXPECTATION		As young children explore their community and visit a variety of places, they begin to develop a sense of direction and location. While going for rides on the bus or in a car, or while walking in their neighborhoods, children become aware of signs, symbols and other landmarks.

GRADE LEVEL	SS.2.3.a.	Uses words to describe directionality and/or location within the
EXPECTATION		community.
		Buildings Study
		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
STRAND	AZ.EC.PHS.	PHYSICAL DEVELOPMENT, HEALTH AND SAFETY
CONCEPT / STANDARD	PHS.1.	PHYSICAL AND MOTOR DEVELOPMENT
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	PHS.1.1.	Gross Motor Development: The child moves with balance, control and coordination.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children are in constant motion. This movement develops young children's large muscles as they run, jump, and play in both structured and unstructured settings. Children increase their ability to control their bodies and learn that regular physical activity can enhance their overall physical, social and mental health.
GRADE LEVEL	PHS.1.1.d.	Demonstrates spatial awareness in physical activity.
EXPECTATION		Buildings Study
		p. 18 Exploring the Topic - Day 3 Large Group
		p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 22 Exploring the Topic - Day 5 Large Group
		p. 27 Investigation 1 Outdoor Experiences
		p. 32 Investigation 1 Day 3 Large Group p. 40 Investigation 2 Day 1 Large Group
		p. 55 Investigation 3 Day 2 Mighty Minutes
		p. 60 Investigation 3 Day 5 Large Group p. 71 Investigation 5 Outdoor Experiences
		p. 96 Celebrating Learning Day 2 Large Group
CONCEPT / STANDARD	PHS.1.	PHYSICAL AND MOTOR DEVELOPMENT
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	PHS.1.2.	Fine Motor Development: The child uses fingers, hands and wrists to manipulate tools and materials.
OBJECTIVE / GRADE LEVEL EXPECTATION		Developing fine motor skills is an important foundation for other developmental areas such as cognitive development, artistic expression, daily living skills and handwriting. Children begin to demonstrate an increased amount of strength, dexterity, and stamina to perform fine motor tasks using a variety of manipulatives and tools. When children are engaged in appropriate activities and experiences, they develop the ability to gain fine motor control, which leads to independence.
GRADE LEVEL EXPECTATION	PHS.1.2.a.	Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes,
EXPECTATION		scissors, pencils, silverware).
		Buildings Study
		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
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GRADE LEVEL EXPECTATION	PHS.1.2.b.	Uses eye-hand coordination to perform simple tasks. Buildings Study 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
GRADE LEVEL EXPECTATION	PHS.1.2.c.	Manipulates smaller objects, tools and instruments that require wrist and squeezing motions. Buildings Study 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
GRADE LEVEL EXPECTATION	PHS.1.2.d.	Uses fine motor skills in daily living. Buildings Study 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
CONCEPT / STANDARD	PHS.3.	SAFETY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	PHS.3.1.	Safety and Injury Prevention: Child demonstrates knowledge of personal safety practices and routines.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children demonstrate awareness and understanding of personal and environmental safety rules and how to keep themselves safe. These principles should be relevant to Arizona and to the community/region in which the child lives.
OBJECTIVE / GRADE	PHS.3.1.a.	environmental safety rules and how to keep themselves safe. These principles should be relevant to Arizona and to the
OBJECTIVE / GRADE LEVEL EXPECTATION GRADE LEVEL	PHS.3.1.a.	environmental safety rules and how to keep themselves safe. These principles should be relevant to Arizona and to the community/region in which the child lives. Identifies and follows basic safety rules with guidance and support; e.g., sun safety, animal and plant safety, outdoor and indoor safety. Buildings Study p. 48 Investigation 2 Day 5 Large Group

		p. 48 Investigation 2 Day 5 Large Group
STRAND	AZ.EC.FA.	p. 67 Investigation 4 Day 2 Read-Aloud FINE ARTS
CONCEPT / STANDARD	FA.1.	VISUAL ARTS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	FA.1.1.	Creates and Understands Visual Arts: The child uses a wide variety of materials, media, tools, techniques and processes to explore, create and understand art.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children communicate ideas, experiences and feelings by leaving their mark with crayons, markers, paints, modeling and construction of masterpieces. Children discover that they and others are artists. Children begin to develop vocabulary to share their opinions about artistic creations and experiences. They reflect upon and describe the characteristics and qualities of their work and the work of others.
GRADE LEVEL EXPECTATION	FA.1.1.a.	Uses a variety of materials/media, tools and techniques to create original works of art (e.g., paper, rocks, sand, clay; tools such as cotton swabs, small/large brushes, drinking straws, and techniques such as drawing, painting, sculpting). Buildings Study
		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 Roundup 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. 54 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 2 Large-Group Roundup p. 60 Investigation 3 Day 5 Choice Time p. 66 Investigation 4 Day 2 Large-Group Roundup p. 68 Investigation 4 Day 3 Large-Group Roundup p. 69 Investigation 4 Day 3 Large-Group Roundup p. 69 Investigation 4 Day 3 Large-Group Roundup p. 71 Investigation 5 Day 1 Choice Time p. 72 Investigation 5 Day 2 Large-Group Roundup p. 73 Investigation 5 Day 4 Small Group p. 74 Investigation 5 Day 4 Small Group p. 75 Investigation 5 Day 5 Small Group p. 76 Investigation 5 Day 5 Small Group p. 77 Investigation 5 Day 5 Small Group
GRADE LEVEL EXPECTATION	FA.1.1.b.	Creates art work with details which represent creative and personal choices, ideas, experiences and feelings. Buildings Study 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 Roundup 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
GRADE LEVEL	FA.1.1.c.	Creates art in two and three dimensions.
EXPECTATION		
		Buildings Study
		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
GRADE LEVEL	FA.1.1.d.	Seeks an understanding of artwork by self or others by commenting
GRADE LEVEL EXPECTATION	FA.1.1.d.	
	FA.1.1.d.	Seeks an understanding of artwork by self or others by commenting on or questioning the artwork.
	FA.1.1.d.	Seeks an understanding of artwork by self or others by commenting on or questioning the artwork. Buildings Study
	FA.1.1.d.	Seeks an understanding of artwork by self or others by commenting on or questioning the artwork. Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time
	FA.1.1.d.	Seeks an understanding of artwork by self or others by commenting on or questioning the artwork. Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group
	FA.1.1.d.	Seeks an understanding of artwork by self or others by commenting on or questioning the artwork. Buildings Study 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
	FA.1.1.d.	Seeks an understanding of artwork by self or others by commenting on or questioning the artwork. Buildings Study 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
	FA.1.1.d.	Seeks an understanding of artwork by self or others by commenting on or questioning the artwork. Buildings Study 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
	FA.1.1.d.	Seeks an understanding of artwork by self or others by commenting on or questioning the artwork. Buildings Study 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
	FA.1.1.d.	Seeks an understanding of artwork by self or others by commenting on or questioning the artwork. Buildings Study 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
	FA.1.1.d.	Seeks an understanding of artwork by self or others by commenting on or questioning the artwork. Buildings Study 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
	FA.1.1.d.	Seeks an understanding of artwork by self or others by commenting on or questioning the artwork. Buildings Study 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
	FA.1.1.d.	Seeks an understanding of artwork by self or others by commenting on or questioning the artwork. Buildings Study 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
	FA.1.1.d.	Seeks an understanding of artwork by self or others by commenting on or questioning the artwork. Buildings Study 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
	FA.1.1.d.	Seeks an understanding of artwork by self or others by commenting on or questioning the artwork. Buildings Study 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
	FA.1.1.d.	Seeks an understanding of artwork by self or others by commenting on or questioning the artwork. Buildings Study 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
	FA.1.1.d.	Seeks an understanding of artwork by self or others by commenting on or questioning the artwork. Buildings Study 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
	FA.1.1.d.	Seeks an understanding of artwork by self or others by commenting on or questioning the artwork. Buildings Study 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 5 Choice Time p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Large-Group Roundup
	FA.1.1.d.	Seeks an understanding of artwork by self or others by commenting on or questioning the artwork. Buildings Study 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 5 Choice Time p. 23 Exploring the Topic - Day 5 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Small Group
	FA.1.1.d.	Seeks an understanding of artwork by self or others by commenting on or questioning the artwork. Buildings Study 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 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 5 Choice Time p. 23 Exploring the Topic - Day 5 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Small Group p. 24 Exploring the Topic - Day 5 Small Group p. 25 Exploring the Topic - Day 5 Small Group p. 26 Exploring the Topic - Day 5 Small Group p. 27 Exploring the Topic - Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group
	FA.1.1.d.	Seeks an understanding of artwork by self or others by commenting on or questioning the artwork. Buildings Study 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 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 5 Choice Time p. 23 Exploring the Topic - Day 5 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Small Group p. 24 Exploring the Topic - Day 5 Large-Group Roundup p. 25 Exploring the Topic - Day 5 Small Group p. 26 Investigation 1 Day 1 Large Group p. 27 Investigation 1 Day 1 Small Group
	FA.1.1.d.	Seeks an understanding of artwork by self or others by commenting on or questioning the artwork. Buildings Study 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 5 Choice Time P. 23 Exploring the Topic - Day 5 Large-Group Roundup P. 23 Exploring the Topic - Day 5 Small Group P. 23 Exploring the Topic - Day 5 Small Group P. 28 Investigation 1 Day 1 Large Group P. 29 Investigation 1 Day 2 Choice Time P. 20 Inves
	FA.1.1.d.	Seeks an understanding of artwork by self or others by commenting on or questioning the artwork. Buildings Study 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 5 Choice Time P. 23 Exploring the Topic - Day 5 Small Group P. 23 Exploring the Topic - Day 5 Small Group P. 23 Exploring the Topic - Day 5 Small Group P. 28 Investigation 1 Day 1 Large Group P. 29 Investigation 1 Day 2 Choice Time P. 30 Investigation 1 Day 2 Large Group P. 30 Investigation
	FA.1.1.d.	Seeks an understanding of artwork by self or others by commenting on or questioning the artwork. Buildings Study 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 Small Group p. 19 Exploring the Topic - Day 3 Small Group p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Small Group p. 23 Exploring the Topic - Day 5 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 Choice Time p. 30 Investigation 1 Day 2 Large-Group Roundup
	FA.1.1.d.	Seeks an understanding of artwork by self or others by commenting on or questioning the artwork. Buildings Study 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 Small Group p. 19 Exploring the Topic - Day 3 Small Group p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 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 2 Choice Time p. 30 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Small Group
	FA.1.1.d.	Seeks an understanding of artwork by self or others by commenting on or questioning the artwork. Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 2 Large 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 Large-Group Roundup 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 Large-Group p. 21 Exploring the Topic - Day 4 Choice Time p. 21 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 Roundup p. 31 Investigation 1 Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 31 Investigation 1 Day 3 Large Group
	FA.1.1.d.	Seeks an understanding of artwork by self or others by commenting on or questioning the artwork. Buildings Study 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 Small Group p. 18 Exploring the Topic - Day 3 Small Group p. 19 Exploring the Topic - Day 3 Small Group p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Large-Group Roundup p. 22 Exploring the Topic - Day 4 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 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 3 Small Group p. 32 Investigation 1 Day 3 Large Group p. 31 Investigation 1 Day 3 Small Group p. 32 Investigation 1 Day 3 Small Group p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 3 Small Group p. 35 Investigation 1 Day 3 Small Group p. 36 Investigation 1 Day 3 Small Group p. 37 Investigation 1 Day 3 Small Group p. 38 Investigation 1 Day 3 Small Group
	FA.1.1.d.	Seeks an understanding of artwork by self or others by commenting on or questioning the artwork. Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 2 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group 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 Small Group p. 19 Exploring the Topic - Day 3 Small Group p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Large-Group p. 31 Investigation 1 Day 3 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 3 Small Group p. 35 Investigation 1 Day 3 Small Group p. 36 Investigation 1 Day 3 Small Group p. 37 Investigation 1 Day 3 Small Group p. 38 Investigation 1 Day 3 Small Group p. 39 Investigation 1 Day 3 Small Group p. 31 Investigation 1 Day 3 Small Group p. 32 Investigation 1 Day 3 Small Group p. 33 Investigation 1 Day 4 Choice Time
1-	FA.1.1.d.	Seeks an understanding of artwork by self or others by commenting on or questioning the artwork. Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 2 Large 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 Small Group p. 18 Exploring the Topic - Day 3 Small Group p. 19 Exploring the Topic - Day 3 Small Group p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Large-Group Roundup p. 22 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 2 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Small Group p. 32 Investigation 1 Day 3 Small Group p. 32 Investigation 1 Day 3 Small Group p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 3 Small Group p. 35 Investigation 1 Day 3 Small Group p. 36 Investigation 1 Day 3 Small Group p. 37 Investigation 1 Day 3 Small Group p. 38 Investigation 1 Day 3 Small Group

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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. 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
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		p. 97 Celebrating Learning Day 2 Small Group
CONCERT / STANDARD	ΓA 2	
CONCEPT / STANDARD	FA.2.	MUSIC AND CREATIVE MOVEMENT
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	FA.2.1.	Creates and Understands Music, Movement and Dance: The child uses a wide variety of instruments, movements, techniques and music to explore and create.
OBJECTIVE / GRADE		Singing, dancing, making music and moving to sounds/rhythms are
LEVEL EXPECTATION		fundamental musical activities of young children. These activities
		help young children explore and demonstrate self-expression,
		creativity, body awareness and nurtures appreciation of the arts.
		Children begin to develop a vocabulary to share opinions about
		musical/movement creations and experiences.
GRADE LEVEL	FA.2.1.b.	Sings and moves to familiar rhymes, songs, and chants.
EXPECTATION		
		Buildings Study
		p. 14 Exploring the Topic - Day 1 Large Group
		p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Small Group
		p. 18 Exploring the Topic - Day 2 Small 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. 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 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 Large Group
		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 Large Group
		p. 93 Celebrating Learning Outdoor Experiences
		p. 94 Celebrating Learning Day 1 Large Group
		p. 95 Celebrating Learning Day 1 Small Group
		p. 96 Celebrating Learning Day 2 Large Group

		16.
GRADE LEVEL	FA.2.1.c.	Uses familiar songs, rhymes or chants to create their own
EXPECTATION		musical/movement improvisations.
		De II II e e o Otre I e
		Buildings Study
		p. 14 Exploring the Topic - Day 1 Large Group
		p. 16 Exploring the Topic - Day 2 Large Group
		p. 17 Exploring the Topic - Day 2 Small Group
		p. 18 Exploring the Topic - Day 3 Large Group
		p. 19 Exploring the Topic - Day 3 Mighty Minutes
		p. 20 Exploring the Topic - Day 4 Large Group
		p. 21 Exploring the Topic - Day 4 Mighty Minutes
		p. 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 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 4 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. 95 Celebrating Learning Day 1 Small Group
		p. 96 Celebrating Learning Day 2 Large Group
GRADE LEVEL	FA.2.1.d.	Responds to different types of music, (e.g., rock, classical, jazz,
EXPECTATION		spirituals, reggae, Native American chants, gospel, bluegrass,
		Iullabies, marches and country music).
		Buildings Study
		p. 27 Investigation 1 Outdoor Experiences
CDADE LEVE!	EA 2.4.a	
GRADE LEVEL	FA.2.1.e.	Uses creative movement and dance to interpret the mood of various
EXPECTATION		types of music and stories.
		Dell'Illiano Charles
		Buildings Study
		p. 27 Investigation 1 Outdoor Experiences

CONCEPT / STANDARD	FA.3.	DRAMA
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	FA.3.1.	Creates Dramatic Activities: The child uses the portrayal of events, characters, or stories through acting and using props and language to explore and create.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children use the richness of their daily activities to create pretend play, assuming different roles and characters. These experiences contribute to children's ability to self-regulate, communicate more effectively and engage in cooperative activity with peers while practicing roles of others.
GRADE LEVEL EXPECTATION	FA.3.1.a.	Buildings Study 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 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 p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 3 Mighty Minutes p. 31 Investigation 1 Day 3 Mighty Minutes p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 5 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 Large Group p. 43 Investigation 2 Day 2 Mighty Minutes p. 45 Investigation 2 Day 2 Mighty Minutes p. 46 Investigation 2 Day 2 Mighty Minutes p. 47 Investigation 2 Day 3 Choice Time p. 47 Investigation 2 Day 5 Large Group p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Small Group p. 52 Investigation 2 Day 5 Small Group p. 53 Investigation 3 Day 1 Large Group p. 56 Investigation 3 Day 1 Large Group p. 57 Investigation 3 Day 1 Large Group p. 58 Investigation 3 Day 3 Large Group p. 59 Investigation 3 Day 3 Large Group p. 60 Investigation 3 Day 3 Large Group p. 61 Investigation 4 Day 1 Mighty Minutes p. 65 Investigation 5 Day 1 Mighty Minutes p. 66 Investigation 5 Day 1 Mighty Minutes p. 77 Investigation 5 Day 1 Mighty Minutes p. 78 Investigation 5 Day 2 Large Group p. 79 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 5 Choice Time p. 79 Investigation 5 Day 5 Choice Time p. 79 Investigation 5 Day 5 Choice Time p. 79 Investigatio
GRADE LEVEL EXPECTATION	FA.3.1.b.	Takes on more than one dramatic play role at a time. Buildings Study 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 Choice Time
		p. 81 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Mighty Minutes
		p. 96 Celebrating Learning Day 2 Large Group
GRADE LEVEL	FA.3.1.c.	Pretends an object exists without using a prop.
EXPECTATION		
		Buildings Study
		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 1 Small Group
		p. 33 Investigation 1 Day 3 Large Gloup p. 33 Investigation 1 Day 3 Mighty Minutes
		p. 34 Investigation 1 Day 4 Large Group
		p. 35 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
The second secon	II	p. 42 Investigation 2 Day 2 Large Group
		n 42 Investigation 2 Day 2 Chains Time
		p. 43 Investigation 2 Day 2 Choice Time
		p. 43 Investigation 2 Day 2 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
GRADE LEVEL	FA.3.1.e.	Adds details and new elements to dramatic play situations.
EXPECTATION	Alonio	Add details and new cicinents to dramatic play situations.
EXI ESTATION		Buildings Study
		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

Clothes Study
State: Arizona Early Learning Standards
Subject: Early Childhood Education
Grade: Ages 3-5

STRAND	AZ.EC.SE.	SOCIAL EMOTIONAL
	SE.1.	SELF
PERFORMANCE	SE.1.1.	Self-Awareness: The child demonstrates an awareness of his or her
OBJECTIVE / PROFICIENCY LEVEL		self.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children develop a sense of personal identity as they begin to recognize the characteristics that make them unique as individuals and to build self-esteem.
	SE.1.1.b.	

		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 1 Small 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
CONCEPT / STANDARD	SE.1.	SELF
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SE.1.2.	Recognizes and Expresses Feelings: The child recognizes and expresses feelings of self and others.
OBJECTIVE / GRADE		Children develop an awareness of the feelings of self and others
LEVEL EXPECTATION		through daily interactions with peers and adults. Children develop the ability to effectively and appropriately express themselves and learn that their feelings and feelings of others are important.
GRADE LEVEL	SE.1.2.b.	Identifies, describes and expresses their own feelings.
EXPECTATION		Clothes Study
		p. 0109 Celebrating Learning Day 1 Small Group
		p. 013 Exploring the Topic Outdoor Experiencesp 13
		p. 014 Exploring the Topic Day 1 Large Group
		p. 015 Exploring the Topic Day 1 Choice Time
		p. 015 Exploring the Topic Day 1 Small Group
		p. 016 Exploring the Topic Day 2 Large Group
		p. 018 Exploring the Topic Day 3 Large Group
		p. 019 Exploring the Topic Day 3 Small Group
		p. 021 Exploring the Topic Day 4 Small Group
		p. 021 Exploring the topic Day 4 Choice Time p. 022 Exploring the Topic Day 5 Large Group
		p. 028 Investigation 1 Day 1 Choice Time
		p. 028 Investigation 1 Day 1 Large Group
		p. 029 Investigation 1 Day 1 Small Group
		p. 030 Investigation 1 Day 2 Large Group
		p. 031 Investigation 1 Day 2 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. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Large-Group Roundup
		p. 043 Investigation 2 Day 2 Large-Group Roundup
		p. 043 Investigation 2 Day 2 Read-Riodd 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 Large Group p. 063 Investigation 4 Day 1 Choice Time
		p. 064 Investigation 4 Day 1 Choice Time
		p. 066 Investigation 4 Day 2 Large Group
		p. 066 Investigation 4 Day 3 Large Group
		p. 070 Investigation 5 Day 1 Large Group
	11	<u> </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
GRADE LEVEL EXPECTATION	AL.1.2.c.	Asks questions to get information. Clothes Study
OBJECTIVE / GRADE LEVEL EXPECTATION		Curiosity relates to children's natural tendencies as active learners to explore all aspects of the environment, from objects and people, to ideas and customs. It is through discovering the answers to their own questions that children construct knowledge.
PERFORMANCE OBJECTIVE / PROFICIENCY	AL.1. AL.1.2.	INITIATIVE AND CURIOSITY Curiosity: The child demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.
STRAND	AZ.EC.AL.	APPROACHES TO LEARNING
STRAND	AZ EC AL	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
GRADE LEVEL EXPECTATION	SE.1.3.b.	Manages transitions, daily routines and unexpected events. <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time
EXPECTATION		Clothes Study 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
GRADE LEVEL	SE.1.3.a.	personal and social contexts. Understands and follows expectations in the learning environment.
OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION		Young children develop self-control as they acquire the ability to regulate their impulses with minimal support from adults. This enables children to function successfully and independently in both
PERFORMANCE OBJECTIVE / PROFICIENCY	SE.1.3.	Self-Regulation: The child manages the expression of feelings,
CONCERT / STANDARD	SE 1	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

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL Confidence: The child demonstrates self-assurance in a variety of circumstances. Confident children feel positive about themselves and their ability to do things or to adapt to changing situations. A confident child is willing to take a reasonable risk, to express or defend ideas, to try new experiences, or to engage in challenging tasks. GRADE LEVEL AL.3.1.a. Expresses opinions or ideas.			
p. 046 Investigation 2 Day 4 Large Group p. 054 Investigation 5 Day 2 Large Group p. 072 Investigation 5 Day 2 Large Group p. 082 Investigation 6 Day 4 Large Group p. 082 Investigation 6 Day 4 Large Group p. 084 Large Group p. 085 Level Evel Expectation AL.3.1.a. Expresses opinions or ideas. Clothes Study p. 0196 Celebrating Learning Day 1 Small Group p. 0196 Exploring the Topic Dut Idea Group p. 0196 Exploring the Topic Day 1 Large Group p. 0196 Exploring the Topic Day 1 Large Group p. 0196 Exploring the Topic Day 2 Large Group p. 0196 Exploring the Topic Day 3 Large Group p. 0196 Exploring the Topic Day 3 Large Group p. 0196 Exploring the Topic Day 4 Choice Time p. 0197 Exploring the Topic Day 4 Choice Time p. 0197 Exploring the Topic Day 4 Choice Time p. 0198 Exploring the Topic Day 4 Choice Time 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. 028 Investigation 1 Day 1 Large Group p. 038 Investigation 1 Day 2 Large Group p. 038 Investigation 1 Day 3 Large Group p. 048 Investigation 1 Day 3 Large Group p. 049 Investigation 1 Day 3 Large Group p. 041 Investigation 1 Day 3 Large Group p. 042 Investigation 1 Day 4 Large Group p. 043 Investigation 2 Day 1 Large Group p. 044 Investigation 2 Day 2 Large Group p. 045 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 3 Large Group p. 047 Investigation 2 Day 3 Large Group p. 048			
p. 0.64 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. 084 Investigation 6 Day 4 Large Group PERFORMANCE DOSIJECTIVE / PROFICIENCY LEVEL DOSIJECTIVE / GRADE LEVEL EXPECTATION Confident children feel positive about themselves and their ability to do things or to adapt to changing situations. A confident child is willing to take a reasonable risk, to express or defend ideas, to try new experiences, or to engage in challenging tasks. Confident children feel positive about themselves and their ability to do things or to adapt to changing situations. A confident child is willing to take a reasonable risk, to express or defend ideas, to try new experiences, or to engage in challenging tasks. Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 018 Exploring the Topic Day 1 Large Group p. 016 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Small Group p. 018 Exploring the Topic Day 3 Small Group p. 018 Exploring the Topic Day 3 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 4 Small Group p. 023 Investigation 1 Day 1 Choice Time p. 022 Exploring the Topic Day 4 Choice Time p. 023 Investigation 1 Day 1 Choice Time p. 023 Investigation 1 Day 1 Large Group p. 031 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 3 Small Group p. 031 Investigation 1 Day 3 Large Group p. 031 Investigation 1 Day 4 Mighty Minutes p. 035 Investigation 1 Day 4 A Choice Time p. 045 Investigation 1 Day 4 A Choice Time p. 046 Investigation 1 Day 4 A Choice Time p. 047 Investigation 1 Day 5 Large Group p. 048 Investigation 1 Day 5 Large Group p. 049 Investigation 1 Day 5 Large Group p. 049 Investigation 1 Day 5 Large Group p. 040 Investigation 1 Day 5 Large Group p. 041 Investigation 1 Day 5 Large Group p. 045 Investigati			
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D. 082 Investigation 6 Day 3 Large Group D. 084 Investigation 6 Day 4 Large Group			
D. 084 Investigation 6 Day 4 Large Group CONCEPT / STANDARD AL.3. CONFIDENCE AL.3.1. CONFIDENCE AL.3.1. Confidence: The child demonstrates self-assurance in a variety of circumstances. LEVEL CONFIDENCE Confidence: The child demonstrates self-assurance in a variety of circumstances. LEVEL EXPECTATION Confident children feel positive about themselves and their ability to do things or to adapt to changing situations. A confident child is willing to take a reasonable risk, to express or defend ideas, to try new experiences, or to engage in challenging tasks. Clothes Study D. 0190 Celebrating Learning Day 1 Small Group D. 013 Exploring the Topic Day 1 Large Group D. 014 Exploring the Topic Day 1 Large Group D. 015 Exploring the Topic Day 1 Large Group D. 016 Exploring the Topic Day 1 Small Group D. 017 Exploring the Topic Day 3 Large Group D. 018 Exploring the Topic Day 3 Large Group D. 018 Exploring the Topic Day 3 Large Group D. 019 Exploring the Topic Day 3 Large Group D. 019 Exploring the Topic Day 4 Small Group D. 019 Exploring the Topic Day 5 Large Group D. 022 Investigation 1 Day 1 Large Group D. 033 Investigation 1 Day 1 Large Group D. 033 Investigation 1 Day 2 Small Group D. 033 Investigation 1 Day 3 Small Group D. 033 Investigation 1 Day 3 Small Group D. 035 Investigation 1 Day 3 Large Group D. 035 Investigation 1 Day 4 Small Group D. 035 Investigation 1 Day 4 Small Group D. 035 Investigation 1 Day 4 Mighty Minutes D. 035 Investigation 1 Day 4 Small Group D. 036 Investigation 1 Day 4 Small Group D. 046 Investigation 2 Day 2 Large Group D. 047 Investigation 2 Day 3 Large Group D. 048 Investigation 2 Day 4 Large Group D. 049 Investigation 3 Day 2 Large Group D. 049 Investigation 3 Day 4 Large Group D. 049 Investigation 3 Day 4 Large Group D. 050 Investigation 5 Day 3 Large Group D. 051 Investigation 5			
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DEVELUE / GRADE LEVEL EXPECTATION Confident children feel positive about themselves and their ability to do things or to adapt to changing situations. A confident child is willing to take a reasonable risk, to express or defend ideas, to try new experiences, or to engage in challenging tasks. GRADE LEVEL EXPECTATION EXPECTATION AL.3.1.a. Expresses opinions or ideas. Clottes Study D. 0109 Celebrating Learning Day 1 Small Group D. 013 Exploring the Topic Day 1 Small Group D. 014 Exploring the Topic Day 1 Choice Time D. 015 Exploring the Topic Day 1 Choice Time D. 016 Exploring the Topic Day 1 Small Group D. 018 Exploring the Topic Day 2 Large Group D. 018 Exploring the Topic Day 3 Small Group D. 019 Exploring the Topic Day 4 Small Group D. 021 Exploring the Topic Day 4 Small Group D. 022 Exploring the Topic Day 4 Small Group D. 023 Investigation 1 Day 1 Choice Time D. 024 Exploring the Topic Day 5 Large Group D. 025 Investigation 1 Day 1 Choice Time D. 028 Investigation 1 Day 1 Choice Time D. 028 Investigation 1 Day 1 Small Group D. 031 Investigation 1 Day 1 Small Group D. 032 Investigation 1 Day 2 Small Group D. 033 Investigation 1 Day 2 Small Group D. 035 Investigation 1 Day 3 Read-Aloud D. 033 Investigation 1 Day 3 Read-Aloud D. 035 Investigation 1 Day 3 Read-Aloud D. 035 Investigation 1 Day 4 Choice Time D. 035 Investigation 1 Day 4 Small Group D. 036 Investigation 1 Day 4 Large Group D. 036 Investigation 1 Day 4 Large Group D. 037 Investigation 1 Day 4 Large Group D. 038 Investig	PERFORMANCE		Confidence: The child demonstrates self-assurance in a variety of
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CONCEPT / STANDARD	AL.4.	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
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	AL.4.1.	Creativity: The child demonstrates the ability to express their own unique way of seeing the world.
OBJECTIVE / GRADE LEVEL EXPECTATION		Creativity can be expressed in many ways. We commonly think of this word in association with the expressive arts. However, creativity involves being able to cope with new situations and problems as well as to see things from a different perspective. A creative child extends and elaborates on ideas and appreciates humor.
GRADE LEVEL EXPECTATION	AL.4.1.a.	Uses imagination to generate new ideas.
		Clothes Study p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 023 Exploring the Topic Day 5 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
CONCEPT / STANDARD	AL.5.	REASONING AND PROBLEM-SOLVING
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	AL.5.1.	Reasoning: The child demonstrates the ability to analyze information and situations in order to form judgments.
OBJECTIVE / GRADE LEVEL EXPECTATION		Reasoning involves the child's ability to use prior knowledge and information to generate an appropriate decision. Logic and reasoning skills are key components of child development and early learning. These skills are essential for competence and success in school and other settings.
GRADE LEVEL	AL.5.1.a.	Gathers information and reaches a conclusion.
EXPECTATION		Clothes Study p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 023 Exploring the Topic Day 5 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
CONCEPT / STANDARD	AL.5.	REASONING AND PROBLEM-SOLVING
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	AL.5.2.	Problem-solving: The child demonstrates the ability to seek solutions to problems.
OBJECTIVE / GRADE LEVEL EXPECTATION		Problem solving involves the child's ability to look for or find multiple solutions to a question, task or problem. This ability is crucial for constructing knowledge as the child builds on prior experiences and integrates new information.
GRADE LEVEL EXPECTATION	AL.5.2.a.	Recognizes problems. Clothes Study p. 013 Exploring the Topic Outdoor Experiencesp 13
		p. 023 Exploring the Topic Day 5 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group

EXPECTATION		
EXPECTATION		Clothes Study p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 023 Exploring the Topic Day 5 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
GRADE LEVEL EXPECTATION	AL.5.2.d.	Works to solve a problem independently. Clothes Study p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 023 Exploring the Topic Day 5 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
STRAND	AZ.EC.LL.	LANGUAGE AND LITERACY
CONCEPT / STANDARD	LL.1.	LANGUAGE
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.1.1.	Receptive Language Understanding: The child demonstrates understanding of directions, stories, and conversations.
OBJECTIVE / GRADE LEVEL EXPECTATION		During the preschool years, children learn language more quickly than at any other time in their lives. Associating language with pleasant and stimulating experiences nurtures this development. Young children's sense of words and sentences, sensitivity to tone, and understanding of ideas communicated, influences their abilities to listen and to comprehend. Listening involves active engagement with adults and peers as they share their ideas, feelings, and needs. Language is learned through engaging, interactive conversations and related literacy activities such as oral storytelling and interactive reading of books.
GRADE LEVEL EXPECTATION	LL.1.1.a.	Demonstrates understanding of a variety of finger-plays, rhymes, chants, poems, conversations, and stories. Clothes Study p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Mighty Minutes p. 031 Investigation 1 Day 2 Read-Aloud p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 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. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Large Group p. 050 Investigation 3 Day 4 Large Group p. 051 Investigation 3 Day 4 Large Group p. 052 Investigation 3 Day 3 Large Group p. 055 Investigation 3 Day 4 Large Group p. 056 Investigation 3 Day 3 Large Group p. 057 Investigation 3 Day 4 Large Group p. 058 Investigation 3 Day 5 Large Group p. 059 Investigation 3 Day 5 Large Group p. 059 Investigation 3 Day 5 Small Group p. 059 Investigation 3 Day 5 Small Group p. 059 Investigation 3 Day 5 Small 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
GRADE LEVEL	LL.1.1.b.	Actively engages in finger-plays, rhymes, chants, poems,
-	LL. 1. 1.D.	
EXPECTATION		conversations, and stories.
		Clathan Cturky
		Clothes Study
		p. 013 Exploring the Topic Outdoor Experiencesp 13
		p. 014 Exploring the Topic Day 1 Large Group
		p. 015 Exploring the Topic Day 1 Choice Time
		p. 015 Exploring the Topic Day 1 Small Group
		p. 016 Exploring the Topic Day 2 Large Group
		p. 018 Exploring the Topic Day 3 Large Group
		p. 020 Exploring the Topic Day 4 Large Group
		p. 022 Exploring the Topic Day 5 Large Group
		p. 028 Investigation 1 Day 1 Large Group
		p. 030 Investigation 1 Day 2 Large Group
		p. 031 Investigation 1 Day 2 Mighty Minutes
		p. 031 Investigation 1 Day 2 Read-Aloud
		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. 047 Investigation 2 Day 4 Small Group
		p. 050 Investigation 3 Day 1 Large Group
		p. 052 Investigation 3 Day 2 Large Group
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		p. 055 Investigation 3 Day 3 Mighty Minutes p. 056 Investigation 3 Day 4 Large Group 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 Small Group p. 061 Investigation 4 Outdoor Experiences p. 062 Investigation 4 Day 1 Large Group p. 064 Investigation 4 Day 2 Large Group
		p. 055 Investigation 3 Day 3 Mighty Minutes p. 056 Investigation 3 Day 4 Large Group 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 Small Group p. 061 Investigation 4 Outdoor Experiences p. 062 Investigation 4 Day 1 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 1 Large Group p. 082 Investigation 6 Day 3 Large Group p. 082 Investigation 6 Day 3 Large Group p. 086 Investigation 6 Day 4 Large Group p. 087 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 Large Group 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. 094 Investigation 7 Day 3 Large Group p. 108 Celebrating Learning Day 1 Large Group p. 110 Celebrating Learning Day 2 Large Group
GRADE LEVEL	LL.1.1.c.	Demonstrates understanding and follows directions that involve:
EXPECTATION		Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiencesp 13 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
CONCEPT / STANDARD	LL.1.	LANGUAGE
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.1.2.	Expressive Language and Communication Skills: The child uses verbal and nonverbal communication for a variety of purposes to share observations, ideas, and experiences, problem-solve, reason, predict and seek new information.
OBJECTIVE / GRADE		Children develop language by engaging in conversations with
LEVEL EXPECTATION		others and listening and responding to rhymes, chants, songs, stories, and poems. Children who are encouraged to share their personal experiences, ideas, feelings, and opinions use increasingly complex language.
GRADE LEVEL EXPECTATION	LL.1.2.a.	Communicates needs, wants, ideas, and feelings through three to five word sentences. Clothes Study 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

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		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
GRADE LEVEL EXPECTATION	LL.1.2.b.	Speaks clearly and understandably to express ideas, feelings and needs.
		Clothes Study
		p. 015 Exploring the Topic Day 1 Choice Time
		p. 041 Investigation 2 Day 1 Small Group
		p. 075 Investigation 5 Day 3 Small Group
		p. 093 Investigation 7 Day 2 Small Group
		p. 095 Investigation 7 Day 3 Small Group
GRADE LEVEL	LL.1.2.c.	Makes relevant responses to questions and comments from others.
EXPECTATION		makes reference to questions and seminonic from emercia
		Clothes Study
		p. 0109 Celebrating Learning Day 1 Small Group
		p. 013 Exploring the Topic Outdoor Experiencesp 13
		p. 014 Exploring the Topic Day 1 Large Group
		p. 015 Exploring the Topic Day 1 Choice Time
		p. 015 Exploring the Topic Day 1 Small Group
		p. 016 Exploring the Topic Day 2 Large Group
		p. 018 Exploring the Topic Day 3 Large Group
		p. 019 Exploring the Topic Day 3 Small Group
		p. 021 Exploring the Topic Day 4 Small Group
		p. 021 Exploring the topic Day 4 Choice Time
		p. 022 Exploring the Topic Day 5 Large Group
		p. 028 Investigation 1 Day 1 Choice Time
		p. 028 Investigation 1 Day 1 Large Group
		p. 029 Investigation 1 Day 1 Small Group
		p. 030 Investigation 1 Day 2 Large Group
		p. 031 Investigation 1 Day 2 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
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		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 5Large-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
GRADE LEVEL	LL.1.2.e.	With modeling and support, uses acceptable language and social
EXPECTATION	LL. 1.2. C .	rules including appropriate tone, volume and inflection to express
LAI LOTATION		ideas, feelings, and needs.
		racas, recinigs, and needs.
		Clothes Study
		p. 015 Exploring the Topic Day 1 Choice Time
		p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Read-Aloud
		p. 019 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 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
GRADE LEVEL EXPECTATION	LL.1.2.f.	Uses appropriate eye contact, turn taking, and intonation while having conversations with adults and peers. Clothes Study 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
GRADE LEVEL EXPECTATION	LL.1.2.g.	Recognizes when the listener does not understand and uses techniques to clarify the message. Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 018 Exploring the Topic Day 3 Large-Group Roundup 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. 022 Exploring the Topic Day 5 Choice Time 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. 035 Investigation 1 Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Small Group p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Small Group p. 037 Investigation 1 Day 5 Small Group p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group 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. 043 Investigation 2 Day 3 Large Group p. 044 Investigation 2 Day 3 Large-Group Roundup p. 045 Investigation 2 Day 3 Large-Group Roundup p. 045 Investigation 2 Day 3 Large-Group Roundup p. 045 Investigation 2 Day 3 Small Group p. 045 Investigation 2 Day 3 Small Group p. 045 Investigation 2 Day 3 Large-Group Roundup p. 045 Investigation 2 Day 3 Large-Group Roundup p. 050 Investigation 3 Day 1 Large-Group Roundup p. 050 Investigation 3 Day 1 Large-Group Roundup p. 050 Investigation 3 Day 1 Large-Group Roundup p. 051 Investigation 3 Day 1 Large-Group Roundup p. 052 Investigation 3 Day 2 Choice Time p. 055 Investigation 3 Day 2 Large-Group Roundup

		p. 053 Investigation 3 Day 2 Large-Group Roundup p. 054 Investigation 3 Day 3 Choice Time p. 055 Investigation 3 Day 4 Small Group p. 058 Investigation 3 Day 5 Choice Time p. 059 Investigation 3 Day 5 Choice Time p. 059 Investigation 3 Day 5 Small Group p. 062 Investigation 4 Day 1 Large Group p. 063 Investigation 4 Day 1 Lonice Time p. 063 Investigation 4 Day 1 Mighty Minutes p. 063 Investigation 4 Day 1 Small Group p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Large-Group Roundup p. 065 Investigation 4 Day 2 Large-Group Roundup p. 065 Investigation 4 Day 2 Large-Group Roundup p. 065 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 2 Large Group p. 070 Investigation 5 Day 1 Large Group p. 071 Investigation 5 Day 2 Large-Group Roundup p. 072 Investigation 5 Day 2 Large-Group Roundup p. 073 Investigation 5 Day 3 Large-Group Roundup p. 075 Investigation 5 Day 3 Large-Group Roundup p. 075 Investigation 5 Day 3 Large-Group Roundup p. 079 Investigation 6 Day 1 Large-Group Roundup p. 079 Investigation 6 Day 1 Large-Group Roundup p. 079 Investigation 6 Day 1 Small Group p. 083 Investigation 6 Day 2 Large-Group Roundup p. 083 Investigation 6 Day 3 Mighty Minutes p. 083 Investigation 6 Day 4 Read-Aloud p. 091 Investigation 7 Day 1 Large-Group Roundup p. 092 Investigation 7 Day 1 Large-Group Roundup p. 093 Investigation 7 Day 1 Large-Group Roundup p. 091 Investigation 7 Day 2 Large-Group Roundup p. 091 Investigation 7 Day 2 Large-Group Roundup p. 092 Investigation 7 Day 2 Large-Group Roundup p. 093 Investigation 7 Day 2 Large-Group Roundup p. 094 Investigation 7 Day 3 Read-Aloud p. 095 Investigation 7 Day 3 Read-Aloud p. 095 Investigation 7 Day 3 Read-Aloud p. 096 Investigation 7 Day 3 Read-Aloud p. 097 Investigation 7 Day 3 Read-Aloud p. 098 Investigation 7 Day 3 Read-Aloud p. 099 Investigation 7 Day 3 Large-Group Roundup p. 099 Investigation 7 Day 3 Large-Group Roundup p. 099 Investigation 7 Day 3 Large-Group Roundup p. 110 Celebrating Learning Day 2 Large-Group p. 111 Celebrating Le
GRADE LEVEL EXPECTATION	LL.1.2.h.	With modeling and support, uses increasingly complex phrases and sentences. Clothes Study p. 019 Exploring the Topic Day 3 Small Group p. 037 Investigation 1 Day 5 Small Group p. 046 Investigation 2 Day 4 Large Group p. 111 Celebrating Learning Day 2 Small Group
CONCEPT / STANDARD	LL.1.	LANGUAGE
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.1.3.	Vocabulary: The child understands and uses increasingly complex vocabulary.
OBJECTIVE / GRADE LEVEL EXPECTATION		The early childhood years are a period of vocabulary exploration. Research indicates that there is a strong connection between vocabulary development and academic success. Children gain language and vocabulary skills by having multiple and frequent opportunities to listen, talk, read, share ideas, relate experiences, and engage in interesting conversations. They need to play with familiar language and experiment with language in different settings. Rhymes, songs, and read-alouds that use rare words allow children to talk about and develop an understanding of words they would not otherwise hear in everyday conversations.

GRADE LEVEL	LL.1.3.a.	With modeling and support, uses age-appropriate vocabulary across
EXPECTATION		many topic areas and demonstrates a wide variety of words and
		their meanings with each area; e.g., world knowledge, names of
		body parts, feelings, colors, shapes, jobs, plants, animals and their
		habitats, and foods; words that describe: adjectives, verbs, and
		adverbs.
		Clothes Study
		p. 0109 Celebrating Learning Day 1 Small Group
		p. 013 Exploring the Topic Outdoor Experiencesp 13
		p. 015 Exploring the Topic Day 1 Choice Time
		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 Read-Aloud
		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 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 Keau-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. 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. 055 Investigation 3 Day 3 Small Group
		p. 057 Investigation 3 Day 4 Small Group
		p. 058 Investigation 3 Day 5 Choice Time
		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. 000 investigation 4 Day 1 Onoice Time

	p. 063 Investigation 4 Day 1 Mighty Minutes p. 063 Investigation 4 Day 2 Large Group p. 064 Investigation 4 Day 2 Large-Group Roundup 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 Roundup p. 073 Investigation 5 Day 2 Large-Group Roundup p. 074 Investigation 5 Day 3 Large-Group Roundup 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 3 Read-Aloud p. 087 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Large-Group Roundup p. 091 Investigation 7 Day 2 Large-Group Roundup p. 093 Investigation 7 Day 2 Large-Group Roundup p. 093 Investigation 7 Day 3 Large-Group Roundup 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 2 Choice Time p. 110 Celebrating Learning Day 2 Choice Time p. 110 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day 2 Small Group
LL.1.3.b.	With modeling and support, determines the meanings of unknown words and concepts using the context of conversations, pictures that accompany text or concrete object. Clothes Study p. 013 Exploring the Topic Outdoor Experiencesp 13 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. 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. 023 Exploring the Topic Day 5 Read-Aloud p. 027 Investigation 1 Outdoor Experiences p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Choice Time p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 1 Read-Aloud p. 042 Investigation 2 Day 4 Large Group p. 045 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 3 Outdoor Experiences p. 050 Investigation 3 Day 1 Large Group p. 041 Investigation 3 Day 1 Large Group p. 045 Investigation 3 Day 1 Large Group p. 046 Investigation 3 Day 1 Large Group p. 047 Investigation 3 Day 1 Large Group p. 049 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group
	LL.1.3.b.

		p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Read-Aloud p. 055 Investigation 3 Day 3 Small Group p. 059 Investigation 3 Day 5 Read-Aloud p. 061 Investigation 4 Outdoor Experiences p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Small Group p. 066 Investigation 4 Day 3 Small Group p. 067 Investigation 4 Day 3 Small Group p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 083 Investigation 6 Day 3 Small Group p. 087 Investigation 6 Day 5 Read-Aloud p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Read-Aloud p. 093 Investigation 7 Day 1 Small Group p. 091 Investigation 7 Day 1 Small Group p. 093 Investigation 7 Day 2 Read-Aloud p. 093 Investigation 7 Day 2 Read-Aloud p. 107 Celebrating Learning Outdoor Experiences
		p. 109 Celebrating Learning Day 1 Read-Aloud
		p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Small Group
GRADE LEVEL EXPECTATION	LL.1.3.c.	With modeling and support, uses category labels and names objects within a category; e.g., fruit, vegetable, animal, transportation, etc. Clothes Study p. 017 Exploring the Topic Day 2 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 037 Investigation 1 Day 2 Large Group p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Choice Time p. 043 Investigation 2 Day 2 Small Group p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Small Group p. 062 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Small Group p. 065 Investigation 4 Day 2 Small Group p. 075 Investigation 5 Day 2 Small Group p. 075 Investigation 5 Day 3 Small Group p. 083 Investigation 6 Day 3 Small Group p. 091 Investigation 7 Day 1 Small Group p. 093 Investigation 7 Day 2 Small Group p. 093 Investigation 7 Day 2 Small Group p. 108 Celebrating Learning Day 1 Choice Time p. 111 Celebrating Learning Day 2 Small Group
GRADE LEVEL EXPECTATION	LL.1.3.d.	With modeling and support, demonstrates understanding of and uses words that indicate position and direction; e.g., in, on, out, under, off, beside, behind. Clothes Study 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
CONCEPT / STANDARD	LL.2.	EMERGENT LITERACY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.2.1.	Concepts of Print: The child knows that print carries messages.
OBJECTIVE / GRADE LEVEL EXPECTATION		Through daily experiences with printed materials, young children delight in beginning to understand the connection between spoken

		and written words. They begin to learn to follow the print as it is read aloud and start to discover that reading and writing are ways to communicate information and to provide pleasure. Children develop understanding that different forms of print, such as signs, letters, menus, storybooks, and magazines have different functions.
GRADE LEVEL EXPECTATION	LL.2.1.a.	Identifies signs, symbols and labels in the environment. Clothes Study p. 063 Investigation 4 Day 1 Small Group p. 071 Investigation 5 Day 1 Small Group
GRADE LEVEL EXPECTATION	LL.2.1.b.	Demonstrates and understands that print conveys meaning and that each spoken word can be written and read. Clothes Study p. 021 Exploring the Topic Day 4 Small Group p. 028 Investigation 1 Day 1 Large Group p. 035 Investigation 1 Day 4 Small Group p. 045 Investigation 2 Day 3 Small Group p. 063 Investigation 4 Day 1 Small Group p. 081 Investigation 6 Day 2 Mighty Minutes p. 081 Investigation 6 Day 2 Small Group p. 091 Investigation 7 Day 1 Choice Time
GRADE LEVEL EXPECTATION	LL.2.1.c.	Recognizes that letters are grouped to form words. Clothes Study p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes
GRADE LEVEL EXPECTATION	LL.2.1.e.	Seeks information in printed materials. Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 019 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 4 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 3 Read-Aloud p. 037 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 2 Read-Aloud p. 046 Investigation 2 Day 4 Earge Group p. 047 Investigation 2 Day 4 Small Group p. 051 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 056 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud p. 058 Investigation 3 Day 5 Read-Aloud p. 067 Investigation 4 Day 1 Read-Aloud p. 067 Investigation 4 Day 1 Read-Aloud p. 067 Investigation 4 Day 2 Read-Aloud p. 071 Investigation 5 Day 1 Read-Aloud p. 071 Investigation 5 Day 2 Read-Aloud p. 073 Investigation 5 Day 2 Read-Aloud p. 074 Investigation 5 Day 3 Read-Aloud p. 075 Investigation 6 Day 3 Read-Aloud p. 076 Investigation 6 Day 2 Read-Aloud p. 077 Investigation 6 Day 3 Read-Aloud p. 078 Investigation 6 Day 4 Read-Aloud p. 081 Investigation 6 Day 4 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 7 Day 1 Read-Aloud p. 098 Investigation 7 Day 3 Read-Aloud p. 099 Investigation 7 Day 3 Read-Aloud

		p. 111 Celebrating Learning Day 2 Read-Aloud
CONCEPT / STANDARD	LL.2.	EMERGENT LITERACY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.2.2.	Book Handling Skills: The child demonstrates how to handle books appropriately and with care.
OBJECTIVE / GRADE LEVEL EXPECTATION		It is important to provide young children with many opportunities to interact with and care for books in all environments. Young children need to have access to a variety of fiction and nonfiction books throughout the day, including those that reflect diverse cultures. Through these experiences, children learn to hold books right side up and to turn the pages one at a time in order to view the illustrations and to gain a sense of the story or content.
GRADE LEVEL EXPECTATION	LL.2.2.a.	Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality. Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 015 Exploring the Topic Day 1 Small 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. 028 Investigation 1 Day 1 Large Group p. 035 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 1 Day 5 Read-Aloud p. 045 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 3 Small Group p. 045 Investigation 2 Day 3 Small Group p. 045 Investigation 2 Day 3 Read-Aloud p. 051 Investigation 3 Day 1 Read-Aloud p. 051 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 4 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 051 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 081 Investigation 4 Day 3 Choice Time p. 081 Investigation 6 Day 2 Mighty Minutes p. 081 Investigation 6 Day 2 Small Group p. 083 Investigation 6 Day 2 Small Group p. 084 Investigation 6 Day 4 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 086 Investigation 6 Day 4 Read-Aloud p. 086 Investigation 6 Day 5 Read-Aloud p. 086 Investigation 6 Day 5 Read-Aloud p. 086 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 088 Investigation 6 Day 5 Read-Aloud p. 089 Investigation 6 Day 5 Read-Aloud p. 081 Investigation 6 Day 5 Read-Aloud p. 085 Investigation 6 Day 5 Read-Aloud p. 086 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 088 Investigation 6 Day 5 Read-Aloud p. 089 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud
GRADE LEVEL EXPECTATION	LL.2.2.b.	Identifies where in the book to begin reading. Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 028 Investigation 1 Day 1 Large Group p. 031 Investigation 1 Day 2 Small Group p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 045 Investigation 2 Day 3 Choice Time p. 045 Investigation 2 Day 3 Small Group p. 066 Investigation 4 Day 1 Small Group p. 066 Investigation 5 Day 2 Large Group p. 072 Investigation 5 Day 2 Large Group p. 079 Investigation 6 Day 1 Small Group p. 081 Investigation 6 Day 2 Small Group

		p. 084 Investigation 6 Day 4 Large Group
		p. 086 Investigation 6 Day 5 Large Group
		p. 111 Celebrating Learning Day 2 Small Group
GRADE LEVEL EXPECTATION	LL.2.2.c.	Understands a book has a title, author and/or illustrator.
		Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud
		p. 017 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. 033 Investigation 1 Day 3 Read-Aloud
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 045 Investigation 2 day 3 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud
		p. 051 Investigation 3 Day 1 Read-Aloud
		p. 053 Investigation 3 Day 1 Read-Aloud
		p. 055 Investigation 3 Day 3 Read-Aloud
		p. 057 Investigation 3 Day 4 Read-Aloud
		p. 059 Investigation 3 Day 5 Read-Aloud
		p. 063 Investigation 4 Day 1 Read- Aloud
		p. 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
CONCEPT / STANDARD	LL.2.	EMERGENT LITERACY
PERFORMANCE	LL.2.3.	Phonological Awareness: The child develops awareness that
OBJECTIVE / PROFICIENCY LEVEL	LL.Z.J.	language can be broken in words, syllables, and smaller units of sounds (phonemes).
OBJECTIVE / GRADE LEVEL EXPECTATION		awareness is the foundation of young children's abilities to hear and discriminate different sounds in words (phonological awareness). Research indicates how quickly and how easily children learn to read often depends on how much phonological awareness they have. Children's abilities to play with or manipulate the smallest units of speech (phonemes) are demonstrated in a variety of ways, including using rhymes, alliteration, and experimenting with beginning and ending sounds. Phonological awareness and phonemic awareness are the foundations that enable preschool children to later match sounds to their letters (phonics). Phonological awareness can be taught in the dark as it requires just listening for and manipulating sounds.
GRADE LEVEL EXPECTATION	LL.2.3.a.	Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).
		Clothes Study 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. 028 Investigation 1 Day 1 Large Group 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. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 053 Investigation 2 Day 2 Mighty Minutes p. 055 Investigation 3 Day 2 Mighty Minutes p. 065 Investigation 4 Day 2 Mighty Minutes p. 066 Investigation 4 Day 3 Large Group p. 071 Investigation 5 Day 1 Small Group p. 073 Investigation 5 Day 2 Mighty Minutes

		p. 075 Investigation 5 Day 3 Small Group p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 6 Day 4 Mighty Minutes p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 6 Day 5 Mighty Minutes p. 091 Investigation 7 Day 1 Mighty Minutes p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Mighty Minutes p. 111 Celebrating Learning Day 2 Mighty Minutes
GRADE LEVEL	LL.2.3.b.	With modeling and support, identifies rhyming words.
EXPECTATION		Clothes Study 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. 041 Investigation 2 Day 2 Read-Aloud p. 046 Investigation 2 Day 4 Large Group p. 053 Investigation 2 Day 4 Large Group p. 053 Investigation 3 Day 2 Mighty Minutes p. 057 Investigation 3 Day 2 Small Group p. 059 Investigation 3 Day 5 Small Group p. 063 Investigation 4 Day 1 Small Group p. 071 Investigation 5 Day 1 Small Group p. 071 Investigation 5 Day 1 Small Group p. 073 Investigation 5 Day 3 Small Group p. 075 Investigation 5 Day 3 Small Group p. 075 Investigation 5 Day 3 Small Group p. 075 Investigation 6 Day 3 Mighty Minutes p. 075 Investigation 6 Day 3 Small Group p. 083 Investigation 6 Day 4 Large Group p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 4 Mighty Minutes p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 7 Day 2 Mighty Minutes p. 093 Investigation 7 Day 2 Mighty Minutes p. 093 Investigation 7 Day 2 Small Group p. 095 Investigation 7 Day 2 Mighty Minutes
GRADE LEVEL EXPECTATION	LL.2.3.c.	With modeling and support, produces rhyming words. Clothes Study p. 015 Exploring the Topic Day 1 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 023 Exploring the Topic Day 5 Mighty Minutes
		p. 029 Investigation 1 Day 1 Mighty Minutes p. 030 Investigation 1 Day 2 Large Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Mighty Minutes p. 041 Investigation 2 Day 1 Mighty Minutes p. 043 Investigation 2 Day 2 Read-Aloud p. 046 Investigation 2 Day 4 Large Group p. 053 Investigation 3 Day 2 Mighty Minutes p. 057 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Small Group p. 063 Investigation 4 Day 1 Small Group

GRADE LEVEL	LL.2.3.d.	p. 071 Investigation 5 Day 1 Large-Group Roundup p. 071 Investigation 5 Day 1 Small Group p. 073 Investigation 5 Day 2 Small Group p. 075 Investigation 5 Day 3 Mighty Minutes p. 075 Investigation 5 Day 3 Small Group p. 079 Investigation 6 Day 1 Mighty Minutes p. 083 Investigation 6 Day 3 Small Group p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 6 Day 4 Mighty Minutes p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 6 Day 5 Mighty Minutes p. 093 Investigation 7 Day 2 Mighty Minutes p. 093 Investigation 7 Day 2 Small Group p. 095 Investigation 7 Day 3 Mighty Minutes p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes
EXPECTATION	LL.Z.J.U.	with flodeling and support, recognizes spoken words that begin with the same sound. Clothes Study 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. 031 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 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 Large Group p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 7 Day 1 Mighty Minutes p. 091 Investigation 7 Day 2 Small Group p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 2 Small Group p. 095 Investigation 7 Day 2 Small Group p. 096 Investigation 7 Day 2 Small Group p. 097 Investigation 7 Day 2 Small Group p. 098 Investigation 7 Day 2 Small Group p. 099 Investigation 7 Day 2 Large Group
GRADE LEVEL EXPECTATION	LL.2.3.e.	Hears and shows awareness of separate words within spoken phrases or sentences. Clothes Study p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 035 Investigation 1 Day 4 Small Group p. 081 Investigation 6 Day 2 Small Group
GRADE LEVEL EXPECTATION	LL.2.3.f.	With modeling and support, identifies and discriminates syllables in words. Clothes Study p. 030 Investigation 1 Day 2 Large Group p. 094 Investigation 7 Day 3 Large Group
GRADE LEVEL EXPECTATION	LL.2.3.g.	With modeling and support, combines onset and rime to form a familiar one-syllable word with and without pictorial support. Clothes Study p. 071 Investigation 5 Day 1 Small Group
GRADE LEVEL EXPECTATION	LL.2.3.h.	With modeling and support, repeats words and identifies the common final sound.

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		Clothes Study 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 Small Group p. 073 Investigation 4 Day 1 Small Group p. 075 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 Small Group p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 7 Day 1 Mighty Minutes p. 091 Investigation 7 Day 2 Small Group p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 2 Small Group p. 095 Investigation 7 Day 2 Small Group p. 096 Investigation 7 Day 2 Small Group p. 097 Investigation 7 Day 2 Small Group p. 098 Investigation 7 Day 2 Small Group p. 099 Investigation 7 Day 2 Large Group p. 099 Investigation 7 Day 3 Large Group p. 099 Investigation 7 Day 3 Large Group
CONCEPT / STANDARD	LL.2.	EMERGENT LITERACY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.2.4.	Alphabet Knowledge: The child demonstrates knowledge of the alphabet.
OBJECTIVE / GRADE LEVEL EXPECTATION		Young children begin to recognize some printed alphabet letters, especially those letters found in their own names. To support young learners' knowledge of letters, adults need to provide children with easy and repeated meaningful interactions with written letters and words within the context of daily experiences. Activities are presented in fun and interesting ways that engage children.
GRADE LEVEL EXPECTATION	LL.2.4.a.	Clothes Study p. 015 Exploring the Topic Day 1 Mighty Minutes p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 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. 061 Investigation 4 Day 3 Choice Time p. 066 Investigation 4 Day 3 Choice Time p. 066 Investigation 4 Day 3 Large Group p. 071 Investigation 5 Day 1 Mighty Minutes p. 079 Investigation 6 Day 1 Mighty Minutes p. 079 Investigation 6 Day 1 Small Group p. 081 Investigation 6 Day 2 Small Group p. 083 Investigation 6 Day 2 Small Group p. 084 Investigation 6 Day 3 Mighty Minutes p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 6 Day 5 Large Group p. 086 Investigation 7 Day 2 Mighty Minutes p. 095 Investigation 7 Day 3 Small Group p. 108 Celebrating Learning Day 1 Large Group
GRADE LEVEL	LL.2.4.b.	Matches and recognizes similarities and differences in letters, with

EVDECTATION		modeling and cumpart
EXPECTATION		modeling and support.
		Clothes Study
		p. 015 Exploring the Topic Day 1 Mighty Minutes
		p. 015 Exploring the Topic Day 1 Small Group
		p. 017 Exploring the Topic Day 2 Mighty Minutes
		p. 019 Exploring the Topic Day 3 Mighty Minutes
		p. 021 Exploring the Topic Day 4 Small Group
		p. 023 Exploring the Topic Day 5 Small Group
		p. 035 Investigation 1 Day 4 Small Group
		p. 037 Investigation 1 Day 5 Mighty Minutes
		p. 041 Investigation 2 Day 1 Small Group
		p. 043 Investigation 2 Day 2 Mighty Minutes
		p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Choice Time
		p. 056 Investigation 3 Day 4 Large Group
		p. 063 Investigation 4 Day 1 Small Group
		p. 066 Investigation 4 Day 3 Choice Time
		p. 066 Investigation 4 Day 3 Large Group
		p. 071 Investigation 5 Day 1 Mighty Minutes
		p. 079 Investigation 6 Day 1 Mighty Minutes
		p. 079 Investigation 6 Day 1 Small Group
		p. 081 Investigation 6 Day 2 Small Group
		p. 083 Investigation 6 Day 3 Mighty Minutes
		p. 084 Investigation 6 Day 4 Large Group
		p. 086 Investigation 6 Day 5 Large Group p. 093 Investigation 7 Day 2 Mighty Minutes
		p. 095 Investigation 7 Day 2 Mighty Minutes p. 095 Investigation 7 Day 3 Small Group
		p. 108 Celebrating Learning Day 1 Large Group
	11.04	
GRADE LEVEL EXPECTATION	LL.2.4.c.	Recognizes as many as 10 letters, especially those in own name, family and friends.
EXPECTATION		lamily and menus.
		Clothes Study
		p. 015 Exploring the Topic Day 1 Mighty Minutes
	11	D. VIJ EADIOLITY LITE LODIC DAY LIVILYTILY WILLIUMS
		p. 015 Exploring the Topic Day 1 Mighty Minutes p. 015 Exploring the Topic Day 1 Small Group
		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. 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. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group
		p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 035 Investigation 1 Day 4 Small Group
		p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Mighty Minutes
		p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Mighty Minutes p. 041 Investigation 2 Day 1 Small Group
		p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Mighty Minutes p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Mighty Minutes
		p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Mighty Minutes p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 043 Investigation 2 Day 2 Small Group
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		p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Mighty Minutes p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Choice Time
		p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Mighty Minutes p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Choice Time p. 056 Investigation 3 Day 4 Large Group p. 063 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 3 Choice Time
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GRADE LEVEL	LL.2.4.d.	p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Mighty Minutes p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Choice Time p. 056 Investigation 3 Day 4 Large Group p. 066 Investigation 4 Day 3 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 066 Investigation 4 Day 3 Large Group p. 071 Investigation 5 Day 1 Mighty Minutes p. 079 Investigation 6 Day 1 Mighty Minutes p. 079 Investigation 6 Day 1 Small Group p. 081 Investigation 6 Day 2 Small Group p. 083 Investigation 6 Day 2 Small Group p. 084 Investigation 6 Day 3 Mighty Minutes p. 085 Investigation 6 Day 4 Large Group p. 086 Investigation 7 Day 2 Mighty Minutes p. 093 Investigation 7 Day 2 Mighty Minutes p. 095 Investigation 7 Day 3 Small Group p. 108 Celebrating Learning Day 1 Large Group
GRADE LEVEL EXPECTATION	LL.2.4.d.	p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Mighty Minutes p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Choice Time p. 056 Investigation 3 Day 4 Large Group p. 063 Investigation 4 Day 3 Choice Time p. 066 Investigation 4 Day 3 Choice Time p. 066 Investigation 4 Day 3 Choice Time p. 066 Investigation 4 Day 3 Large Group p. 071 Investigation 5 Day 1 Mighty Minutes p. 079 Investigation 6 Day 1 Small Group p. 081 Investigation 6 Day 2 Small Group p. 083 Investigation 6 Day 2 Small Group p. 084 Investigation 6 Day 3 Mighty Minutes p. 086 Investigation 6 Day 5 Large Group p. 086 Investigation 7 Day 2 Mighty Minutes p. 093 Investigation 7 Day 2 Mighty Minutes p. 095 Investigation 7 Day 3 Small Group
	LL.2.4.d.	p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Mighty Minutes p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Choice Time p. 056 Investigation 3 Day 4 Large Group p. 063 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 066 Investigation 4 Day 3 Large Group p. 071 Investigation 4 Day 3 Large Group p. 071 Investigation 5 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 2 Small Group p. 084 Investigation 6 Day 3 Mighty Minutes p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 7 Day 2 Mighty Minutes p. 098 Investigation 7 Day 2 Mighty Minutes p. 099 Investigation 7 Day 2 Mighty Minutes p. 095 Investigation 7 Day 3 Small Group p. 108 Celebrating Learning Day 1 Large Group Uses letter-sound knowledge identifying the sounds of a few letters
	LL.2.4.d.	p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Mighty Minutes p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Choice Time p. 056 Investigation 3 Day 4 Large Group p. 066 Investigation 4 Day 3 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 066 Investigation 4 Day 3 Large Group p. 071 Investigation 5 Day 1 Mighty Minutes p. 079 Investigation 6 Day 1 Mighty Minutes p. 079 Investigation 6 Day 1 Small Group p. 081 Investigation 6 Day 2 Small Group p. 083 Investigation 6 Day 2 Small Group p. 084 Investigation 6 Day 3 Mighty Minutes p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 7 Day 2 Mighty Minutes p. 095 Investigation 7 Day 2 Mighty Minutes p. 095 Investigation 7 Day 2 Mighty Minutes p. 095 Investigation 7 Day 3 Small Group p. 108 Celebrating Learning Day 1 Large Group Uses letter-sound knowledge identifying the sounds of a few letters and producing the correct sounds for as many as 10 letters, with

		p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 035 Investigation 1 Day 4 Small Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 063 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 071 Investigation 5 Day 1 Small Group p. 075 Investigation 5 Day 3 Small Group p. 079 Investigation 6 Day 1 Small Group
		p. 081 Investigation 6 Day 2 Small Group p. 093 Investigation 7 Day 2 Small Group p. 095 Investigation 7 Day 3 Small Group
CONCEPT / STANDARD	LL.2.	EMERGENT LITERACY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.2.5.	Comprehension: The child shows an interest in books and comprehends books read aloud with increasing text complexity.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children gain understanding about language and reading through their interactions with verbal language, print, and daily routines. In addition, children learn about reading concepts by experiencing a learning environment rich in signs, symbols, words, numbers, and art that reflect diverse cultures. When children are read to regularly and encouraged to intentionally interact with printed materials, they develop an interest in books and other printed materials.
GRADE LEVEL EXPECTATION	LL.2.5.a.	Takes an active role in reading activities. Clothes Study 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 3 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 4 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. 046 Investigation 2 Day 4 Read-Aloud p. 046 Investigation 2 Day 4 Read-Aloud p. 046 Investigation 2 Day 4 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 047 Investigation 3 Day 4 Read-Aloud p. 047 Investigation 3 Day 4 Read-Aloud p. 050 Investigation 3 Day 1 Read-Aloud p. 051 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud p. 058 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud

		p. 063 Investigation 4 Day 1 Read- Aloud p. 065 Investigation 4 Day 2 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. 087 Investigation 7 Day 1 Large Group p. 090 Investigation 7 Day 1 Read-Aloud p. 091 Investigation 7 Day 2 Read-Aloud p. 093 Investigation 7 Day 2 Read-Aloud p. 095 Investigation 7 Day 3 Read-Aloud p. 095 Investigation 7 Day 3 Read-Aloud p. 095 Investigation 7 Day 3 Read-Aloud p. 109 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Read-Aloud
GRADE LEVEL	LL.2.5.b.	With prompting and support, identifies characters and major events
EXPECTATION	LL.Z.J.D.	in a story.
		Clothes Study 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. 037 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 044 Investigation 2 Day 2 Read-Aloud p. 046 Investigation 2 Day 4 Small Group p. 047 Investigation 2 Day 4 Small Group p. 051 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 3 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud p. 057 Investigation 3 Day 5 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 059 Investigation 4 Day 1 Read-Aloud p. 065 Investigation 4 Day 1 Read-Aloud p. 065 Investigation 4 Day 2 Read-Aloud p. 065 Investigation 4 Day 2 Read-Aloud p. 067 Investigation 4 Day 2 Read-Aloud p. 067 Investigation 5 Day 1 Read-Aloud p. 071 Investigation 5 Day 1 Read-Aloud p. 071 Investigation 5 Day 2 Read-Aloud p. 071 Investigation 5 Day 2 Read-Aloud p. 071 Investigation 5 Day 2 Read-Aloud p. 071 Investigation 5 Day 3 Read-Aloud p. 073 Investigation 5 Day 3 Read-Aloud p. 074 Investigation 6 Day 3 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 084 Investigation 6 Day 4 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
GRADE LEVEL EXPECTATION	LL.2.5.c.	With prompting and support, asks and answers a variety of questions about books or stories told or read aloud.
		Clothes Study
		p. 015 Exploring the Topic Day 1 Read-Aloud
		p. 016 Exploring the Topic Day 2 Choice Time
		p. 017 Exploring the Topic Day 2 Read-Aloud
		p. 019 Exploring the Topic Day 3 Read-Aloud
		p. 021 Exploring the Topic Day 4 Read-Aloud
		p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 023 Exploring the Topic Day 5 Small Group
		p. 029 Investigation 1 Day 1 Read-Aloud
		p. 029 Investigation 1 Day 1 Small Group
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 040 Investigation 2 Day 1 Large Group
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 042 Investigation 2 Day 2 Large Group
		p. 043 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Read-Aloud
		p. 047 Investigation 2 Day 4 Small Group
		p. 050 Investigation 3 Day 1 Large Group
		p. 051 Investigation 3 Day 1 Read-Aloud
		p. 052 Investigation 3 Day 2 Large Group
		p. 053 Investigation 3 Day 2 Read-Aloud
		p. 055 Investigation 3 Day 3 Read-Aloud
		p. 055 Investigation 3 Day 3 Small Group
		p. 057 Investigation 3 Day 4 Read-Aloud
		p. 057 Investigation 3 Day 4 Small Group
		p. 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 4 Day 3 Read-Aloud
		p. 071 Investigation 5 Day 1 Keau-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

	11	
GRADE LEVEL	LL.2.5.d.	With prompting and support, draws connections between story
EXPECTATION		events and personal experiences.
		Clothes Study
		p. 015 Exploring the Topic Day 1 Read-Aloud
		p. 019 Exploring the Topic Day 3 Read-Aloud
		p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 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
OD ADE LEVEL	11.05.	
GRADE LEVEL	LL.2.5.e.	With prompting and support, identifies events and details in the
EXPECTATION		story and makes predictions.
		Olathan Otrodo
		Clothes Study
		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 1 Read-Aloud
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 037 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. 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
00 405 15/5	LL.2.5.h.	With modeling and support, identifies the topic of informational text
GRADE LEVEL		

EVECTATION		that has been used aloud
EXPECTATION		that has been read aloud. Clothes Study 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
GRADE LEVEL EXPECTATION	LL.2.5.i.	With modeling and support, retells or reenacts a story in sequence with pictures or props.
		Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud
		p. 019 Exploring the Topic Day 3 Read-Aloud
		p. 023 Exploring the Topic Day 5 Read-Aloud p. 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
CONCEPT / STANDARD	LL.3.	EMERGENT WRITING
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.3.1.	Early Writing, Writing Processes, and Writing Applications: The child uses writing materials to communicate ideas.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children begin to recognize the relationship between spoken and written messages by engaging in writing, drawing, and related
LLVLL LAFLCTATION		activities that have meaning and purpose for them. Children receive
		powerful messages about literacy's pleasures and rewards by observing others reading and writing. Children develop as writers
		when they are encouraged to write in an environment that has
		readily accessible writing materials.
GRADE LEVEL EXPECTATION	LL.3.1.a.	Early Writing: Uses a variety of writing tools, materials, and surfaces to create drawings or symbols.
		Clothes Study
		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. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 058 Investigation 3 Day 5 Choice Time p. 059 Investigation 3 Day Large-Group Roundup p. 063 Investigation 4 Day 1 Choice Time p. 067 Investigation 4 Day 3 Small Group p. 072 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5 Large-Group Roundup p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Small Group p. 095 Investigation 7 Day 3 Small Group
GRADE LEVEL EXPECTATION	LL.3.1.b.	Writing Processes: With modeling and support, uses a combination of drawing, dictating and emergent writing to communicate an idea or opinion about an experience, story, or book, and to express knowledge or share information about a topic of interest. Clothes Study 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 2 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
GRADE LEVEL EXPECTATION	LL.3.1.e.	Writing Applications: Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas or to tell a story; e.g., signing artwork, captioning, labeling, creating lists, making notes. Clothes Study D. 015 Exploring the Topic Day 1 Small Group D. 020 Exploring the Topic Day 4 Large Group D. 021 Exploring the Topic Day 4 Large-Group Roundup D. 029 Investigation 1 Day 1 Read-Aloud D. 035 Investigation 1 Day 4 Small Group D. 037 Investigation 1 Day 5 Choice Time D. 040 Investigation 2 Day 1 Large Group D. 041 Investigation 2 Day 2 Large-Group Roundup D. 043 Investigation 2 Day 3 Small Group D. 047 Investigation 2 Day 4 Read-Aloud D. 050 Investigation 2 Day 4 Read-Aloud D. 050 Investigation 3 Day 1 Choice Time D. 051 Investigation 3 Day 1 Small Group D. 055 Investigation 3 Day 5 Choice Time D. 056 Investigation 3 Day 4 Choice Time D. 058 Investigation 3 Day 5 Choice Time D. 058 Investigation 3 Day 4 Choice Time D. 059 Investigation 3 Day 4 Choice Time D. 050 Investigation 3 Day 5 Choice Time D. 051 Investigation 4 Day 1 Choice Time D. 053 Investigation 4 Day 1 Choice Time D. 056 Investigation 4 Day 1 Choice Time D. 057 Investigation 4 Day 1 Choice Time D. 058 Investigation 4 Day 1 Choice Time D. 059 Investigation 4 Day 1 Choice Time D. 050 Investigation 4 Day 1 Choice Time D. 051 Investigation 4 Day 1 Choice Time D. 052 Investigation 4 Day 1 Choice Time D. 053 Investigation 4 Day 1 Choice Time D. 054 Investigation 4 Day 1 Choice Time D. 055 Investigation 5 Day 1 Large-Group Roundup D. 067 Investigation 5 Day 1 Large Group D. 070 Investigation 5 Day 2 Large Group D. 071 Investigation 5 Day 2 Large Group D. 072 Investigation 5 Day 3 Choice Time D. 074 Investigation 5 Day 3 Large Group D. 074 Investigation 5 Day 3 Large Group

		p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5Large-Group Roundup p. 091 Investigation 7 Day 1 Small Group p. 108 Celebrating Learning Day 1 Large Group
GRADE LEVEL EXPECTATION	LL.3.1.f.	Writing Applications: With prompting and support, forms letters starting with large motor (sky writing, paint brush and water, sidewalk chalk) progressing to fine motor (paper and pencil). Clothes Study p. 041 Investigation 2 Day 1 Small Group
		p. 043 Investigation 2 Day 2 Small Group
GRADE LEVEL EXPECTATION	LL.3.1.g.	Writing Applications: Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.
		Clothes Study 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
STRAND	AZ.EC.MA.	MATHEMATICS
CONCEPT / STANDARD	MA.1.	COUNTING AND CARDINALITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.1.1.	Counts Out Loud: The child counts out loud and uses number words in daily conversations.
OBJECTIVE / GRADE LEVEL EXPECTATION		To build an understanding of counting, children need environments that are rich in mathematical language and provide varied opportunities to count in ways that are personally meaningful, challenging, and fun.
GRADE LEVEL EXPECTATION	MA.1.1.a.	Clothes Study 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 Small Group p. 037 Investigation 1 Day 5 Small Group p. 046 Investigation 1 Day 5 Small Group p. 059 Investigation 2 Day 4 Large Group p. 059 Investigation 3 Day 4 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. 071 Investigation 5 Day 2 Small Group p. 073 Investigation 5 Day 2 Small Group p. 074 Investigation 5 Day 2 Small Group p. 075 Investigation 5 Day 2 Small Group p. 076 Investigation 6 Day 2 Mighty Minutes

		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
GRADE LEVEL EXPECTATION	MA.1.1.b.	Counts out loud to 10. Clothes Study p. 015 Exploring the Topic Day 1 Mighty Minutes p. 017 Exploring the Topic Day 2 Small Group p. 021 Exploring the Topic Day 4 Mighty Minutes p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Small Group p. 033 Investigation 1 Day 3 Small Group
		p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 057 Investigation 3 Day 4 Mighty Minutes p. 059 Investigation 3 Day 5 Mighty Minutes p. 065 Investigation 4 Day 2 Mighty Minutes p. 066 Investigation 4 Day 3 Large Group p. 071 Investigation 5 Day 1 Mighty Minutes p. 073 Investigation 5 Day 2 Small Group p. 081 Investigation 6 Day 2 Mighty Minutes p. 083 Investigation 6 Day 3 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group p. 087 Investigation 6 Day 5 Small Group p. 111 Celebrating Learning Day 2 Small Group
CONCEPT / STANDARD	MA.1.	COUNTING AND CARDINALITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.1.2.	Knows Number Names and Symbols: The child identifies numerals and uses number words in daily activities.
OBJECTIVE / GRADE LEVEL EXPECTATION		To build an understanding of number names and symbols children need number rich environments that allow them to explore and play with numbers and numerals throughout the day and across the curriculum.
GRADE LEVEL EXPECTATION	MA.1.2.a.	Uses numerals and number symbols in the context of daily routines, activities, and play. Clothes Study p. 023 Exploring the Topic Day 5 Small Group
GRADE LEVEL	MA.1.2.b.	Uses and creates symbols to represent numbers.
EXPECTATION		Clothes Study p. 015 Exploring the Topic Day 1 Mighty Minutes p. 023 Exploring the Topic Day 5 Small Group p. 071 Investigation 5 Day 1 Mighty Minutes
GRADE LEVEL EXPECTATION	MA.1.2.c.	Identifies numerals one to 10. Clothes Study p. 023 Exploring the Topic Day 5 Small Group
CONCEPT / STANDARD	MA.1.	COUNTING AND CARDINALITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.1.3.	Counts to Tell Number of Objects: The child uses number words and counting to identify quantity.
OBJECTIVE / GRADE LEVEL EXPECTATION		Learning the meaning of numbers begins with hands-on experiences using a variety of objects found in the home, the classroom and nature. To build an understanding of "how much" and to explore number relationships, children need daily experiences involving counting in ways that are personally meaningful, challenging, and fun.
GRADE LEVEL	MA.1.3.a.	Counts groups of objects using one-to-one correspondence (one

EYDECTATION	1	object for each number word)
EXPECTATION		object for each number word).
		Clothes Study
		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 1 Small Group
		p. 031 Investigation 1 Day 2 Large-Group Roundup
		p. 033 Investigation 1 Day 3 Small Group
		p. 034 Investigation 1 Day 4 Large Group
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 037 Investigation 1 Day 5 Large-Group Roundup
		p. 037 Investigation 1 Day 5 Small Group
		p. 046 Investigation 2 Day 4 Large Group
		p. 057 Investigation 3 Day 4 Mighty Minutes p. 059 Investigation 3 Day 5 Mighty Minutes
		p. 065 Investigation 4 Day 2 Mighty Minutes
		p. 066 Investigation 4 Day 3 Large Group
		p. 071 Investigation 5 Day 1 Mighty Minutes
		p. 073 Investigation 5 Day 2 Read-Aloud
		p. 073 Investigation 5 Day 2 Small Group
		p. 081 Investigation 6 Day 2 Mighty Minutes
		p. 083 Investigation 6 Day 3 Small Group
		p. 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
GRADE LEVEL	MA.1.3.b.	Counts a collection of up to 10 items using the last counting word to
EXPECTATION	WIA. 1.3.D.	tell, "How many?"
		<u>Clothes Study</u>
		p. 015 Exploring the Topic Day 1 Mighty Minutes
		p. 017 Exploring the Topic Day 2 Small Group
		p. 017 Exploring the Topic Day 2 Small Group p. 021 Exploring the Topic Day 4 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. 017 Exploring the Topic Day 2 Small Group p. 021 Exploring the Topic Day 4 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. 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. 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. 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. 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. 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. 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 Small Group p. 037 Investigation 1 Day 5 Small Group
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		Clothes Study
		p. 023 Exploring the Topic Day 5 Small Group
CONCEPT / STANDARD	MA.1.	COUNTING AND CARDINALITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.1.4.	Compares Numbers and Quantities: The child applies a range of strategies such as counting or matching to compare sets of objects.
OBJECTIVE / GRADE LEVEL EXPECTATION		Learning the meaning of numbers begins with hands-on experiences, using a variety of objects found in the home, the classroom and nature. To build an understanding of numbers and the quantities they represent, children need daily experiences involving comparing groups of objects in ways that are personally meaningful, challenging, and fun.
GRADE LEVEL EXPECTATION	MA.1.4.a.	Compares two sets of objects using terms such as more, fewer, or the same. Clothes Study 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
CONCEPT / STANDARD	MA.2.	OPERATIONS AND ALGEBRAIC THINKING
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.2.1.	Explores Addition and Subtraction: The child combines and separates groups of objects and names how many.
OBJECTIVE / GRADE LEVEL EXPECTATION		Learning the meaning of a number begins with hands-on experiences using a variety of objects found in the home, the classroom, and nature. To build an understanding of numbers and to discover number relationships, children need opportunities to describe the changes that result from putting sets of objects (e.g., blocks, animals, toy people) together or taking them apart.
GRADE LEVEL EXPECTATION	MA.2.1.a.	Demonstrates an understanding that adding increases the number of objects in a group. Clothes Study 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
GRADE LEVEL EXPECTATION	MA.2.1.c.	Demonstrates an understanding that taking away decreases the number of objects in a group. Clothes Study 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
CONCEPT / STANDARD	MA.2.	OPERATIONS AND ALGEBRAIC THINKING
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.2.2.	Patterning: The child recognizes, copies, extends, describes and creates patterns.
OBJECTIVE / GRADE LEVEL EXPECTATION		Recognition and investigation of patterns are important components of a child's development. A child's ability to work with patterns is the precursor to mathematical thinking, especially algebraic processes. Children need frequent opportunities to engage in pattern-related activities such as playing with repetitive sounds and movement or noticing patterns in textures and pictures.
GRADE LEVEL	MA.2.2.a.	Recognizes patterns in the real world.

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EXPECTATION		Clothes Study
		p. 063 Investigation 4 Day 1 Mighty Minutes
GRADE LEVEL	MA.2.2.b.	Copies simple patterns.
EXPECTATION		
		Clothes Study
		p. 051 Investigation 3 Day 1 Small Group p. 052 Investigation 3 Day 2 Choice Time
		p. 082 Investigation 6 Day 3 Choice Time
GRADE LEVEL	MA.2.2.c.	Extends simple patterns.
EXPECTATION	WIA.2.2.C.	Exterius simple patterns.
		Clothes Study
		p. 051 Investigation 3 Day 1 Small Group
		p. 052 Investigation 3 Day 2 Choice Time p. 082 Investigation 6 Day 3 Choice Time
GRADE LEVEL EXPECTATION	MA.2.2.d.	Creates simple patterns.
LAI LOTATION		Clothes Study
		p. 051 Investigation 3 Day 1 Small Group
		p. 052 Investigation 3 Day 2 Choice Time
		p. 082 Investigation 6 Day 3 Choice Time
CONCEPT / STANDARD	MA.3.	MEASUREMENT AND DATA
PERFORMANCE	MA.3.1.	Sorts and Classifies: The child sorts and groups objects by a variety
OBJECTIVE / PROFICIENCY LEVEL		of characteristics/attributes.
OBJECTIVE / GRADE		Recognizing relationships between objects allows young children to
LEVEL EXPECTATION		make generalizations and predictions beyond information directly
		available to them. The ability to think logically and to reason
		(problem solve) extends far beyond mathematical boundaries.
GRADE LEVEL	MA.3.1.a.	Sorts and classifies objects by one or more attributes (e.g., size,
EXPECTATION		color, shape, texture, use).
		Clothes Study
		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
GRADE LEVEL	MA.3.1.b.	Explains how items were sorted into groups.
EXPECTATION		Clothes Study
		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. 083 Investigation 6 Day 3 Small Group
		p. 108 Celebrating Learning Day 1 Choice Time p. 111 Celebrating Learning Day 2 Small Group
CONCEPT / STANDARD	MA.3.	MEASUREMENT AND DATA
PERFORMANCE	MA.3.2.	Data Analysis: The child collects, organizes, displays, and describes
OBJECTIVE / PROFICIENCY		relevant data.
LEVEL		
OBJECTIVE / GRADE		Children are natural observers and questioners. To build upon this
LEVEL EXPECTATION		strength, adults should facilitate children's opportunities to ask
		questions, sort and classify objects, collect and display information, and talk about what is meaningful to them.
GRADE LEVEL	MA.3.2.a.	Asks questions to gather information.
EXPECTATION		- Company to gather intermediate
		Clothes Study
		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
GRADE LEVEL EXPECTATION	MA.3.2.c.	Uses descriptive language to compare data in picture graphs or other concrete representations. Clothes Study p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group
GRADE LEVEL EXPECTATION	MA.3.2.d.	Uses charts and graphs to analyze information or answer questions. Clothes Study p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 043 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 2 Large-Group Roundup p. 045 Investigation 2 Day 3 Choice Time p. 111 Celebrating Learning Day 2 Small Group
CONCEPT / STANDARD	MA.3.	MEASUREMENT AND DATA
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.3.3.	Measures: The child uses measurement to describe and compare objects in the environment.
OBJECTIVE / GRADE LEVEL EXPECTATION		Starting at a very young age, children compare who is taller or who has more. Immersing children in measurement activities provides them with opportunities to explore, compare, and discuss the use of measurement in their environment.
GRADE LEVEL EXPECTATION	MA.3.3.a.	Compares objects and uses terms such as longer-shorter, hotter-colder, and faster-slower. Clothes Study p. 027 Investigation 1 Outdoor Experiences p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time p. 063 Investigation 4 Day 1 Mighty Minutes
GRADE LEVEL EXPECTATION	MA.3.3.b.	Uses non-standard units of measurement (e.g., hands, bodies, containers) to estimate measurable attributes. Clothes Study p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time
GRADE LEVEL EXPECTATION	MA.3.3.c.	Uses various standard measuring tools for simple measuring tasks. Clothes Study 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
GRADE LEVEL EXPECTATION	MA.3.3.d.	Orders objects by measurable attributes.

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		Clothes Study p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time p. 063 Investigation 4 Day 1 Mighty Minutes
GRADE LEVEL EXPECTATION	MA.3.3.e.	Uses appropriate vocabulary to describe time and sequence related to daily routines. Clothes Study
	 	p. 067 Investigation 4 Day 3 Small Group
CONCEPT / STANDARD	MA.4.	GEOMETRY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.4.1.	Spatial Reasoning: The child uses and demonstrates an understanding of positional terms.
OBJECTIVE / GRADE LEVEL EXPECTATION		Geometry for young children involves observing, playing with, and purposefully investigating shapes that are found in their environment. Children spontaneously make spatial comparisons. This familiarity is a foundation for more complex learning experiences involving shape, position, and orientation in space.
GRADE LEVEL EXPECTATION	MA.4.1.a.	Uses and responds to positional terms (e.g., between, inside, under, above, behind). Clothes Study 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
GRADE LEVEL EXPECTATION	MA.4.1.b.	Describes the position or location of objects in relation to self or to other objects. Clothes Study 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
CONCEPT / STANDARD	MA.4.	GEOMETRY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.4.2.	Shapes: The child recognizes names and describes common shapes and their properties.
OBJECTIVE / GRADE LEVEL EXPECTATION		Geometry for young children involves observing, playing with, and purposefully investigating shapes that are found in their environment. Beginning in infancy, children compare objects by form and shape. This familiarity is a foundation for more complex learning experiences involving shape, position, and orientation in space.
GRADE LEVEL EXPECTATION	MA.4.2.a.	Recognizes basic two-dimensional shapes. Clothes Study p. 035 Investigation 1 Day 4 Mighty Minutes 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
GRADE LEVEL EXPECTATION	MA.4.2.b.	Uses the names of geometric shapes when describing objects found in the environment.
		Clothes Study
		p. 065 Investigation 4 Day 2 Small Group
		p. 089 Investigation 7 Outdoor Experiences p. 091 Investigation 7 Day 1 Small Group
GRADE LEVEL	MA.4.2.d.	Compares and describes attributes of two- and three- dimensional
EXPECTATION		objects in the environment using own vocabulary.
		Clothes Study
		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
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CONCEPT / STANDARD	SC.1.	INQUIRY AND APPLICATION
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC.1.1.	Exploration, Observations, and Hypotheses: The child asks questions and makes predictions while exploring and observing in the environment.
OBJECTIVE / GRADE		Children use their senses to observe by looking, touching, tasting,
LEVEL EXPECTATION		smelling and listening. Curiosity about the natural world leads children to ask questions. They ask Why? Where? What if? How?
		Who?
GRADE LEVEL	SC.1.1.c.	Describes changes in objects, living things, and the natural events
EXPECTATION		in the environment.
		Clothes Study
		p. 043 Investigation 2 Day 2 Choice Time
		p. 045 Investigation 2 Day 3 Small Group
GRADE LEVEL	SC.1.1.d.	Begins to describe the similarities, differences and relationships
EXPECTATION		between objects, living things and natural events.
		Clothes Study
		p. 017 Exploring the Topic Day 2 Small Group
		p. 027 Investigation 1 Outdoor Experiences
		p. 033 Investigation 1 Day 3 Small Group p. 037 Investigation 1 Day 5 Small Group
		p. 041 Investigation 2 Day 1 Choice Time
		p. 043 Investigation 2 Day 2 Choice Time
		p. 043 Investigation 2 Day 2 Small Group
		p. 045 Investigation 2 Day 3 Mighty Minutes p. 045 Investigation 2 Day 3 Small Group
		p. 052 Investigation 3 Day 2 Choice Time
		p. 053 Investigation 3 Day 2 Small Group
		p. 057 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Small Group
		p. 063 Investigation 4 Day 1 Choice Time
		p. 063 Investigation 4 Day 1 Mighty Minutes
		p. 064 Investigation 4 Day 2 Large Group
		p. 067 Investigation 4 Day 3 Small Group p. 095 Investigation 7 Day 3 Small Group
		p. 108 Celebrating Learning Day 1 Choice Time
GRADE LEVEL	SC.1.1.e.	Asks and responds to questions about relationships of objects,
EXPECTATION		living things, and events in the natural environment.
		Clothes Study
		p. 017 Exploring the Topic Day 2 Small Group p. 027 Investigation 1 Outdoor Experiences
		p. 029 Investigation 1 Day 1 Small Group

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		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 2 Day 2 Choice Time p. 053 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. 095 Investigation 7 Day 3 Small Group p. 108 Celebrating Learning Day 1 Choice Time
CONCEPT / STANDARD	SC.1.	INQUIRY AND APPLICATION
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC.1.2.	Investigation: The child tests predictions through exploration and experimentation.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children use their senses and a variety of tools and materials to gather information while investigating. Active experimentation requires questioning, refining, and persistence. Children explore answers to their questions and begin to form more complex conclusions. Information gathered in the process extends a child's knowledge of the world and their environment.
GRADE LEVEL	SC.1.2.a.	Uses a variety of tools and materials to investigate.
EXPECTATION		Clothes Study p. 053 Investigation 3 Day 2 Small Group p. 067 Investigation 4 Day 3 Small Group
GRADE LEVEL EXPECTATION	SC.1.2.b.	Makes predictions and checks them through hands-on investigation with adult support. Clothes Study 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
CONCEPT / STANDARD	SC.1.	INQUIRY AND APPLICATION
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC.1.3.	Analysis and Conclusion: The child forms conclusions about observations and experimentations.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children form conclusions about their observations and experimentations by collecting and thinking about the information gathered.
GRADE LEVEL EXPECTATION	SC.1.3.a.	Uses a variety of materials to record and organize data. Clothes Study 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
CONCEPT / STANDARD	SC.1.	INQUIRY AND APPLICATION
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC.1.4.	Communication: The child discusses and reflects upon the scientific investigation and its findings.
OBJECTIVE / GRADE LEVEL EXPECTATION		Based on past experiences, children use language or an alternate communication system to show recognition of scientific principles and a deeper understanding of their environment. Science incorporates language and literacy skills which are an essential foundation for later reading comprehension.
GRADE LEVEL EXPECTATION	SC.1.4.a.	Displays and interprets data. Clothes Study p. 037 Investigation 1 Day 5 Small Group p. 043 Investigation 2 Day 2 Choice Time p. 091 Investigation 7 Day 1 Choice Time p. 092 Investigation 7 Day 2 Choice Time p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Choice Time
GRADE LEVEL EXPECTATION	SC.1.4.b.	Clothes Study D. 015 Exploring the Topic Day 1 Choice Time D. 016 Exploring the Topic Day 2 Choice Time D. 016 Exploring the Topic Day 2 Large Group D. 017 Exploring the Topic Day 2 Small Group D. 017 Exploring the Topic Day 3 Choice Time D. 018 Exploring the Topic Day 3 Choice Time D. 021 Exploring the Topic Day 4 Choice Time D. 023 Exploring the Topic Day 5 Choice Time D. 023 Exploring the Topic Day 5 Choice Time D. 027 Investigation 1 Outdoor Experiences D. 028 Investigation 1 Day 1 Choice Time D. 028 Investigation 1 Day 1 Choice Time D. 028 Investigation 1 Day 1 Small Group D. 031 Investigation 1 Day 2 Choice Time D. 033 Investigation 1 Day 3 Small Group D. 035 Investigation 1 Day 4 Choice Time D. 035 Investigation 1 Day 4 Choice Time D. 037 Investigation 1 Day 5 Small Group D. 037 Investigation 1 Day 5 Choice Time D. 037 Investigation 1 Day 5 Small Group D. 041 Investigation 2 Day 1 Choice Time D. 041 Investigation 2 Day 1 Large-Group Roundup D. 041 Investigation 2 Day 1 Large-Group D. 042 Investigation 2 Day 2 Large Group D. 043 Investigation 2 Day 2 Choice Time D. 043 Investigation 2 Day 2 Small Group D. 044 Investigation 2 Day 2 Small Group D. 045 Investigation 2 Day 3 Small Group D. 046 Investigation 2 Day 4 Choice Time D. 047 Investigation 2 Day 4 Choice Time D. 048 Investigation 2 Day 4 Choice Time D. 049 Investigation 2 Day 4 Choice Time D. 046 Investigation 2 Day 4 Choice Time D. 047 Investigation 2 Day 4 Choice Time D. 048 Investigation 2 Day 4 Choice Time D. 049 Investigation 3 Day 1 Choice Time D. 041 Investigation 3 Day 4 Choice Time D. 045 Investigation 3 Day 4 Choice Time D. 046 Investigation 3 Day 4 Choice Time D. 057 Investigation 3 Day 1 Choice Time D. 058 Investigation 3 Day 2 Choice Time D. 059 Investigation 3 Day 3 Small Group D. 051 Investigation 3 Day 4 Choice Time D. 053 Investigation 3 Day 4 Choice Time D. 055 Investigation 3 Day 5 Small Group D. 056 Investigation 3 Day 5 Small Group D. 058 Investigation 4 Day 1 Choice Time D. 059 Inve

		p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Mighty Minutes p. 065 Investigation 4 Day 2 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 066 Investigation 4 Day 3 Choice Time p. 066 Investigation 4 Day 3 Large Group p. 067 Investigation 4 Day 3 Small Group p. 070 Investigation 5 Day 1 Choice Time p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Choice Time p. 081 Investigation 6 Day 2 Mighty Minutes p. 082 Investigation 6 Day 3 Choice Time p. 085 Investigation 6 Day 5 Mighty Minutes p. 087 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Small Group p. 092 Investigation 7 Day 2 Choice Time p. 094 Investigation 7 Day 3 Small Group p. 095 Investigation 7 Day 3 Small Group p. 108 Celebrating Learning Day 1 Choice Time p. 110 Celebrating Learning Day 2 Small Group
GRADE LEVEL EXPECTATION	SC.1.4.c.	Conducts further investigation based on prior experience and information gained. Clothes Study 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
STRAND	AZ.EC.SS.	SOCIAL STUDIES
CONCEPT / STANDARD	SS.2.	COMMUNITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS.2.2.	Rights, Responsibilities and Roles within Community: The child demonstrates a sense of belonging to the community and contributes to its care.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children recognize themselves as part of their home and community. Children are given opportunities to experience choices and to make their own decisions in order to demonstrate their roles as individuals. As children learn to demonstrate respect for ideas and rules, they gain the skills necessary for being contributing members of the family and of a community.
GRADE LEVEL EXPECTATION	SS.2.2.e.	Describes the purpose of rules. Clothes Study 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
STRAND	AZ.EC.PHS.	PHYSICAL DEVELOPMENT, HEALTH AND SAFETY
CONCEPT / STANDARD	PHS.1.	PHYSICAL AND MOTOR DEVELOPMENT
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	PHS.1.1.	Gross Motor Development: The child moves with balance, control and coordination.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children are in constant motion. This movement develops young children's large muscles as they run, jump, and play in both structured and unstructured settings. Children increase their ability to control their bodies and learn that regular physical activity can enhance their overall physical, social and mental health.
GRADE LEVEL EXPECTATION	PHS.1.1.c.	Moves with coordination. Clothes Study p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences
GRADE LEVEL EXPECTATION	PHS.1.1.d.	Demonstrates spatial awareness in physical activity. Clothes Study p. 064 Investigation 4 Day 2 Large Group p. 077 Investigation 6 Outdoor Experience p. 081 Investigation 6 Day 2 Mighty Minutes
CONCEPT / STANDARD	PHS.1.	PHYSICAL AND MOTOR DEVELOPMENT
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	PHS.1.2.	Fine Motor Development: The child uses fingers, hands and wrists to manipulate tools and materials.
OBJECTIVE / GRADE LEVEL EXPECTATION		Developing fine motor skills is an important foundation for other developmental areas such as cognitive development, artistic expression, daily living skills and handwriting. Children begin to demonstrate an increased amount of strength, dexterity, and stamina to perform fine motor tasks using a variety of manipulatives and tools. When children are engaged in appropriate activities and experiences, they develop the ability to gain fine motor control, which leads to independence.
GRADE LEVEL EXPECTATION	PHS.1.2.a.	Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware). Clothes Study 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 Small Group
GRADE LEVEL EXPECTATION	PHS.1.2.b.	Uses eye-hand coordination to perform simple tasks. Clothes Study 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
GRADE LEVEL EXPECTATION	PHS.1.2.c.	Manipulates smaller objects, tools and instruments that require wrist and squeezing motions.

		Clothes Study 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
GRADE LEVEL EXPECTATION	PHS.1.2.d.	Uses fine motor skills in daily living.
		Clothes Study 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
CONCEPT / STANDARD	PHS.3.	SAFETY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	PHS.3.1.	Safety and Injury Prevention: Child demonstrates knowledge of personal safety practices and routines.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children demonstrate awareness and understanding of personal and environmental safety rules and how to keep themselves safe. These principles should be relevant to Arizona and to the community/region in which the child lives.
GRADE LEVEL EXPECTATION	PHS.3.1.c.	Enforces personal boundaries (safety, self-advocacy and boundary awareness).
		Clothes Study p. 064 Investigation 4 Day 2 Large Group p. 077 Investigation 6 Outdoor Experience p. 081 Investigation 6 Day 2 Mighty Minutes
STRAND	AZ.EC.FA.	FINE ARTS
CONCEPT / STANDARD	FA.1.	VISUAL ARTS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	FA.1.1.	Creates and Understands Visual Arts: The child uses a wide variety of materials, media, tools, techniques and processes to explore, create and understand art.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children communicate ideas, experiences and feelings by leaving their mark with crayons, markers, paints, modeling and construction of masterpieces. Children discover that they and others are artists. Children begin to develop vocabulary to share their opinions about artistic creations and experiences. They reflect upon and describe the characteristics and qualities of their work and the work of others.
GRADE LEVEL EXPECTATION	FA.1.1.a.	Uses a variety of materials/media, tools and techniques to create original works of art (e.g., paper, rocks, sand, clay; tools such as cotton swabs, small/large brushes, drinking straws, and techniques such as drawing, painting, sculpting). Clothes Study 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 2 Large-Group p. 043 Investigation 2 Day 2 Large-Group Roundup
		p. 045 Investigation 2 Day 2 Large-Group Roundup 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
GRADE LEVEL EXPECTATION	FA.1.1.b.	Creates art work with details which represent creative and personal choices, ideas, experiences and feelings. Clothes Study
		p. 020 Exploring the Topic Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group
		p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group
		p. 043 Investigation 2 Day 2 Large-Group Roundup p. 045 Investigation 2 Day 3 Small Group
		p. 050 Investigation 3 Day 1 Choice Time
		p. 051 Investigation 3 Day 1 Small Group p. 051 Investigation 3 Day 1 Large-Group Roundup
		p. 055 Investigation 3 Day 3 Small Group
		p. 058 Investigation 3 Day 5 Choice Time p. 059 Investigation 3 Day Large-Group Roundup
		p. 063 Investigation 4 Day 1 Choice Time
		p. 067 Investigation 4 Day 3 Small Group p. 072 Investigation 5 Day 2 Large Group
		p. 074 Investigation 5 Day 3 Choice Time
		p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup
		p. 087 Investigation 6 Day 5Large-Group Roundup
		p. 091 Investigation 7 Day 1 Small Group
GRADE LEVEL EXPECTATION	FA.1.1.c.	Creates art in two and three dimensions.
		Clothes Study
		p. 020 Exploring the Topic Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group
		p. 040 Investigation 2 Day 1 Large Group
		p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup
		p. 045 Investigation 2 Day 3 Small Group
		p. 050 Investigation 3 Day 1 Choice Time p. 051 Investigation 3 Day 1 Small Group
		p. 051 Investigation 3 Day 1 Large-Group Roundup
		p. 055 Investigation 3 Day 3 Small Group p. 058 Investigation 3 Day 5 Choice Time
		p. 059 Investigation 3 Day Large-Group Roundup
		p. 063 Investigation 4 Day 1 Choice Time p. 067 Investigation 4 Day 3 Small Group
		p. 072 Investigation 5 Day 2 Large Group
		p. 074 Investigation 5 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group
		p. 085 Investigation 6 Day 4 Large-Group Roundup
		p. 087 Investigation 6 Day 5Large-Group Roundup p. 091 Investigation 7 Day 1 Small Group
GRADE LEVEL EXPECTATION	FA.1.1.d.	Seeks an understanding of artwork by self or others by commenting on or questioning the artwork.
		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. 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

		n 022 Investigation 4 Day 2 Large Course
		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 4 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 Choice Time
		p. 081 Investigation 6 Day 2 Read-Aloud
		p. 081 Investigation 6 Day 2 Read-Aloud p. 081 Investigation 6 Day 2 Small Group
		p. 083 Investigation 6 Day 2 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. 087 Investigation 6 Day 5Large-Group Roundup
		p. 089 Investigation 7 Outdoor Experiences
		p. 091 Investigation 7 Day 1 Choice Time
		p. 091 Investigation 7 Day 1 Small Group
		p. 092 Investigation 7 Day 2 Choice Time
		p. 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
CONCEPT / STANDARD	FA.2.	MUSIC AND CREATIVE MOVEMENT
PERFORMANCE	FA.2.1.	Creates and Understands Music, Movement and Dance: The child
OBJECTIVE / PROFICIENCY	1 A.Z. I.	uses a wide variety of instruments, movements, techniques and
LEVEL		music to explore and create.

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OBJECTIVE / GRADE LEVEL EXPECTATION		Singing, dancing, making music and moving to sounds/rhythms are fundamental musical activities of young children. These activities help young children explore and demonstrate self-expression, creativity, body awareness and nurtures appreciation of the arts. Children begin to develop a vocabulary to share opinions about musical/movement creations and experiences.
GRADE LEVEL EXPECTATION	FA.2.1.b.	Children begin to develop a vocabulary to share opinions about
		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
GRADE LEVEL	FA.2.1.c.	Uses familiar songs, rhymes or chants to create their own

EVECTATION		musical/mayamant improvications
EXPECTATION		musical/movement improvisations.
		Clothes Study
		p. 013 Exploring the Topic Outdoor Experiencesp 13
		p. 014 Exploring the Topic Day 1 Large Group
		p. 015 Exploring the Topic Day 1 Choice Time
		p. 015 Exploring the Topic Day 1 Small Group
		p. 016 Exploring the Topic Day 2 Large Group
		p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group
		p. 020 Exploring the Topic Day 4 Large Group
		p. 027 Investigation 1 Outdoor Experiences
		p. 028 Investigation 1 Day 1 Large Group
		p. 030 Investigation 1 Day 2 Large Group
		p. 031 Investigation 1 Day 2 Mighty Minutes
		p. 032 Investigation 1 Day 3 Large Group
		p. 034 Investigation 1 Day 4 Large Group
		p. 036 Investigation 1 Day 5 Large Group
		p. 040 Investigation 2 Day 1 Large Group
		p. 041 Investigation 2 Day 1 Mighty Minutes p. 042 Investigation 2 Day 2 Large Group
		p. 044 Investigation 2 Day 3 Large Group
		p. 045 Investigation 2 Day 3 Small Group
		p. 046 Investigation 2 Day 4 Large Group
		p. 050 Investigation 3 Day 1 Large Group
		p. 052 Investigation 3 Day 2 Large Group
		p. 054 Investigation 3 Day 3 Large Group
		p. 055 Investigation 3 Day 3 Mighty Minutes
		p. 056 Investigation 3 Day 4 Large Group
		p. 057 Investigation 3 Day 4 Small Group p. 058 Investigation 3 Day 5 Large Group
		p. 059 Investigation 3 Day 5 Large Group p. 059 Investigation 3 Day 5 Mighty Minutes
		p. 059 Investigation 3 Day 5 Small 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. 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
GRADE LEVEL	FA.2.1.d.	Responds to different types of music, (e.g., rock, classical, jazz,
EXPECTATION		spirituals, reggae, Native American chants, gospel, bluegrass,
		Iullabies, marches and country music).
		Clothes Study
		p. 027 Investigation 1 Outdoor Experiences

GRADE LEVEL EXPECTATION	FA.2.1.e.	Uses creative movement and dance to interpret the mood of various types of music and stories.
		Clothes Study p. 027 Investigation 1 Outdoor Experiences
CONCEPT / STANDARD	FA.3.	DRAMA
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	FA.3.1.	Creates Dramatic Activities: The child uses the portrayal of events, characters, or stories through acting and using props and language to explore and create.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children use the richness of their daily activities to create pretend play, assuming different roles and characters. These experiences contribute to children's ability to self-regulate, communicate more effectively and engage in cooperative activity with peers while practicing roles of others.
GRADE LEVEL EXPECTATION	FA.3.1.a.	Clothes Study 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 3 Mighty Minutes p. 053 Investigation 3 Day 2 Mighty Minutes p. 054 Investigation 3 Day 3 Choice Time p. 054 Investigation 3 Day 3 Shighty Minutes p. 059 Investigation 3 Day 5 Mighty Minutes p. 063 Investigation 3 Day 5 Large Group p. 075 Investigation 5 Day 2 Choice Time p. 075 Investigation 6 Day 1 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. 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 Read-Aloud p. 079 Investigation 6 Day 4 Read-Aloud p. 085 Investigation 6 Day 5 Choice Time p. 085 Investigation 6 Day 5 Choice Time p. 086 Investigation 6 Day 5 Choice Time p. 086 Investigation 6 Day 5 Large Group p. 084 Investigation 6 Day 5 Large Group p. 094 Investigation 7 Day 3 Choice Time
GRADE LEVEL	FA.3.1.b.	p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group Takes on more than one dramatic play role at a time.
EXPECTATION		Clothes Study 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

GRADE LEVEL EXPECTATION FA.3.1.c. GRADE LEVEL EXPECTATION FA.3.1.c. FA.3.1.c. Pretends an object exploring the p. 023 Exploring the p. 023 Exploring the p. 023 Exploring the p. 023 Exploring the p. 024 Investigation 2 p. 041 Investigation 2 p. 041 Investigation 3 p. 041 Investigation 6 p. 026 Investigation 6 p. 027 Investigation 6 p. 028 Investigation 6 p. 028 Investigation 6 p. 036 Investigation 7 p. 034 Investigation 7 p. 035 Investigation 7 p. 035 Investigation 1 p. 035 Investigation 1 p. 037 Investigation 1 p. 037 Investigation 1 p. 037 Investigation 2 p. 041 Investigation 3 p. 053 Investigation 3 p. 054 Investigation 9 p. 075 Investigation 6 p. 077 Investigation 6 p. 078 Investigation 6 p. 078 Investigation 6 p. 079 Investigation 6 p. 079 Investigation 6 p. 078 Investigation 6 p. 079 Investigation 7 p. 079	
GRADE LEVEL EXPECTATION FA.3.1.c. Pretends an object expectation Clothes Study p. 014 Exploring the p. 022 Exploring the p. 023 Exploring the p. 023 Exploring the p. 023 Exploring the p. 023 Investigation 1 p. 035 Investigation 1 p. 037 Investigation 2 p. 041 Investigation 2 p. 041 Investigation 2 p. 041 Investigation 3 p. 054 Investigation 3 p. 054 Investigation 3 p. 054 Investigation 3 p. 054 Investigation 3 p. 059 Investigation 3 p. 063 Investigation 4 p. 072 Investigation 5 p. 075 Investigation 6 p. 078 Investigation 6 p. 079 Investigation 6 p. 079 Investigation 6 p. 079 Investigation 6 p. 079 Investigation 6 p. 081 Investigation 6 p. 081 Investigation 6 p. 081 Investigation 6 p. 085 Investigation 6 p. 085 Investigation 6 p. 086 Investigation 7 p. 094 Investigatio	B Day 3 Large Group B Day 5 Mighty Minutes Day 1 Small Group Day 2 Choice Time Day 3 Large-Group Roundup Day 3 Large-Group Roundup Day 1 Large Group Day 1 Read-Aloud Day 1 Small Group Day 2 Mighty Minutes Day 3 Mighty Minutes Day 4 Mighty Minutes Day 4 Read-Aloud Day 4 Read-Aloud Day 5 Choice Time Day 5 Large Group Day 5 Choice Time Day 7 Day 3 Choice Time
GRADE LEVEL EXPECTATION FA.3.1.c. Pretends an object expectation Clothes Study p. 014 Exploring the p. 022 Exploring the p. 023 Exploring the p. 023 Exploring the p. 023 Exploring the p. 023 Investigation 1 p. 035 Investigation 1 p. 037 Investigation 2 p. 041 Investigation 2 p. 041 Investigation 2 p. 041 Investigation 3 p. 054 Investigation 3 p. 054 Investigation 3 p. 054 Investigation 3 p. 054 Investigation 3 p. 059 Investigation 3 p. 063 Investigation 4 p. 072 Investigation 5 p. 075 Investigation 6 p. 078 Investigation 6 p. 079 Investigation 6 p. 079 Investigation 6 p. 079 Investigation 6 p. 079 Investigation 6 p. 081 Investigation 6 p. 081 Investigation 6 p. 081 Investigation 6 p. 085 Investigation 6 p. 085 Investigation 6 p. 086 Investigation 7 p. 094 Investigatio	
	Day 4 Mighty Minutes Day 5 Mighty Minutes Day 1 Large Group Day 1 Mighty Minutes Day 2 Large Group Day 3 Large Group Day 3 Large Group Day 3 Large Group Day 2 Mighty Minutes Day 3 Choice Time Day 3 Large Group Day 5 Mighty Minutes Day 1 Small Group Day 2 Choice Time Day 3 Large-Group Roundup Day 3 Large Group Day 1 Small Group Day 1 Large Group Day 1 Large Group Day 1 Read-Aloud Day 1 Small Group Day 1 Small Group Day 3 Mighty Minutes Day 4 Mighty Minutes Day 4 Mighty Minutes Day 4 Mighty Minutes Day 4 Read-Aloud Day 5 Choice Time Day 5 Choice Time Day 5 Choice Time Day 5 Choice Time Day 5 Large Group Day 3 Choice Time
GRADE LEVEL FA.3.1.d. Dramatizes familiar s	tories
GRADE LEVEL EXPECTATION FA.3.1.d. Dramatizes familiar s Clothes Study p. 029 Investigation 1 p. 031 Investigation 1 p. 032 Investigation 1 p. 033 Investigation 1	Day 1 Read-Aloud Day 2 Read-Aloud Day 3 Large Group
EXPECTATION Clothes Study	v elements to dramatic play situations. 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

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

STRAND	AZ.EC.SE.	SOCIAL EMOTIONAL
CONCEPT / STANDARD	SE.1.	SELF
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SE.1.1.	Self-Awareness: The child demonstrates an awareness of his or her self.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children develop a sense of personal identity as they begin to recognize the characteristics that make them unique as individuals and to build self-esteem.
GRADE LEVEL EXPECTATION	SE.1.1.b.	Makes personal preferences known to others. Reduce, Reuse, Recycle Study 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 Choice Time 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 p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 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 Choice Time p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Small Group p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 3 Small Group p. 41 Investigation 2 Day 4 Mighty Minutes p. 43 Investigation 2 Day 4 Mighty Minutes p. 46 Investigation 3 Day 1 Choice Time p. 46 Investigation 3 Day 1 Large Group p. 49 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 3 Large Group p. 49 Investigation 3 Day 3 Large Group p. 49 Investigation 3 Day 3 Large Group p. 51 Investigation 3 Day 3 Small Group p. 51 Investigation 4 Day 1 Large Group p. 55 Investigation 4 Day 1 Large Group p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large Group p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large Group p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large Group p. 56 Investigation 4 Day 2 Large Group p. 56 Investigation 5 Day 1 Small Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 2 Large Group p. 68 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 2 Large Group p. 61 Investigation 5 Day 2 Large Group p. 62 Investigation 5 Day 2 Large Group p. 63 Investigation 5 Day 2 Large Group p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 2 Large Group p. 67 Investigation 5 Day 2 Large Group
CONCEPT / STANDARD	SE.1.	SELF
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SE.1.2.	Recognizes and Expresses Feelings: The child recognizes and expresses feelings of self and others.

OBJECTIVE / GRADE		Children develop an awareness of the feelings of self and others
LEVEL EXPECTATION		through daily interactions with peers and adults. Children develop the ability to effectively and appropriately express themselves and learn that their feelings and feelings of others are important.
		-
GRADE LEVEL EXPECTATION	SE.1.2.b.	Identifies, describes and expresses their own feelings. Reduce, Reuse, Recycle Study 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 p. 19 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. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 3 Small Group p. 32 Investigation 1 Day 3 Small Group p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 4 Mighty Minutes p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time p. 46 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Large Group p. 50 Investigation 3 Day 3 Small Group p. 51 Investigation 3 Day 3 Large Group p. 55 Investigation 4 Day 1 Small Group p. 56 Investigation 4 Day 1 Small Group p. 57 Investigation 4 Day 2 Choice Time p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 2 Large Group p. 57 Investigation 5 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 2 Large Group p. 68 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 2 Large Group p. 67 Investigation 5 Day 2 Large Group p. 68 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 3 Small Group p. 68 Investigation 5 Day 3 Small Gro
		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
CONCEPT / STANDARD	SE.1.	SELF
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SE.1.3.	Self-Regulation: The child manages the expression of feelings, thoughts, impulses and behaviors.
OBJECTIVE / GRADE LEVEL EXPECTATION		Young children develop self-control as they acquire the ability to regulate their impulses with minimal support from adults. This enables children to function successfully and independently in both personal and social contexts.
GRADE LEVEL EXPECTATION	SE.1.3.a.	Understands and follows expectations in the learning environment. Reduce, Reuse, Recycle Study
		p. 14 Exploring the Topic Day 1 Large Group
GRADE LEVEL	SE.1.3.b.	Manages transitions, daily routines and unexpected events.

EXPECTATION		Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group
STRAND	AZ.EC.AL.	APPROACHES TO LEARNING
CONCEPT / STANDARD	AL.1.	INITIATIVE AND CURIOSITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	AL.1.2.	Curiosity: The child demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.
OBJECTIVE / GRADE LEVEL EXPECTATION		Curiosity relates to children's natural tendencies as active learners to explore all aspects of the environment, from objects and people, to ideas and customs. It is through discovering the answers to their own questions that children construct knowledge.
GRADE LEVEL EXPECTATION	AL.1.2.c.	Asks questions to get information. Reduce, Reuse, Recycle Study 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
CONCEPT / STANDARD	AL.3.	CONFIDENCE
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	AL.3.1.	Confidence: The child demonstrates self-assurance in a variety of circumstances.
OBJECTIVE / GRADE LEVEL EXPECTATION		Confident children feel positive about themselves and their ability to do things or to adapt to changing situations. A confident child is willing to take a reasonable risk, to express or defend ideas, to try new experiences, or to engage in challenging tasks.
GRADE LEVEL EXPECTATION	AL.3.1.a.	Expresses opinions or ideas. Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Small Group p. 36 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 4 Mighty Minutes p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time p. 46 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 3 Small Group p. 50 Investigation 4 Day 2 Large Group p. 51 Investigation 4 Day 1 Large Group p. 55 Investigation 4 Day 2 Large Group p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large Group p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large Group p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large Group

involves being able to cope with new situations and problems as well as to see things from a different perspective. A creative child extends and elaborates on ideas and appreciates humor. GRADE LEVEL EXPECTATION AL.4.1.a. Uses imagination to generate new ideas. Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group CONCEPT / STANDARD AL.5. REASONING AND PROBLEM-SOLVING PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION Reasoning: The child demonstrates the ability to analyze information and situations in order to form judgments. Reasoning involves the child's ability to use prior knowledge and information to generate an appropriate decision. Logic and reasoning skills are key components of child development and ear			
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION Creativity can be expressed in many ways. We commonly think of this word in association with the expressive arts. However, creativinvolves being able to cope with new situations and problems as well as to see things from a different perspective. A creative child extends and elaborates on ideas and appreciates humor. GRADE LEVEL EXPECTATION AL.4.1.a. Uses imagination to generate new ideas. Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group DETIVE / PROFICIENCY LEVEL EXPECTATION Reasoning: The child demonstrates the ability to analyze information and situations in order to form judgments. GRADE LEVEL EXPECTATION Reasoning involves the child's ability to use prior knowledge and information to generate an appropriate decision. Logic and reasoning skills are key components of child development and ear learning. These skills are essential for competence and success in school and other settings. GRADE LEVEL EXPECTATION AL.5.1.a. Gathers information and reaches a conclusion. GRADE LEVEL EXPECTATION AL.5.2. Problem-solving: The child demonstrates the ability to seek solutions to problems. EXPECTATION REASONING AND PROBLEM-SOLVING PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL SYPECTATION AL.5.2. Problem-solving: The child demonstrates the ability to seek solutions to problems. PREASONING AND PROBLEM-SOLVING PREASONING AND PROBLEM-SOLVING PREASONING AND PROBLEM-SOLVING PROBLEM-SOLVING Problem-solving: The child demonstrates the ability to seek solutions to a question, task or problem. This ability is crucial for constructing knowledge as the child builds on prior experiences and integrates new information. Reduce, Reuse, Recycle Study P. 29 Investigation 1 Day 1 Small Group Tries to solve problems. Feduce, Reuse, Recycle Study P. 29 Investigation 1 Day 1 Small Group	CONCEPT / STANDARD	AL.4.	p. 58 Investigation 4 Day 3 Large Group p. 60 Investigation 4 Day 4 Large Group p. 62 Investigation 4 Day 5 Large Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Small Group p. 68 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 2 Choice Time p. 71 Investigation 5 Day 3 Small Group p. 84 Celebrating Learning Day 1 Large Group p. 87 Celebrating Learning Day 2 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup p. 87 Celebrating Learning Day 2 Mighty Minutes
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Information and situations in order to form judgments.	CONCEPT / STANDARD	AL.5.	REASONING AND PROBLEM-SOLVING
LEVEL EXPECTATION information to generate an appropriate decision. Logic and reasoning skills are key components of child development and ear learning. These skills are essential for competence and success in school and other settings. GRADE LEVEL EXPECTATION AL.5.1.a. Gathers information and reaches a conclusion. Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group CONCEPT / STANDARD AL.5. REASONING AND PROBLEM-SOLVING PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION CRADE LEVEL EXPECTATION AL.5.2. Recognizes problems. Problem solving involves the child's ability to look for or find multiple solutions to a question, task or problem. This ability is crucial for constructing knowledge as the child builds on prior experiences and integrates new information. GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION AL.5.2.a. Recognizes problems. Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group GRADE LEVEL EXPECTATION AL.5.2.c. Tries to solve problems. Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group Tries to solve problems.	OBJECTIVE / PROFICIENCY		
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION GRADE LEVEL AL.5.2. Problem solving involves the child's ability to look for or find multiple solutions to a question, task or problem. This ability is crucial for constructing knowledge as the child builds on prior experiences and integrates new information. Recognizes problems. Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group grade LEVEL EXPECTATION AL.5.2.c. Tries to solve problems. Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 1 Day 1 Small Group Problems. Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group Problems.	CONCEPT / STANDARD	AL.5.	REASONING AND PROBLEM-SOLVING
LEVEL EXPECTATION multiple solutions to a question, task or problem. This ability is crucial for constructing knowledge as the child builds on prior experiences and integrates new information. GRADE LEVEL EXPECTATION AL.5.2.a. Recognizes problems. Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group GRADE LEVEL EXPECTATION AL.5.2.c. Tries to solve problems. Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group	PERFORMANCE OBJECTIVE / PROFICIENCY		Problem-solving: The child demonstrates the ability to seek
EXPECTATION Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group GRADE LEVEL EXPECTATION AL.5.2.c. Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group			multiple solutions to a question, task or problem. This ability is crucial for constructing knowledge as the child builds on prior
Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group GRADE LEVEL EXPECTATION AL.5.2.c. Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group		AL.5.2.a.	Recognizes problems.
EXPECTATION Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group	EXPECTATION		p. 29 Investigation 1 Day 1 Small Group
Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group		AL.5.2.c.	Tries to solve problems.
	EXPECTATION		p. 29 Investigation 1 Day 1 Small Group
GRADE LEVEL AL.5.2.d. Works to solve a problem independently.	GRADE LEVEL	AL.5.2.d.	Works to solve a problem independently.

EXPECTATION		
ZXI ZOTATION		Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group
STRAND	AZ.EC.LL.	LANGUAGE AND LITERACY
CONCEPT / STANDARD	LL.1.	LANGUAGE
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.1.1.	Receptive Language Understanding: The child demonstrates understanding of directions, stories, and conversations.
OBJECTIVE / GRADE LEVEL EXPECTATION		During the preschool years, children learn language more quickly than at any other time in their lives. Associating language with pleasant and stimulating experiences nurtures this development. Young children's sense of words and sentences, sensitivity to tone, and understanding of ideas communicated, influences their abilities to listen and to comprehend. Listening involves active engagement with adults and peers as they share their ideas, feelings, and needs. Language is learned through engaging, interactive conversations and related literacy activities such as oral storytelling and interactive reading of books.
GRADE LEVEL EXPECTATION	LL.1.1.a.	Demonstrates understanding of a variety of finger-plays, rhymes, chants, poems, conversations, and stories. Reduce, Reuse, Recycle Study
		p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 23 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 1 Large Group p. 50 Investigation 4 Day 1 Large Group p. 54 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 3 Small Group p. 59 Investigation 4 Day 3 Small Group p. 60 Investigation 4 Day 5 Large Group p. 61 Investigation 4 Day 5 Large Group p. 62 Investigation 4 Day 5 Large Group p. 63 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 1 Large Group p. 65 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 2 Large Group p. 67 Investigation 5 Day 1 Large Group p. 68 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 3 Large Group p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Large Group p. 72 Investigation 5 Day 3 Large Group p. 73 Investigation 5 Day 3 Large Group p. 74 Investigation 5 Day 3 Large Group p. 75 Celebrating Learning Day 1 Large Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Large Group p. 88 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes
GRADE LEVEL EXPECTATION	LL.1.1.b.	Actively engages in finger-plays, rhymes, chants, poems, conversations, and stories.
		Reduce, Reuse, Recycle Study

		p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 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. 30 Investigation 1 Day 3 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 Large Group p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Large Group p. 44 Investigation 2 Day 4 Large Group p. 48 Investigation 3 Day 1 Large Group p. 49 Investigation 3 Day 1 Large Group p. 50 Investigation 3 Day 2 Large Group p. 51 Investigation 4 Day 2 Large Group p. 52 Investigation 4 Day 3 Large Group p. 53 Investigation 4 Day 3 Large Group p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 3 Large Group p. 57 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Large Group p. 60 Investigation 5 Day 1 Large Group p. 61 Investigation 5 Day 2 Large Group p. 62 Investigation 5 Day 2 Large Group p. 63 Investigation 5 Day 3 Large Group p. 64 Investigation 5 Day 3 Large Group p. 65 Investigation 5 Day 3 Large Group p. 70 Investigation 5 Day 3 Mighty Minutes
		p. 84 Celebrating Learning Day 1 Large Group p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group
		p. 87 Celebrating Learning Day 2 Mighty Minutes
GRADE LEVEL EXPECTATION	LL.1.1.c.	Demonstrates understanding and follows directions that involve: one step, two steps, and a series of unrelated sequences of action.
CONCERT / STANDARD	LL.1.	Reduce, Reuse, Recycle Study p. 13 Exploring the Topic Outdoor Experiencesp 13 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 Groupp 39 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
CONCEPT / STANDARD		
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.1.2.	Expressive Language and Communication Skills: The child uses verbal and nonverbal communication for a variety of purposes to share observations, ideas, and experiences, problem-solve, reason, predict and seek new information.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children develop language by engaging in conversations with others and listening and responding to rhymes, chants, songs, stories, and poems. Children who are encouraged to share their personal experiences, ideas, feelings, and opinions use increasingly complex language.
GRADE LEVEL EXPECTATION	LL.1.2.a.	Communicates needs, wants, ideas, and feelings through three to five word sentences.

	11	
		Reduce, Reuse, Recycle Study 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
GRADE LEVEL EXPECTATION	LL.1.2.b.	Speaks clearly and understandably to express ideas, feelings and needs. Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p.15 Exploring the Topic Day 1 Small Group
GRADE LEVEL EXPECTATION	LL.1.2.c.	Makes relevant responses to questions and comments from others. Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 3 Choice Time 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 p. 19 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 3 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 3 Small Group p. 32 Investigation 1 Day 3 Small Group p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 4 Mighty Minutes p. 43 Investigation 2 Day 4 Mighty Minutes p. 43 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 1 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 48 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Large Group p. 51 Investigation 3 Day 3 Small Group p. 55 Investigation 4 Day 1 Small Group p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large Group p. 58 Investigation 5 Day 1 Large Group p. 66 Investigation 5 Day 1 Small 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 2 Choice Time p. 71 Investigation 5 Day 2 Choice Time p. 71 Investigation 5 Day

		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
GRADE LEVEL EXPECTATION	LL.1.2.d.	Initiates, sustains, and expands conversations with peers and adults.
		Reduce, Reuse, Recycle Study
		p. 13 Exploring the Topic Outdoor Experiencesp 13
		p. 14 Exploring the Topic Day 1 Large Group
		p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time
		p. 15 Exploring the Topic Day 1 Choice Time
		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 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 4 Shian 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 Choice Time
		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 Earge-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 Groupp 39
		p. 40 Investigation 2 Day 3 Choice Time
		p. 40 Investigation 2 Day 3 Large Group
		p. 41 Investigation 2 Day 3 Large- Group Roundup
		p. 41 Investigation 2 Day 3 Small Group p. 42 Investigation 2 Day 4 Large Group
		p. 42 investigation 2 Day 4 Large Group p. 42 investigation 2 Day 4 Choice Time
		p. 43 Investigation 2 Day 4 Choice Time
		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 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 p. 49 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Small Group p. 50 Investigation 3 Day 3 Large Group p. 51 Investigation 3 Day 3 Small Group 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 p. 55 Investigation 4 Day 1 Large-Group Roundup p. 55 Investigation 4 Day 1 Small Group p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large-Group Roundup p. 57 Investigation 4 Day 2 Large-Group Roundup p. 57 Investigation 4 Day 2 Read-Aloud p. 57 Investigation 4 Day 2 Read-Foup p. 58 Investigation 4 Day 2 Read-Poup p. 58 Investigation 4 Day 2 Read-Poup p. 58 Investigation 4 Day 3 Read-Poup p. 59 Investigation 4 Day 3 Read-Poup p. 60 Investigation 4 Day 4 Large Group p. 61 Investigation 4 Day 4 Large-Group Roundup p. 61 Investigation 5 Day 1 Large-Group Roundup p. 62 Investigation 5 Day 1 Large-Group Roundup p. 63 Investigation 5 Day 1 Large-Group Roundup p. 64 Investigation 5 Day 1 Large-Group Roundup p. 65 Investigation 5 Day 1 Large-Group Roundup p. 67 Investigation 5 Day 1 Large-Group Roundup p. 68 Investigation 5 Day 1 Large-Group Roundup p. 69 Investigation 5 Day 1 Large-Group Roundup p. 69 Investigation 5 Day 1 Large-Group Roundup p. 61 Investigation 5 Day 2 Large-Group Roundup p. 61 Investigation 5 Day 3 Rade-Poup p. 62 Inv
GRADE LEVEL EXPECTATION	L.1.2.e. With modeling and support, uses acceptable language and social rules including appropriate tone, volume and inflection to express ideas, feelings, and needs.

GRADE LEVEL EXPECTATION	LL.1.2.f.	Reduce, Reuse, Recycle Study 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. 63 Investigation 5 Day 3 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud Uses appropriate eye contact, turn taking, and intonation while having conversations with adults and peers. Reduce, Reuse, Recycle Study p. 23 Exploring the Topic Day 5 Small Group
		p. 51 Investigation 3 Day 3 Small Group
		p. 71 Investigation 5 Day 3 Small Group
GRADE LEVEL EXPECTATION	LL.1.2.g.	Recognizes when the listener does not understand and uses techniques to clarify the message.
		Reduce, Reuse, Recycle Study D. 15 Exploring the Topic Day 1 Large-Group Roundup D. 16 Exploring the Topic Day 2 Large Group D. 17 Exploring the Topic Day 2 Large Group D. 17 Exploring the Topic Day 2 Large-Group Roundup D. 18 Exploring the Topic Day 3 Choice Time D. 18 Exploring the Topic Day 3 Large-Group Roundup D. 19 Exploring the Topic Day 3 Large-Group Roundup D. 19 Exploring the Topic Day 3 Large-Group Roundup D. 19 Exploring the Topic Day 4 Large Group D. 20 Exploring the Topic Day 4 Large-Group Roundup D. 23 Exploring the Topic Day 5 Large-Group Roundup D. 23 Exploring the Topic Day 5 Large-Group Roundup D. 23 Exploring the Topic Day 5 Small Group D. 29 Investigation 1 Day 1 Large-Group Roundup D. 30 Investigation 1 Day 2 Large Group D. 31 Investigation 1 Day 3 Large-Group Roundup D. 33 Investigation 1 Day 3 Large-Group Roundup D. 33 Investigation 1 Day 3 Small Group D. 36 Investigation 1 Day 3 Small Group D. 37 Investigation 2 Day 4 Small Group D. 38 Investigation 2 Day 3 Small Group D. 39 Investigation 2 Day 4 Large-Group Roundup D. 43 Investigation 2 Day 4 Small Group D. 44 Investigation 2 Day 4 Large-Group Roundup D. 45 Investigation 3 Day 1 Large Group D. 46 Investigation 3 Day 1 Large Group D. 47 Investigation 3 Day 1 Large-Group Roundup D. 48 Investigation 3 Day 1 Large-Group Roundup D. 49 Investigation 3 Day 2 Choice Time D. 49 Investigation 3 Day 2 Large-Group Roundup D. 50 Investigation 3 Day 3 Large-Group Roundup D. 51 Investigation 3 Day 3 Large-Group Roundup D. 51 Investigation 3 Day 3 Large-Group Roundup D. 51 Investigation 4 Day 1 Large-Group Roundup D. 55 Investigation 4 Day 2 Large-Group Roundup

		p. 57 Investigation 4 Day 2 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. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Large-Group Roundup 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. 85 Celebrating Learning Day 1 Read-Aloud 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
GRADE LEVEL	LL.1.2.h.	With modeling and support, uses increasingly complex phrases and sentences.
EXPECTATION		Reduce, Reuse, Recycle Study p. 23 Exploring the Topic Day 5 Small Group
CONCEPT / STANDARD	LL.1.	LANGUAGE
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.1.3.	Vocabulary: The child understands and uses increasingly complex vocabulary.
OBJECTIVE / GRADE LEVEL EXPECTATION		The early childhood years are a period of vocabulary exploration. Research indicates that there is a strong connection between vocabulary development and academic success. Children gain language and vocabulary skills by having multiple and frequent opportunities to listen, talk, read, share ideas, relate experiences, and engage in interesting conversations. They need to play with familiar language and experiment with language in different settings. Rhymes, songs, and read-alouds that use rare words allow children to talk about and develop an understanding of words they would not otherwise hear in everyday conversations.
GRADE LEVEL EXPECTATION	LL.1.3.a.	With modeling and support, uses age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings with each area; e.g., world knowledge, names of body parts, feelings, colors, shapes, jobs, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs. Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 18 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 Roundup p. 19 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 4 Large Group p. 20 Exploring the Topic Day 4 Large-Group Roundup p. 21 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. 23 Exploring the Topic Day 5 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 24 Exploring the Topic Day 5 Small Group p. 25 Exploring the Topic Day 5 Small Group p. 26 Exploring the Topic Day 5 Small Group p. 27 Exploring the Topic Day 5 Small Group p. 28 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 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 Groupp 39
		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 Read-Aloud p. 43 Investigation 2 Day 4 Small Group
		p. 46 Investigation 3 Day 1 Choice Time
		p. 46 Investigation 3 Day 1 Choice Time
		p. 47 Investigation 3 Day 1 Large-Group Roundup
		p. 47 Investigation 3 Day 1 Earge-Gloup Roundup
		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. 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. 66 Investigation 5 Day 1 Large Group
		p. 67 Investigation 5 Day 1 Large-Group Roundup
		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. 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
GRADE LEVEL	LL.1.3.b.	With modeling and support, determines the meanings of unknown
EXPECTATION		words and concepts using the context of conversations, pictures
		that accompany text or concrete object.
		· ·
		Reduce, Reuse, Recycle Study
		p. 13 Exploring the Topic Outdoor Experiencesp 13
		p. 15 Exploring the Topic Day 1 Choice Time
		p. 15 Exploring the Topic Day 1 Read-Aloud
		p. 16 Exploring the Topic Day 2 Large Group
		p. 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. 27 Investigation 1 Outdoor Experiences
		p. 27 Investigation 1 Outdoor Experiences p. 33 Investigation 1 Day 3 Read-Aloud p. 35 Investigation 2 Outdoor Experience

		p. 39 Investigation 2 Day 2 Read-Aloud p. 39 Investigation 2 Day 2 Small Groupp 39 p. 43 Investigation 2 Day 4 Read-Aloud p. 45 Investigation 3 Outdoor Experiences p. 51 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 1 Small Group 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. 62 Investigation 4 Day 5 Large Group p. 63 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 4 Day 5 Small Group p. 65 Investigation 5 Outdoor Experience p. 67 Investigation 5 Day 1 Small Group p. 69 Investigation 5 Day 2 Small Group p. 71 Investigation 5 Day 3 Read-Aloud p. 83 Celebrating Learning Outdoor Experiences p. 85 Celebrating Learning Day 1 Small Group
GRADE LEVEL EXPECTATION	LL.1.3.c.	With modeling and support, uses category labels and names objects within a category; e.g., fruit, vegetable, animal, transportation, etc. Reduce, Reuse, Recycle Study p. 17 Exploring the Topic Day 2 Small 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 Lorge Group p. 21 Exploring the Topic Day 4 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 Mighty Minutes p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Small Group p. 33 Investigation 1 Day 3 Small Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 4 Large Group p. 42 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 50 Investigation 3 Day 3 Choice Time p. 60 Investigation 4 Day 4 Large Group p. 51 Investigation 5 Day 1 Small Group p. 69 Investigation 5 Day 2 Small Group p. 69 Investigation 5 Day 2 Small Group p. 70 Investigation 5 Day 3 Choice Time p. 71 Investigation 5 Day 3 Choice Time p. 71 Investigation 5 Day 3 Small Group p. 84 Celebrating Learning Day 1 Large Group
GRADE LEVEL EXPECTATION	LL.1.3.d.	With modeling and support, demonstrates understanding of and uses words that indicate position and direction; e.g., in, on, out, under, off, beside, behind. Reduce, Reuse, Recycle Study p. 41 Investigation 2 Day 3 Mighty Minutes p. 49 Investigation 3 Day 2 Small Group
CONCEPT / STANDARD	LL.2.	EMERGENT LITERACY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.2.1.	Concepts of Print: The child knows that print carries messages.
OBJECTIVE / GRADE LEVEL EXPECTATION		Through daily experiences with printed materials, young children delight in beginning to understand the connection between spoken and written words. They begin to learn to follow the print as it is read

		aloud and start to discover that reading and writing are ways to communicate information and to provide pleasure. Children develop understanding that different forms of print, such as signs, letters, menus, storybooks, and magazines have different functions.
GRADE LEVEL EXPECTATION	LL.2.1.a.	Identifies signs, symbols and labels in the environment. Reduce, Reuse, Recycle Study 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
GRADE LEVEL EXPECTATION	LL.2.1.b.	Demonstrates and understands that print conveys meaning and that each spoken word can be written and read. Reduce, Reuse, Recycle Study p. 17 Exploring the Topic Day 2 Small Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 71 Investigation 5 Day 3 Small Group p. 87 Celebrating Learning Day 2 Small Group
GRADE LEVEL EXPECTATION	LL.2.1.c.	Recognizes that letters are grouped to form words. Reduce, Reuse, Recycle Study p. 39 Investigation 2 Day 2 Mighty Minutes p. 47 Investigation 3 Day 1 Mighty Minutes
GRADE LEVEL EXPECTATION	LL.2.1.e.	Reduce, Reuse, Recycle Study 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. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 47 Investigation 3 Day 1 Read-Aloud p. 49 Investigation 3 Day 2 Read-Aloud p. 59 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 Read-Aloud p. 63 Investigation 5 Day 1 Read-Aloud p. 69 Investigation 5 Day 1 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 71 Investigation 5 Day 1 Read-Aloud p. 85 Celebrating Learning Day 1 Read-Aloud p. 85 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud
CONCEPT / STANDARD	LL.2.	EMERGENT LITERACY
PERFORMANCE	LL.2.2.	Book Handling Skills: The child demonstrates how to handle books

OBJECTIVE / PROFICIENCY LEVEL		appropriately and with care.
OBJECTIVE / GRADE LEVEL EXPECTATION		It is important to provide young children with many opportunities to interact with and care for books in all environments. Young children need to have access to a variety of fiction and nonfiction books throughout the day, including those that reflect diverse cultures. Through these experiences, children learn to hold books right side up and to turn the pages one at a time in order to view the illustrations and to gain a sense of the story or content.
GRADE LEVEL EXPECTATION	LL.2.2.a.	Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality. Reduce, Reuse, Recycle Study 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. 33 Investigation 1 Day 3 Read-Aloud p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Read-Aloud p. 43 Investigation 2 Day 4 Small Group p. 51 Investigation 2 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. 71 Investigation 5 Day 3 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Small Group
GRADE LEVEL EXPECTATION	LL.2.2.b.	Identifies where in the book to begin reading. Reduce, Reuse, Recycle Study 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. 36 Investigation 2 Day 1 Choice Time p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 51 Investigation 3 Day 3 Small Group p. 71 Investigation 5 Day 3 Small Group p. 87 Celebrating Learning Day 2 Small Group
GRADE LEVEL EXPECTATION	LL.2.2.c.	Understands a book has a title, author and/or illustrator. Reduce, Reuse, Recycle Study 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

CONCEPT / STANDARD	LL.2.	EMERGENT LITERACY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.2.3.	Phonological Awareness: The child develops awareness that language can be broken in words, syllables, and smaller units of sounds (phonemes).
OBJECTIVE / GRADE LEVEL EXPECTATION		awareness is the foundation of young children's abilities to hear and discriminate different sounds in words (phonological awareness). Research indicates how quickly and how easily children learn to read often depends on how much phonological awareness they have. Children's abilities to play with or manipulate the smallest units of speech (phonemes) are demonstrated in a variety of ways, including using rhymes, alliteration, and experimenting with beginning and ending sounds. Phonological awareness and phonemic awareness are the foundations that enable preschool children to later match sounds to their letters (phonics). Phonological awareness can be taught in the dark as it requires just listening for and manipulating sounds.
GRADE LEVEL EXPECTATION	LL.2.3.a.	Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes). Reduce, Reuse, Recycle Study p. 18 Exploring the Topic Day 3 Large Group p. 23 Exploring the Topic Day 5 Mighty Minutes
		p. 37 Investigation 2 Day 1 Small Group p. 51 Investigation 3 Day 3 Mighty Minutes
GRADE LEVEL EXPECTATION	LL.2.3.b.	With modeling and support, identifies rhyming words. Reduce, Reuse, Recycle Study 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 Small Group p. 71 Investigation 5 Day 3 Small Group
GRADE LEVEL EXPECTATION	LL.2.3.c.	With modeling and support, produces rhyming words. Reduce, Reuse, Recycle Study 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 Small Group p. 71 Investigation 5 Day 3 Small Group
GRADE LEVEL EXPECTATION	LL.2.3.d.	With modeling and support, recognizes spoken words that begin with the same sound. Reduce, Reuse, Recycle Study 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
GRADE LEVEL	LL.2.3.e.	Hears and shows awareness of separate words within spoken

EXPECTATION		phrases or sentences.
		Badwaa Bawaa Baawala Ctudu
		Reduce, Reuse, Recycle Study p. 41 Investigation 2 Day 3 Small Group
		p. 43 Investigation 2 Day 4 Small Group
GRADE LEVEL EXPECTATION	LL.2.3.f.	With modeling and support, identifies and discriminates syllables in words.
		Reduce, Reuse, Recycle Study
		p. 18 Exploring the Topic Day 3 Large Group p. 51 Investigation 3 Day 3 Mighty Minutes
GRADE LEVEL EXPECTATION	LL.2.3.g.	With modeling and support, combines onset and rime to form a familiar one-syllable word with and without pictorial support.
		Reduce, Reuse, Recycle Study p. 37 Investigation 2 Day 1 Small Group
GRADE LEVEL EXPECTATION	LL.2.3.h.	With modeling and support, repeats words and identifies the common final sound.
		Reduce, Reuse, Recycle Study
		p. 17 Exploring the Topic Day 2 Small Group p. 23 Exploring the Topic Day 5 Mighty Minutes
		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
CONCEPT / STANDARD	LL.2.	EMERGENT LITERACY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.2.4.	Alphabet Knowledge: The child demonstrates knowledge of the alphabet.
OBJECTIVE / GRADE		Young children begin to recognize some printed alphabet letters,
LEVEL EXPECTATION		especially those letters found in their own names. To support young learners' knowledge of letters, adults need to provide children with
		easy and repeated meaningful interactions with written letters and
		words within the context of daily experiences. Activities are
GRADE LEVEL	11 240	presented in fun and interesting ways that engage children.
EXPECTATION	LL.2.4.a.	Discriminates letters from other shapes and symbols.
		Reduce, Reuse, Recycle Study
		p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Mighty Minutes
		p. 21 Exploring the Topic Day 4 Small Group
		p. 31 Investigation 1 Day 2 Choice Time
		p. 31 Investigation 1 Day 2 Mighty Minutes p. 32 Investigation 1 Day 3 Large Group
		p. 33 Investigation 1 Day 3 Small Group
		p. 36 Investigation 2 Day 1 Choice Time p. 39 Investigation 2 Day 2 Mighty Minutes
		p. 41 Investigation 2 Day 3 Small Group
		p. 43 Investigation 2 Day 4 Small Group
		p. 47 Investigation 3 Day 1 Mighty Minutes p. 55 Investigation 4 Day 1 Mighty Minutes
		p. 57 Investigation 4 Day 2 Mighty Minutes
		p. 59 Investigation 4 Day 3 Mighty Minutes
		p. 61 Investigation 4 Day 4 Small Group p. 63 Investigation 4 Day 5 Mighty Minutes
		p. 69 Investigation 5 Day 2 Mighty Minutes
		p. 71 Investigation 5 Day 3 Small Group p. 87 Celebrating Learning Day 2 Small Group
		p.15 Exploring the Topic Day 1 Small Group

GRADE LEVEL	LL.2.4.b.	Matches and recognizes similarities and differences in letters, with
GRADE LEVEL EXPECTATION	LL.2.4.b.	modeling and support. Reduce, Reuse, Recycle Study p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Mighty Minutes p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 39 Investigation 2 Day 2 Mighty Minutes p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 47 Investigation 3 Day 1 Mighty Minutes p. 55 Investigation 4 Day 1 Mighty Minutes p. 57 Investigation 4 Day 2 Mighty Minutes p. 59 Investigation 4 Day 3 Mighty Minutes p. 61 Investigation 4 Day 4 Small Group p. 63 Investigation 4 Day 5 Mighty Minutes p. 69 Investigation 5 Day 2 Mighty Minutes
		p. 71 Investigation 5 Day 3 Small Group p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group
GRADE LEVEL EXPECTATION	LL.2.4.c.	Recognizes as many as 10 letters, especially those in own name, family and friends. Reduce, Reuse, Recycle Study p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Mighty Minutes p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 39 Investigation 2 Day 2 Mighty Minutes p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 47 Investigation 3 Day 1 Mighty Minutes p. 55 Investigation 4 Day 1 Mighty Minutes p. 57 Investigation 4 Day 2 Mighty Minutes p. 59 Investigation 4 Day 3 Mighty Minutes p. 61 Investigation 4 Day 4 Small Group p. 63 Investigation 5 Day 2 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
GRADE LEVEL EXPECTATION	LL.2.4.d.	Uses letter-sound knowledge identifying the sounds of a few letters and producing the correct sounds for as many as 10 letters, with modeling and support. Reduce, Reuse, Recycle Study p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 47 Investigation 3 Day 1 Mighty Minutes

		p. 61 Investigation 4 Day 4 Small Group p.15 Exploring the Topic Day 1 Small Group
CONCEPT / STANDARD	LL.2.	EMERGENT LITERACY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.2.5.	Comprehension: The child shows an interest in books and comprehends books read aloud with increasing text complexity.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children gain understanding about language and reading through their interactions with verbal language, print, and daily routines. In addition, children learn about reading concepts by experiencing a learning environment rich in signs, symbols, words, numbers, and art that reflect diverse cultures. When children are read to regularly and encouraged to intentionally interact with printed materials, they develop an interest in books and other printed materials.
GRADE LEVEL EXPECTATION	LL.2.5.a.	Takes an active role in reading activities. Reduce, Reuse, Recycle Study 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 Read-Aloud p. 22 Exploring the Topic Day 5 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 2 Read-Aloud p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Sead-Aloud p. 41 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Read-Aloud p. 44 Investigation 2 Day 4 Read-Aloud p. 46 Investigation 3 Day 1 Read-Aloud p. 47 Investigation 3 Day 1 Read-Aloud p. 48 Investigation 3 Day 2 Read-Aloud p. 49 Investigation 3 Day 2 Read-Aloud p. 49 Investigation 3 Day 2 Read-Aloud p. 55 Investigation 3 Day 2 Read-Aloud p. 55 Investigation 3 Day 3 Read-Aloud p. 56 Investigation 4 Day 3 Read-Aloud p. 57 Investigation 4 Day 3 Read-Aloud p. 58 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 50 Investigation 4 Day 3 Read-Aloud p. 50 Investigation 4 Day 3 Read-Aloud p. 51 Investigation 4 Day 3 Read-Aloud p. 52 Investigation 4 Day 3 Read-Aloud p. 53 Investigation 4 Day 3 Read-Aloud p. 54 Investigation 5 Day 1 Read-Aloud p. 56 Investigation 5 Day 1 Read-Aloud p. 67 Investigation 5 Day 1 Read-Aloud p. 68 Investigation 5 Day 1 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 61 Investigation 5 Day 3 Read-Aloud p. 62 Investigation 5 Day 1 Read-Aloud p. 63 Investigation 5 Day 2 Read-Aloud p. 64 Investigation 5 Day 3 Read-Aloud p. 65 Celebrating Learning Day 1 Read-Aloud p. 85 Celebrating Learning Day 2 Read-Aloud p. 87 Cel
GRADE LEVEL EXPECTATION	LL.2.5.b.	p. 87 Celebrating Learning Day 2 Small Group With prompting and support, identifies characters and major events in a story.

		Reduce, Reuse, Recycle Study
		p. 15 Exploring the Topic Day 1 Read-Aloud
		p. 17 Exploring the Topic Day 2 Read-Aloud
		p. 19 Exploring the Topic Day 3 Read-Aloud
		p. 21 Exploring the Topic Day 4 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 Large Gloup p. 49 Investigation 3 Day 2 Read-Aloud
		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 3 Day 3 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
GRADE I EVEL	II. 25 c.	p. 85 Celebrating Learning Day 1 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud
GRADE LEVEL EXPECTATION	LL.2.5.c.	p. 85 Celebrating Learning Day 1 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud With prompting and support, asks and answers a variety of
GRADE LEVEL EXPECTATION	LL.2.5.c.	p. 85 Celebrating Learning Day 1 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud
-	LL.2.5.c.	p. 85 Celebrating Learning Day 1 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud With prompting and support, asks and answers a variety of questions about books or stories told or read aloud.
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	LL.2.5.c.	p. 85 Celebrating Learning Day 1 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud With prompting and support, asks and answers a variety of questions about books or stories told or read aloud. Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud
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	LL.2.5.c.	p. 85 Celebrating Learning Day 1 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud With prompting and support, asks and answers a variety of questions about books or stories told or read aloud. Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 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 Read-Aloud p. 43 Investigation 3 Day 1 Read-Aloud p. 47 Investigation 3 Day 1 Read-Aloud p. 48 Investigation 3 Day 2 Read-Aloud p. 49 Investigation 3 Day 2 Read-Aloud p. 49 Investigation 3 Day 2 Read-Aloud p. 49 Investigation 3 Day 2 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud
	LL.2.5.c.	p. 85 Celebrating Learning Day 1 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud With prompting and support, asks and answers a variety of questions about books or stories told or read aloud. Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 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 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 Read-Aloud p. 49 Investigation 3 Day 2 Small Group p. 51 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud
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	LL.2.5.c.	p. 85 Celebrating Learning Day 1 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud With prompting and support, asks and answers a variety of questions about books or stories told or read aloud. Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 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 4 Large Group p. 42 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 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 2 Read-Aloud p. 55 Investigation 4 Day 2 Read-Aloud p. 58 Investigation 4 Day 2 Read-Aloud p. 58 Investigation 4 Day 3 Large Group
	LL.2.5.c.	p. 85 Celebrating Learning Day 1 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud With prompting and support, asks and answers a variety of questions about books or stories told or read aloud. Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 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 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 Read-Aloud p. 49 Investigation 3 Day 2 Read-Aloud p. 49 Investigation 3 Day 2 Small Group p. 51 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 2 Read-Aloud

		p. 61 Investigation 4 Day 4 Read-Aloud p. 62 Investigation 4 Day 5 Large Group p. 63 Investigation 4 Day 5 Read-Aloud p. 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 Small Group
GRADE LEVEL EXPECTATION	LL.2.5.d.	With prompting and support, draws connections between story events and personal experiences. Reduce, Reuse, Recycle Study 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
GRADE LEVEL EXPECTATION	LL.2.5.e.	With prompting and support, identifies events and details in the story and makes predictions. Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 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. 37 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 4 Large Group p. 43 Investigation 2 Day 4 Large Group p. 43 Investigation 3 Day 2 Read-Aloud p. 47 Investigation 3 Day 2 Read-Aloud p. 48 Investigation 3 Day 2 Read-Aloud p. 49 Investigation 3 Day 2 Read-Aloud p. 57 Investigation 3 Day 2 Read-Aloud p. 57 Investigation 4 Day 3 Read-Aloud p. 58 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 51 Investigation 4 Day 3 Read-Aloud p. 53 Investigation 4 Day 3 Read-Aloud p. 56 Investigation 4 Day 5 Read-Aloud p. 67 Investigation 5 Day 1 Read-Aloud p. 68 Investigation 5 Day 1 Read-Aloud p. 69 Investigation 5 Day 1 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 69 Investigation 5 Day 3 Read-Aloud p. 70 Investigation 5 Day 3 Read-Aloud 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
GRADE LEVEL EXPECTATION	LL.2.5.h.	With modeling and support, identifies the topic of informational text that has been read aloud.
		Reduce, Reuse, Recycle Study p. 55 Investigation 4 Day 1 Read-Aloud p. 62 Investigation 4 Day 5 Large Group p. 87 Celebrating Learning Day 2 Small Group
GRADE LEVEL EXPECTATION	LL.2.5.i.	With modeling and support, retells or reenacts a story in sequence with pictures or props.
		Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 58 Investigation 4 Day 3 Large Group p. 59 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 1 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group
GRADE LEVEL EXPECTATION	LL.2.5.j.	With modeling and support, demonstrates reading fluency by use of phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts. Reduce, Reuse, Recycle Study p. 17 Exploring the Topic Day 2 Small Group p. 31 Investigation 1 Day 2 Large-Group Roundup
CONCEPT / STANDARD	LL.3.	EMERGENT WRITING
	LL.3.	
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.3.1.	Early Writing, Writing Processes, and Writing Applications: The child uses writing materials to communicate ideas.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children begin to recognize the relationship between spoken and written messages by engaging in writing, drawing, and related activities that have meaning and purpose for them. Children receive powerful messages about literacy's pleasures and rewards by observing others reading and writing. Children develop as writers when they are encouraged to write in an environment that has readily accessible writing materials.
GRADE LEVEL EXPECTATION	LL.3.1.a.	Early Writing: Uses a variety of writing tools, materials, and surfaces to create drawings or symbols.
		Reduce, Reuse, Recycle Study 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.15 Exploring the Topic Day 1 Small Group
GRADE LEVEL EXPECTATION	LL.3.1.b.	Writing Processes: With modeling and support, uses a combination of drawing, dictating and emergent writing to communicate an idea or opinion about an experience, story, or book, and to express knowledge or share information about a topic of interest.
		Reduce, Reuse, Recycle Study 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
GRADE LEVEL EXPECTATION	LL.3.1.c.	Writing Applications: Dictates to and shares thoughts, ideas, and stories with adults. Reduce, Reuse, Recycle Study p. 22 Exploring the Topic Day 5 Large Group
GRADE LEVEL EXPECTATION	LL.3.1.e.	Writing Applications: Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas or to tell a story; e.g., signing artwork, captioning, labeling, creating lists, making notes.
		Reduce, Reuse, Recycle Study 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 Choice Time 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. 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 Read-Aloud p. 41 Investigation 2 Day 3 Small Group p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Small Group p. 44 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. 56 Investigation 4 Day 2 Small Group p. 57 Investigation 4 Day 2 Small Group p. 58 Investigation 4 Day 2 Achoice Time p. 60 Investigation 4 Day 4 Large Group p. 61 Investigation 4 Day 4 Large Group p. 61 Investigation 4 Day 4 Large Group p. 61 Investigation 5 Day 1 Choice Time p. 69 Investigation 5 Day 2 Read-Aloud p. 69 Investigation 5 Day 2 Small Group p. 71 Investigation 5 Day 3 Small Group p. 72 Investigation 5 Day 3 Small Group p. 73 Investigation 5 Day 3 Small Group p. 74 Celebrating Learning Day 1 Large Group p. 75 Celebrating Learning Day 2 Large Group Roundup
GRADE LEVEL EXPECTATION	LL.3.1.f.	Writing Applications: With prompting and support, forms letters starting with large motor (sky writing, paint brush and water, sidewalk chalk) progressing to fine motor (paper and pencil).
		Reduce, Reuse, Recycle Study

		p. 33 Investigation 1 Day 3 Small Group
GRADE LEVEL EXPECTATION	LL.3.1.g.	Writing Applications: Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.
		Reduce, Reuse, Recycle Study 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
STRAND	AZ.EC.MA.	MATHEMATICS
CONCEPT / STANDARD	MA.1.	COUNTING AND CARDINALITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.1.1.	Counts Out Loud: The child counts out loud and uses number words in daily conversations.
OBJECTIVE / GRADE LEVEL EXPECTATION		To build an understanding of counting, children need environments that are rich in mathematical language and provide varied opportunities to count in ways that are personally meaningful, challenging, and fun.
GRADE LEVEL EXPECTATION	MA.1.1.a.	Reduce, Reuse, Recycle Study p. 13 Exploring the Topic Outdoor Experiencesp 13 p. 14 Exploring the Topic Day 1 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 42 investigation 2 Day 4 Choice Time p. 42 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 5 Day 1 Small Group p. 66 Investigation 5 Day 2 Large Group p. 67 Celebrating Learning Day 2 Small Group
GRADE LEVEL EXPECTATION	MA.1.1.b.	Counts out loud to 10. Reduce, Reuse, Recycle Study p. 13 Exploring the Topic Outdoor Experiencesp 13 p. 14 Exploring the Topic Day 1 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 42 investigation 2 Day 4 Choice Time p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 57 Investigation 4 Day 2 Mighty Minutes p. 57 Investigation 4 Day 2 Small Group p. 63 Investigation 5 Day 1 Small Group p. 64 Investigation 5 Day 1 Small Group p. 65 Investigation 5 Day 2 Large Group p. 67 Celebrating Learning Day 2 Small Group

CONCEPT / STANDARD	MA.1.	COUNTING AND CARDINALITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.1.2.	Knows Number Names and Symbols: The child identifies numerals and uses number words in daily activities.
OBJECTIVE / GRADE LEVEL EXPECTATION		To build an understanding of number names and symbols children need number rich environments that allow them to explore and play with numbers and numerals throughout the day and across the curriculum.
GRADE LEVEL EXPECTATION	MA.1.2.a.	Uses numerals and number symbols in the context of daily routines, activities, and play. Reduce, Reuse, Recycle Study
		p. 21 Exploring the Topic Day 4 Small Group
GRADE LEVEL EXPECTATION	MA.1.2.b.	Uses and creates symbols to represent numbers. Reduce, Reuse, Recycle Study p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 57 Investigation 4 Day 2 Mighty Minutes p. 63 Investigation 4 Day 5 Mighty Minutes
GRADE LEVEL EXPECTATION	MA.1.2.c.	Identifies numerals one to 10. Reduce, Reuse, Recycle Study p. 21 Exploring the Topic Day 4 Small Group p. 69 Investigation 5 Day 2 Choice Time p. 71 Investigation 5 Day 3 Choice Time
CONCEPT / STANDARD	MA.1.	COUNTING AND CARDINALITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.1.3.	Counts to Tell Number of Objects: The child uses number words and counting to identify quantity.
OBJECTIVE / GRADE LEVEL EXPECTATION		Learning the meaning of numbers begins with hands-on experiences using a variety of objects found in the home, the classroom and nature. To build an understanding of "how much" and to explore number relationships, children need daily experiences involving counting in ways that are personally meaningful, challenging, and fun.
GRADE LEVEL EXPECTATION	MA.1.3.a.	Counts groups of objects using one-to-one correspondence (one object for each number word). Reduce, Reuse, Recycle Study p. 13 Exploring the Topic Outdoor Experiencesp 13 p. 14 Exploring the Topic Day 1 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 42 investigation 2 Day 4 Choice Time p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 57 Investigation 4 Day 2 Mighty Minutes p. 57 Investigation 4 Day 2 Small Group p. 63 Investigation 4 Day 5 Mighty Minutes p. 67 Investigation 5 Day 1 Small Group p. 68 Investigation 5 Day 2 Large Group p. 87 Celebrating Learning Day 2 Small Group
GRADE LEVEL EXPECTATION	MA.1.3.b.	Counts a collection of up to 10 items using the last counting word to tell, "How many?" Reduce, Reuse, Recycle Study p. 13 Exploring the Topic Outdoor Experiencesp 13 p. 14 Exploring the Topic Day 1 Large Group

		p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group
		p. 23 Exploring the Topic Day 5 Small Group
		p. 29 Investigation 1 Day 1 Small Group
		p. 32 Investigation 1 Day 3 Choice Time
		p. 42 investigation 2 Day 4 Choice Time
		p. 47 Investigation 3 Day 1 Small Group
		p. 49 Investigation 3 Day 2 Small Group p. 57 Investigation 4 Day 2 Mighty Minutes
		p. 57 Investigation 4 Day 2 Small Group
		p. 63 Investigation 4 Day 5 Mighty Minutes
		p. 67 Investigation 5 Day 1 Small Group
		p. 68 Investigation 5 Day 2 Large Group
		p. 87 Celebrating Learning Day 2 Small Group
GRADE LEVEL	MA.1.3.c.	Matches numerals to quantities they represent using physical
EXPECTATION		models and representations.
		Reduce, Reuse, Recycle Study
		p. 21 Exploring the Topic Day 4 Small Group
CONCEPT / STANDARD	MA.1.	COUNTING AND CARDINALITY
PERFORMANCE	MA.1.4.	Compares Numbers and Quantities: The child applies a range of
OBJECTIVE / PROFICIENCY LEVEL		strategies such as counting or matching to compare sets of objects.
OBJECTIVE / GRADE		Learning the meaning of numbers begins with hands-on
LEVEL EXPECTATION		experiences, using a variety of objects found in the home, the
		classroom and nature. To build an understanding of numbers and
		the quantities they represent, children need daily experiences
		involving comparing groups of objects in ways that are personally meaningful, challenging, and fun.
GRADE LEVEL	MA.1.4.a.	Compares two sets of objects using terms such as more, fewer, or
EXPECTATION		the same.
		Barbara Barras Barrala Ctrudu
		Reduce, Reuse, Recycle Study 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
CONCEPT / STANDARD	MA.2.	OPERATIONS AND ALGEBRAIC THINKING
PERFORMANCE	MA.2.1.	Explores Addition and Subtraction: The child combines and
OBJECTIVE / PROFICIENCY		separates groups of objects and names how many.
LEVEL		
OBJECTIVE / GRADE		Learning the meaning of a number begins with hands-on
LEVEL EXPECTATION		experiences using a variety of objects found in the home, the
		classroom, and nature. To build an understanding of numbers and to discover number relationships, children need opportunities to
		describe the changes that result from putting sets of objects (e.g.,
		blocks, animals, toy people) together or taking them apart.
GRADE LEVEL		area and a second and a second and a second a se
	MA.2.1.a.	Demonstrates an understanding that adding increases the number
EXPECTATION	MA.2.1.a.	Demonstrates an understanding that adding increases the number of objects in a group.
EXPECTATION	MA.2.1.a.	of objects in a group.
EXPECTATION	MA.2.1.a.	of objects in a group. Reduce, Reuse, Recycle Study
EXPECTATION	MA.2.1.a.	of objects in a group. Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group
		of objects in a group. Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group
GRADE LEVEL	MA.2.1.a. MA.2.1.b.	of objects in a group. Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group Describes changes in two or more sets of objects when they are
		of objects in a group. Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group
GRADE LEVEL		of objects in a group. Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group Describes changes in two or more sets of objects when they are combined. Reduce, Reuse, Recycle Study
GRADE LEVEL		of objects in a group. Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group Describes changes in two or more sets of objects when they are combined.
GRADE LEVEL		of objects in a group. Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group Describes changes in two or more sets of objects when they are combined. Reduce, Reuse, Recycle Study
GRADE LEVEL EXPECTATION	MA.2.1.b.	of objects in a group. Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group Describes changes in two or more sets of objects when they are combined. Reduce, Reuse, Recycle Study p. 32 Investigation 1 Day 3 Choice Time
GRADE LEVEL EXPECTATION GRADE LEVEL	MA.2.1.b.	of objects in a group. Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group Describes changes in two or more sets of objects when they are combined. Reduce, Reuse, Recycle Study p. 32 Investigation 1 Day 3 Choice Time Demonstrates an understanding that taking away decreases the

		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
GRADE LEVEL EXPECTATION	MA.2.1.d.	Describes changes in a set of objects when they are separated into parts.
		Reduce, Reuse, Recycle Study p. 32 Investigation 1 Day 3 Choice Time
CONCEPT / STANDARD	MA.2.	OPERATIONS AND ALGEBRAIC THINKING
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.2.2.	Patterning: The child recognizes, copies, extends, describes and creates patterns.
OBJECTIVE / GRADE LEVEL EXPECTATION		Recognition and investigation of patterns are important components of a child's development. A child's ability to work with patterns is the precursor to mathematical thinking, especially algebraic processes. Children need frequent opportunities to engage in pattern-related activities such as playing with repetitive sounds and movement or noticing patterns in textures and pictures.
GRADE LEVEL EXPECTATION	MA.2.2.b.	Copies simple patterns.
EXPECTATION		Reduce, Reuse, Recycle Study p. 31 Investigation 1 Day 2 Small Group
GRADE LEVEL	MA.2.2.c.	Extends simple patterns.
EXPECTATION		Reduce, Reuse, Recycle Study p. 31 Investigation 1 Day 2 Small Group
GRADE LEVEL	MA.2.2.d.	Creates simple patterns.
EXPECTATION		Reduce, Reuse, Recycle Study
		p. 31 Investigation 1 Day 2 Small Group
GRADE LEVEL EXPECTATION	MA.2.2.e.	Describes similarities and differences in patterns. Reduce, Reuse, Recycle Study
		p. 32 Investigation 1 Day 3 Choice Time
CONCEPT / STANDARD	MA.3.	MEASUREMENT AND DATA
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.3.1.	Sorts and Classifies: The child sorts and groups objects by a variety of characteristics/attributes.
OBJECTIVE / GRADE LEVEL EXPECTATION		Recognizing relationships between objects allows young children to make generalizations and predictions beyond information directly available to them. The ability to think logically and to reason (problem solve) extends far beyond mathematical boundaries.
GRADE LEVEL EXPECTATION	MA.3.1.a.	Sorts and classifies objects by one or more attributes (e.g., size, color, shape, texture, use).
		Reduce, Reuse, Recycle Study 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
GRADE LEVEL EXPECTATION	MA.3.1.b.	Explains how items were sorted into groups.
		Reduce, Reuse, Recycle Study 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
		p. 67 Investigation 5 Day 1 Small Group
CONCEPT / STANDARD	MA.3.	MEASUREMENT AND DATA

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.3.2.	Data Analysis: The child collects, organizes, displays, and describes relevant data.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children are natural observers and questioners. To build upon this strength, adults should facilitate children's opportunities to ask questions, sort and classify objects, collect and display information, and talk about what is meaningful to them.
GRADE LEVEL EXPECTATION	MA.3.2.a.	Asks questions to gather information. Reduce, Reuse, Recycle Study 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
GRADE LEVEL EXPECTATION	MA.3.2.d.	Uses charts and graphs to analyze information or answer questions. Reduce, Reuse, Recycle Study p. 18 Exploring the Topic Day 3 Large Group p. 23 Exploring the Topic Day 5 Small Group
CONCEPT / STANDARD	MA.3.	MEASUREMENT AND DATA
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.3.3.	Measures: The child uses measurement to describe and compare objects in the environment.
OBJECTIVE / GRADE LEVEL EXPECTATION		Starting at a very young age, children compare who is taller or who has more. Immersing children in measurement activities provides them with opportunities to explore, compare, and discuss the use of measurement in their environment.
GRADE LEVEL EXPECTATION	MA.3.3.a.	Compares objects and uses terms such as longer-shorter, hotter-colder, and faster-slower. Reduce, Reuse, Recycle Study p. 39 Investigation 2 Day 2 Small Groupp 39
		p. 57 Investigation 4 Day 2 Small Group
GRADE LEVEL EXPECTATION	MA.3.3.b.	Uses non-standard units of measurement (e.g., hands, bodies, containers) to estimate measurable attributes.
		Reduce, Reuse, Recycle Study p. 39 Investigation 2 Day 2 Small Groupp 39 p. 57 Investigation 4 Day 2 Small Group
GRADE LEVEL EXPECTATION	MA.3.3.d.	Orders objects by measurable attributes.
		Reduce, Reuse, Recycle Study p. 39 Investigation 2 Day 2 Small Groupp 39 p. 57 Investigation 4 Day 2 Small Group p. 87 Celebrating Learning Day 2 Small Group
GRADE LEVEL EXPECTATION	MA.3.3.e.	Uses appropriate vocabulary to describe time and sequence related to daily routines.
		Reduce, Reuse, Recycle Study p. 87 Celebrating Learning Day 2 Small Group
CONCEPT / STANDARD	MA.4.	GEOMETRY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.4.1.	Spatial Reasoning: The child uses and demonstrates an understanding of positional terms.
OBJECTIVE / GRADE LEVEL EXPECTATION		Geometry for young children involves observing, playing with, and purposefully investigating shapes that are found in their environment. Children spontaneously make spatial comparisons. This familiarity is a foundation for more complex learning experiences involving shape, position, and orientation in space.

GRADE LEVEL EXPECTATION	MA.4.1.a.	Uses and responds to positional terms (e.g., between, inside, under, above, behind).
		Reduce, Reuse, Recycle Study
		p. 41 Investigation 2 Day 3 Mighty Minutes
		p. 49 Investigation 3 Day 2 Small Group
GRADE LEVEL EXPECTATION	MA.4.1.b.	Describes the position or location of objects in relation to self or to other objects.
		Reduce, Reuse, Recycle Study p. 41 Investigation 2 Day 3 Mighty Minutes
		p. 49 Investigation 3 Day 2 Small Group
CONCEPT / STANDARD	MA.4.	GEOMETRY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.4.2.	Shapes: The child recognizes names and describes common shapes and their properties.
OBJECTIVE / GRADE LEVEL EXPECTATION		Geometry for young children involves observing, playing with, and purposefully investigating shapes that are found in their environment. Beginning in infancy, children compare objects by form and shape. This familiarity is a foundation for more complex learning experiences involving shape, position, and orientation in space.
GRADE LEVEL	MA.4.2.a.	Recognizes basic two-dimensional shapes.
EXPECTATION		
		Reduce, Reuse, Recycle Study
		p. 22 Exploring the Topic Day 5 Large Group p. 51 Investigation 3 Day 3 Choice Time
		p. 55 Investigation 4 Day 1 Mighty Minutes
GRADE LEVEL	MA.4.2.b.	Uses the names of geometric shapes when describing objects found
EXPECTATION		in the environment.
		Reduce, Reuse, Recycle Study
		p. 51 Investigation 3 Day 3 Choice Time
		p. 69 Investigation 5 Day 2 Small Group
GRADE LEVEL EXPECTATION	MA.4.2.d.	Compares and describes attributes of two- and three- dimensional objects in the environment using own vocabulary.
		Reduce, Reuse, Recycle Study
		p. 51 Investigation 3 Day 3 Choice Time
		p. 69 Investigation 5 Day 2 Small Group
STRAND	AZ.EC.SC.	SCIENCE
CONCEPT / STANDARD	SC.1.	INQUIRY AND APPLICATION
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC.1.1.	Exploration, Observations, and Hypotheses: The child asks questions and makes predictions while exploring and observing in the environment.
OBJECTIVE / GRADE		Children use their senses to observe by looking, touching, tasting,
LEVEL EXPECTATION		smelling and listening. Curiosity about the natural world leads children to ask questions. They ask Why? Where? What if? How? Who?
GRADE LEVEL EXPECTATION	SC.1.1.c.	Describes changes in objects, living things, and the natural events in the environment.
		Reduce, Reuse, Recycle Study p. 42 investigation 2 Day 4 Choice Time
GRADE LEVEL EXPECTATION	SC.1.1.d.	Begins to describe the similarities, differences and relationships between objects, living things and natural events.
		Reduce, Reuse, Recycle Study
		p. 16 Exploring the Topic Day 2 Large Group
		p. 18 Exploring the Topic Day 3 Choice Time
		p. 23 Exploring the Topic Day 5 Small Group

GRADE LEVEL EXPECTATION	SC.1.1.e.	p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Choice Time p. 33 Investigation 1 Day 3 Small Group p. 42 Investigation 2 Day 4 Large Group p. 42 Investigation 2 Day 4 Choice Time p. 45 Investigation 3 Outdoor Experiences p. 47 Investigation 3 Day 1 Small Group p. 51 Investigation 3 Day 3 Choice Time p. 53 Investigation 4 Outdoor Experiences p. 57 Investigation 4 Outdoor Experiences p. 57 Investigation 4 Day 2 Small Group p. 83 Celebrating Learning Outdoor Experiences p. 87 Celebrating Learning Day 2 Small Group p. 15 Exploring the Topic Day 1 Small Group p. 15 Exploring the Topic Day 1 Small Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 21 Exploring the Topic Day 3 Choice Time p. 22 Exploring the Topic Day 5 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 4 Choice Time p. 42 Investigation 2 Day 4 Choice Time p. 42 Investigation 2 Day 4 Choice Time p. 45 Investigation 3 Outdoor Experiences p. 47 Investigation 3 Day 3 Choice Time p. 45 Investigation 3 Day 3 Choice Time p. 51 Investigation 3 Day 3 Choice Time p. 53 Investigation 4 Day 2 Large Group p. 51 Investigation 4 Day 2 Choice Time p. 55 Investigation 4 Day 2 Choice Time p. 56 Investigation 4 Day 2 Choice Time p. 57 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Small Group p. 58 Celebrating Learning Outdoor Experiences p. 57 Investigation 4 Day 2 Small Group p. 58 Celebrating Learning Dutdoor Experiences p. 58 Celebrating Learning Outdoor Experiences
CONCERT / STANDARD	SC 1	p.15 Exploring the Topic Day 1 Small Group
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC.1. SC.1.2.	INQUIRY AND APPLICATION Investigation: The child tests predictions through exploration and experimentation.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children use their senses and a variety of tools and materials to gather information while investigating. Active experimentation requires questioning, refining, and persistence. Children explore answers to their questions and begin to form more complex conclusions. Information gathered in the process extends a child's knowledge of the world and their environment.
GRADE LEVEL EXPECTATION	SC.1.2.a.	Uses a variety of tools and materials to investigate. Reduce, Reuse, Recycle Study p. 28 Investigation 1 Day 1 Large Group
GRADE LEVEL EXPECTATION	SC.1.2.b.	Makes predictions and checks them through hands-on investigation with adult support. Reduce, Reuse, Recycle Study 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
CONCEPT / STANDARD	SC.1.	INQUIRY AND APPLICATION
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC.1.3.	Analysis and Conclusion: The child forms conclusions about observations and experimentations.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children form conclusions about their observations and experimentations by collecting and thinking about the information gathered.
GRADE LEVEL EXPECTATION	SC.1.3.b.	Identifies cause and effect relationships. Reduce, Reuse, Recycle Study p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
CONCEPT / STANDARD	SC.1.	INQUIRY AND APPLICATION
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC.1.4.	Communication: The child discusses and reflects upon the scientific investigation and its findings.
OBJECTIVE / GRADE LEVEL EXPECTATION		Based on past experiences, children use language or an alternate communication system to show recognition of scientific principles and a deeper understanding of their environment. Science incorporates language and literacy skills which are an essential foundation for later reading comprehension.
GRADE LEVEL EXPECTATION	SC.1.4.b.	Reduce, Reuse, Recycle Study p. 13 Exploring the Topic Outdoor Experiencesp 13 p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Choice Time p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 4 Large Group p. 18 Exploring the Topic Day 4 Choice Time p. 20 Exploring the Topic Day 4 Choice Time p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 24 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 2 Choice Time p. 31 Investigation 1 Day 3 Choice Time p. 32 Investigation 1 Day 3 Choice Time p. 33 Investigation 1 Day 3 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 3 Choice Time p. 36 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Choice Time p. 41 Investigation 2 Day 4 Large Group p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Large Group p. 44 Investigation 2 Day 4 Large Group p. 45 Investigation 2 Day 4 Large Group p. 46 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Choice Time p. 48 Investigation 3 Day 1 Choice Time p. 46 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Choice Time p. 48 Investigation 3 Day 1 Choice Time p. 48 Investigation 3 Day 1 Choice Time p. 48 Investigation 3 Day 1 Choice Time

		p. 48 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Large-Group Roundup p. 50 Investigation 3 Day 3 Large Group p. 51 Investigation 3 Day 3 Choice Time p. 51 Investigation 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 p. 55 Investigation 4 Day 1 Large-Group Roundup p. 56 Investigation 4 Day 2 Choice Time p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group p. 58 Investigation 4 Day 3 Large Group p. 58 Investigation 4 Day 3 Large Group p. 59 Investigation 4 Day 3 Large Group p. 60 Investigation 4 Day 4 Large Group p. 60 Investigation 4 Day 4 Large Group p. 61 Investigation 4 Day 4 Large Group p. 61 Investigation 4 Day 4 Large Group p. 62 Investigation 4 Day 5 Large Group p. 63 Investigation 4 Day 5 Large Group p. 66 Investigation 4 Day 5 Large Group p. 67 Investigation 5 Day 1 Large Group p. 68 Investigation 5 Day 1 Large Group p. 69 Investigation 5 Day 1 Large Group p. 69 Investigation 5 Day 1 Large Group p. 69 Investigation 5 Day 2 Large-Group Roundup p. 69 Investigation 5 Day 3 Large-Group Roundup p. 69 Investigation 5 Day 3 Large-Group Roundup p. 69 Investigation 5 Day 2 Large-Group Roundup p. 69 Investigation 5 Day 2 Large-Group Roundup p. 69 Investigation 5 Day 3 Large-Group Roundup p. 69 Investigation 5 Day 2 Large-Group Roundup p. 71 Investigation Learning Day 1 Large-Group Roundup p. 87 Celebrating Learning Day 2 Large Group p. 88 Celebrating Learning Day 2 Large Group p. 8
GRADE LEVEL EXPECTATION	SC.1.4.c.	p.15 Exploring the Topic Day 1 Small Group Conducts further investigation based on prior experience and information gained.
		Reduce, Reuse, Recycle Study 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

STRAND	AZ.EC.SS.	SOCIAL STUDIES
CONCEPT / STANDARD	SS.2.	COMMUNITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS.2.2.	Rights, Responsibilities and Roles within Community: The child demonstrates a sense of belonging to the community and contributes to its care.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children recognize themselves as part of their home and community. Children are given opportunities to experience choices and to make their own decisions in order to demonstrate their roles as individuals. As children learn to demonstrate respect for ideas and rules, they gain the skills necessary for being contributing members of the family and of a community.
GRADE LEVEL EXPECTATION	SS.2.2.e.	Describes the purpose of rules. Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group
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STRAND	AZ.EC.PHS. PHS.1.	PHYSICAL DEVELOPMENT, HEALTH AND SAFETY PHYSICAL AND MOTOR DEVELOPMENT
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	PHS.1.1.	Gross Motor Development: The child moves with balance, control and coordination.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children are in constant motion. This movement develops young children's large muscles as they run, jump, and play in both structured and unstructured settings. Children increase their ability to control their bodies and learn that regular physical activity can enhance their overall physical, social and mental health.
GRADE LEVEL	PHS.1.1.a.	Moves with balance.
EXPECTATION		Reduce, Reuse, Recycle Study p. 65 Investigation 5 Outdoor Experience p. 83 Celebrating Learning Outdoor Experiences
GRADE LEVEL EXPECTATION	PHS.1.1.b.	Moves with control (e.g., walks, runs, skips, jumps, gallops, hops).
		Reduce, Reuse, Recycle Study p. 65 Investigation 5 Outdoor Experience p. 83 Celebrating Learning Outdoor Experiences
GRADE LEVEL EXPECTATION	PHS.1.1.d.	Demonstrates spatial awareness in physical activity. Reduce, Reuse, Recycle Study
		p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes
		p. 45 Investigation 3 Outdoor Experiences
		p. 66 Investigation 5 Day 1 Large Group
CONCEPT / STANDARD	PHS.1.	PHYSICAL AND MOTOR DEVELOPMENT
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	PHS.1.2.	Fine Motor Development: The child uses fingers, hands and wrists to manipulate tools and materials.
OBJECTIVE / GRADE LEVEL EXPECTATION		Developing fine motor skills is an important foundation for other developmental areas such as cognitive development, artistic expression, daily living skills and handwriting. Children begin to demonstrate an increased amount of strength, dexterity, and stamina to perform fine motor tasks using a variety of manipulatives and tools. When children are engaged in appropriate activities and experiences, they develop the ability to gain fine motor control, which leads to independence.
GRADE LEVEL EXPECTATION	PHS.1.2.a.	Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).
		Reduce, Reuse, Recycle Study p. 19 Exploring the Topic Day 3 Small Group

		p.15 Exploring the Topic Day 1 Small Group
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CONCEPT / STANDARD	PHS.3.	SAFETY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	PHS.3.1.	Safety and Injury Prevention: Child demonstrates knowledge of personal safety practices and routines.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children demonstrate awareness and understanding of personal and environmental safety rules and how to keep themselves safe. These principles should be relevant to Arizona and to the community/region in which the child lives.
GRADE LEVEL	PHS.3.1.c.	Enforces personal boundaries (safety, self-advocacy and boundary
EXPECTATION		awareness). Reduce, Reuse, Recycle Study p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 45 Investigation 3 Outdoor Experiences p. 66 Investigation 5 Day 1 Large Group
STRAND	AZ.EC.FA.	FINE ARTS
CONCEPT / STANDARD	FA.1.	VISUAL ARTS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	FA.1.1.	Creates and Understands Visual Arts: The child uses a wide variety of materials, media, tools, techniques and processes to explore, create and understand art.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children communicate ideas, experiences and feelings by leaving their mark with crayons, markers, paints, modeling and construction of masterpieces. Children discover that they and others are artists. Children begin to develop vocabulary to share their opinions about artistic creations and experiences. They reflect upon and describe the characteristics and qualities of their work and the work of others.
GRADE LEVEL EXPECTATION	FA.1.1.a.	Uses a variety of materials/media, tools and techniques to create original works of art (e.g., paper, rocks, sand, clay; tools such as cotton swabs, small/large brushes, drinking straws, and techniques such as drawing, painting, sculpting). Reduce, Reuse, Recycle Study 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 Small Group 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
GRADE LEVEL EXPECTATION	FA.1.1.b.	Creates art work with details which represent creative and personal choices, ideas, experiences and feelings. Reduce, Reuse, Recycle Study 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

	11	
		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
GRADE LEVEL	FA.1.1.c.	Creates art in two and three dimensions.
EXPECTATION		Paduas Pausa Pasyala Study
		Reduce, Reuse, Recycle Study p. 30 Investigation 1 Day 2 Large Group
		p. 32 Investigation 1 Day 2 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
GRADE LEVEL	FA.1.1.d.	Seeks an understanding of artwork by self or others by commenting
EXPECTATION	A.III.	on or questioning the artwork.
EXI EGIATION		on or quosioning the arthoric
		Reduce, Reuse, Recycle Study
		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 Groupp 39
		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 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 Outdoor Experiences
		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
CONCEPT / STANDARD	FA.2.	MUSIC AND CREATIVE MOVEMENT
PERFORMANCE		
	E A 2 4	Crostoc and Indoretande Music Mayoment and Dense. The shill
OBJECTIVE / PROFICIENCY	FA.2.1.	Creates and Understands Music, Movement and Dance: The child uses a wide variety of instruments, movements, techniques and

LEVEL		music to explore and create.
OBJECTIVE / GRADE LEVEL EXPECTATION		Singing, dancing, making music and moving to sounds/rhythms are fundamental musical activities of young children. These activities help young children explore and demonstrate self-expression, creativity, body awareness and nurtures appreciation of the arts. Children begin to develop a vocabulary to share opinions about musical/movement creations and experiences.
GRADE LEVEL EXPECTATION	FA.2.1.a.	Experiments with a variety of instruments, vocalizations, sounds or creative movements. Reduce, Reuse, Recycle Study p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group
GRADE LEVEL EXPECTATION	FA.2.1.b.	Sings and moves to familiar rhymes, songs, and chants. Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 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. 31 Investigation 1 Day 3 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 40 Investigation 2 Day 3 Mighty Minutes p. 42 Investigation 2 Day 4 Large Group p. 41 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Large Group p. 48 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 1 Large Group p. 50 Investigation 4 Day 2 Large Group p. 51 Investigation 4 Day 2 Large Group p. 52 Investigation 4 Day 3 Large Group p. 53 Investigation 4 Day 3 Large Group p. 54 Investigation 4 Day 1 Large Group p. 56 Investigation 4 Day 2 Large Group p. 56 Investigation 4 Day 3 Large Group p. 66 Investigation 5 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 2 Large Group p. 68 Investigation 5 Day 3 Large Group p. 69 Investigation 5 Day 3 Large Group p. 60 Investigation 5 Day 3 Large Group p. 61 Investigation 5 Day 3 Large Group p. 62 Investigation 5 Day 3 Large Group p. 63 Investigation 5 Day 3 Large Group p. 64 Investigation 5 Day 3 Large Group p. 65 Investigation 5 Day 3 Large Group p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Large Group p. 68 Celebrating Learning Day 1 Large Group p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Mighty Minutes
GRADE LEVEL EXPECTATION	FA.2.1.c.	Uses familiar songs, rhymes or chants to create their own musical/movement improvisations. Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 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 3 Large Group p. 58 Investigation 4 Day 3 Large Group p. 60 Investigation 4 Day 4 Large Group p. 61 Investigation 4 Day 4 Large Group p. 62 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 Large Group p. 72 Investigation 5 Day 3 Mighty Minutes p. 84 Celebrating Learning Day 1 Large Group p. 85 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes
GRADE LEVEL EXPECTATION	FA.2.1.d.	Responds to different types of music, (e.g., rock, classical, jazz, spirituals, reggae, Native American chants, gospel, bluegrass, lullabies, marches and country music). Reduce, Reuse, Recycle Study p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group
GRADE LEVEL EXPECTATION	FA.2.1.e.	Uses creative movement and dance to interpret the mood of various types of music and stories. Reduce, Reuse, Recycle Study p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group
CONCEPT / STANDARD	FA.3.	DRAMA
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	FA.3.1.	Creates Dramatic Activities: The child uses the portrayal of events, characters, or stories through acting and using props and language to explore and create.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children use the richness of their daily activities to create pretend play, assuming different roles and characters. These experiences contribute to children's ability to self-regulate, communicate more effectively and engage in cooperative activity with peers while practicing roles of others.
GRADE LEVEL EXPECTATION	FA.3.1.a.	Assumes roles from daily activities using a variety of props. Reduce, Reuse, Recycle Study 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 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 41 Investigation 2 Day 3 Mighty Minutes p. 45 Investigation 3 Outdoor Experience

		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
GRADE LEVEL	FA.3.1.b.	Takes on more than one dramatic play role at a time.
EXPECTATION		
		Reduce, Reuse, Recycle Study
		p. 16 Exploring the Topic Day 2 Large Group
		p. 18 Exploring the Topic Day 3 Large Group
		p. 21 Exploring the Topic Day 4 Mighty Minutes
		p. 27 Investigation 1 Outdoor Experiences
		p. 28 Investigation 1 Day 1 Large Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Mighty Minutes
		p. 31 Investigation 1 Day 2 Small Group
		p. 32 Investigation 1 Day 3 Large Group
		p. 33 Investigation 1 Day 3 Mighty Minutes
		p. 35 Investigation 2 Outdoor Experience
		p. 36 Investigation 2 Day 1 Large Group
		p. 37 Investigation 2 Day 1 Mighty Minutes
		p. 38 Investigation 2 Day 2 Large Group
		p. 41 Investigation 2 Day 3 Mighty Minutes
		p. 45 Investigation 3 Outdoor Experiences
		p. 49 Investigation 3 Day 2 Small Group
		p. 55 Investigation 4 Day 1 Mighty Minutes
		p. 61 Investigation 4 Day 4 Mighty Minutes
		p. 61 Investigation 4 Day 4 Small Group
		p. 66 Investigation 5 Day 1 Large Group
		p. 67 Investigation 5 Day 1 Mighty Minutes
		p. 69 Investigation 5 Day 2 Choice Time
		p. 69 Investigation 5 Day 2 Large-Group Roundup
		p. 69 Investigation 5 Day 2 Mighty Minutes
		p. 70 Investigation 5 Day 3 Large Group
		p. 71 Investigation 5 Day 3 Choice Time
		p. 71 Investigation 5 Day 3 Large-Group Roundup
		p. 71 Investigation 5 Day 3 Mighty Minutes
		p. 71 Investigation 5 Day 3 Small Group
		p. 86 Celebrating Learning Day 2 Large Group
		p. 87 Celebrating Learning Day 2 Read-Aloud
GRADE LEVEL	FA.3.1.c.	Pretends an object exists without using a prop.
EXPECTATION		, , , , , , , , , , , , , , , , , , ,
		Reduce, Reuse, Recycle Study
		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
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		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
GRADE LEVEL	FA.3.1.e.	Adds details and new elements to dramatic play situations.
EXPECTATION		
		Reduce, Reuse, Recycle Study
		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
	III	p. 41 Investigation 2 Day 3 Mighty Minutes
		p. 45 Investigation 3 Outdoor Experiences
		p. 45 Investigation 3 Outdoor Experiences p. 49 Investigation 3 Day 2 Small Group
		p. 45 Investigation 3 Outdoor Experiences p. 49 Investigation 3 Day 2 Small Group p. 55 Investigation 4 Day 1 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. 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. 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. 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. 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. 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. 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. 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. 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. 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
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Trees Study
State: Arizona Early Learning Standards
Subject: Early Childhood Education
Grade: Ages 3-5

CTDAND	A7 F0 0F	Grade: Ages 3-5
STRAND	AZ.EC.SE.	SOCIAL EMOTIONAL
CONCEPT / STANDARD	SE.1.	SELF
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SE.1.1.	Self-Awareness: The child demonstrates an awareness of his or her self.
OBJECTIVE / GRADE		Children develop a sense of personal identity as they begin to
LEVEL EXPECTATION		recognize the characteristics that make them unique as individuals and to build self-esteem.
GRADE LEVEL EXPECTATION	SE.1.1.b.	Makes personal preferences known to others. Trees Study p. 014 Exploring the Topic Day 1 Large Group
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		p. 018 Exploring the Topic Day 3 Choice Time
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		p. 022 Exploring the Topic Day 5 Large Group
		p. 023 Exploring the Topic Day 5 Choice Time
		p. 023 Exploring the Topic Day 5 Small Group
		p. 028 Investigation 1 Day 1 Large Group
		p. 034 Investigagtion 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time
		p. 036 Investigation 1 Day 5 Choice Time
		p. 036 Investigation 1 Day 5 Large Group
		p. 037 Investigation 1 Day 5 Large-Group Roundup
		p. 037 Investigation 1 Day 5 Small Group
		p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group
		p. 044 Investigation 2 Day 2 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 Choice Time
		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
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		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
CONCEPT / STANDARD	SE.1.	SELF
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SE.1.2.	Recognizes and Expresses Feelings: The child recognizes and expresses feelings of self and others.
OBJECTIVE / GRADE		Children develop an awareness of the feelings of self and others
LEVEL EXPECTATION		through daily interactions with peers and adults. Children develop the ability to effectively and appropriately express themselves and learn that their feelings and feelings of others are important.
GRADE LEVEL	SE.1.2.b.	Identifies, describes and expresses their own feelings.
EXPECTATION		Trees Study
		p. 014 Exploring the Topic Day 1 Large Group
		p. 015 Exploring the Topic Day 1 Small Group
		p. 016 Exploring the Topic Day 2 Choice Time
		p. 016 Exploring the Topic Day 2 Large Group
		p. 017 Exploring the Topic Day 2 Small Group
		p. 018 Exploring the Topic Day 3 Choice Time
		p. 018 Exploring the Topic Day 3 Large Group
		p. 019 Exploring the Topic Day 3 Read-Aloud
		p. 020 Exploring the Topic Day 4 Large Group
		p. 021 Exploring the Topic Day 4 Small Group
		p. 022 Exploring the Topic Day 5 Large Group
		p. 023 Exploring the Topic Day 5 Choice Time
		p. 023 Exploring the Topic Day 5 Small Group
		p. 028 Investigation 1 Day 1 Large Group
		p. 034 Investigagtion 1 Day 4 Large Group
		p. 035 Investigation 1 Day 4 Choice Time
		p. 036 Investigation 1 Day 5 Choice Time
		p. 036 Investigation 1 Day 5 Large Group
		p. 037 Investigation 1 Day 5 Large-Group Roundup
		p. 037 Investigation 1 Day 5 Small Group
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		p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group
		p. 044 Investigation 2 Day 3 Large Group
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		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
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CONCEPT / STANDARD	SE.1.	SELF
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE	SE.1.3.	Self-Regulation: The child manages the expression of feelings, thoughts, impulses and behaviors. Young children develop self-control as they acquire the ability to
LEVEL EXPECTATION	05.4.2	regulate their impulses with minimal support from adults. This enables children to function successfully and independently in both personal and social contexts.
GRADE LEVEL EXPECTATION	SE.1.3.a.	Understands and follows expectations in the learning environment. Trees Study p. 014 Exploring the Topic Day 1 Large Group
GRADE LEVEL EXPECTATION	SE.1.3.b.	Manages transitions, daily routines and unexpected events.
EXPECTATION		Trees Study p. 014 Exploring the Topic Day 1 Large Group
STRAND	AZ.EC.AL.	
	AZ.EC.AL. AL.1.	p. 014 Exploring the Topic Day 1 Large Group
STRAND		p. 014 Exploring the Topic Day 1 Large Group APPROACHES TO LEARNING
STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION	AL.1. AL.1.2.	p. 014 Exploring the Topic Day 1 Large Group APPROACHES TO LEARNING INITIATIVE AND CURIOSITY Curiosity: The child demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities. Curiosity relates to children's natural tendencies as active learners to explore all aspects of the environment, from objects and people, to ideas and customs. It is through discovering the answers to their own questions that children construct knowledge.
STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE	AL.1.	p. 014 Exploring the Topic Day 1 Large Group APPROACHES TO LEARNING INITIATIVE AND CURIOSITY Curiosity: The child demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities. Curiosity relates to children's natural tendencies as active learners to explore all aspects of the environment, from objects and people, to ideas and customs. It is through discovering the answers to their
STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION GRADE LEVEL	AL.1. AL.1.2.	p. 014 Exploring the Topic Day 1 Large Group APPROACHES TO LEARNING INITIATIVE AND CURIOSITY Curiosity: The child demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities. Curiosity relates to children's natural tendencies as active learners to explore all aspects of the environment, from objects and people, to ideas and customs. It is through discovering the answers to their own questions that children construct knowledge. Asks questions to get information. Trees Study 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. 066 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 Large Group p. 088 Investigation 6 Day 2 Large Group p. 091 Investigation 6 Day 3 Small Group

OBJECTIVE / PROFICIENCY LEVEL		circumstances.
OBJECTIVE / GRADE LEVEL EXPECTATION		Confident children feel positive about themselves and their ability to do things or to adapt to changing situations. A confident child is willing to take a reasonable risk, to express or defend ideas, to try new experiences, or to engage in challenging tasks.
GRADE LEVEL EXPECTATION	AL.3.1.a.	Trees Study D. 014 Exploring the Topic Day 1 Large Group D. 015 Exploring the Topic Day 2 Choice Time D. 016 Exploring the Topic Day 2 Choice Time D. 016 Exploring the Topic Day 2 Choice Time D. 016 Exploring the Topic Day 2 Large Group D. 017 Exploring the Topic Day 2 Large Group D. 018 Exploring the Topic Day 3 Large Group D. 018 Exploring the Topic Day 3 Large Group D. 018 Exploring the Topic Day 3 Large Group D. 019 Exploring the Topic Day 3 Large Group D. 019 Exploring the Topic Day 3 Large Group D. 020 Exploring the Topic Day 4 Small Group D. 021 Exploring the Topic Day 5 Large Group D. 022 Exploring the Topic Day 5 Large Group D. 023 Exploring the Topic Day 5 Choice Time D. 023 Exploring the Topic Day 5 Choice Time D. 024 Investigation 1 Day 4 Large Group D. 034 Investigation 1 Day 4 Large Group D. 035 Investigation 1 Day 4 Large Group D. 036 Investigation 1 Day 5 Large-Group D. 037 Investigation 1 Day 5 Large-Group D. 037 Investigation 1 Day 5 Small Group D. 041 Investigation 1 Day 5 Small Group D. 042 Investigation 1 Day 5 Small Group D. 044 Investigation 2 Day 1 Large Group D. 046 Investigation 2 Day 1 Large Group D. 047 Investigation 2 Day 4 Large Group D. 048 Investigation 2 Day 4 Large Group D. 049 Investigation 2 Day 4 Large Group D. 047 Investigation 2 Day 5 Large Group D. 048 Investigation 2 Day 5 Large Group D. 049 Investigation 2 Day 4 Large Group D. 049 Investigation 3 Day 1 Large Group D. 054 Investigation 3 Day 1 Large Group D. 056 Investigation 3 Day 1 Large Group D. 057 Investigation 3 Day 1 Large Group D. 058 Investigation 3 Day 1 Large Group D. 059 Investigation 3 Day 3 Large Group D. 050 Investigation 3 Day 3 Large Group D. 051 Investigation 3 Day 3 Large Group D. 052 Investigation 3 Day 3 Large Group D. 053 Investigation 5 Day 5 Small Group D. 054 Investigation 5 Day 5 Small Group D. 056 Investigation 5 Day 5 Small Group D. 057 Investigation 5 Day 5 Small Group D. 058 Investigation 5 Day 5 Small Group D. 079 Investigation 5 Day 5 Large Gr

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		p. 108 Celebrating Learning Day 2 Large Group
		p. 109 Celebrating Learning Day 2 Small Group
CONCEPT / STANDARD	AL.4.	CREATIVITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	AL.4.1.	Creativity: The child demonstrates the ability to express their own unique way of seeing the world.
OBJECTIVE / GRADE LEVEL EXPECTATION		Creativity can be expressed in many ways. We commonly think of this word in association with the expressive arts. However, creativity involves being able to cope with new situations and problems as well as to see things from a different perspective. A creative child extends and elaborates on ideas and appreciates humor.
GRADE LEVEL EXPECTATION	AL.4.1.a.	Uses imagination to generate new ideas. Trees Study
		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
CONCEPT / STANDARD	AL.5.	REASONING AND PROBLEM-SOLVING
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	AL.5.1.	Reasoning: The child demonstrates the ability to analyze information and situations in order to form judgments.
OBJECTIVE / GRADE LEVEL EXPECTATION		Reasoning involves the child's ability to use prior knowledge and information to generate an appropriate decision. Logic and reasoning skills are key components of child development and early learning. These skills are essential for competence and success in school and other settings.
GRADE LEVEL EXPECTATION	AL.5.1.a.	Gathers information and reaches a conclusion. Trees Study D. 017 Exploring the Topic Day 2 Read-Aloud D. 023 Exploring the Topic Day 5 Read-Aloud D. 029 Investigation 1 Day 1 Read-Aloud D. 029 Investigation 1 Day 1 Small Group D. 031 Investigation 1 Day 2 Read-Aloud D. 033 Investigation 1 Day 3 Read-Aloud D. 035 Investigation 1 Day 4 Read-Aloud D. 037 Investigation 1 Day 5 Read-Aloud D. 041 Investigation 2 Day 1 Read-Aloud D. 041 Investigation 2 Day 1 Small Group D. 049 Investigation 2 Day 5 Read-Aloud D. 053 Investigation 3 Day 5 Read-Aloud D. 057 Investigation 3 Day 1 Read-Aloud D. 057 Investigation 3 Day 3 Read-Aloud D. 061 Investigation 4 Day 2 Read-Aloud D. 069 Investigation 4 Day 2 Read-Aloud D. 071 Investigation 4 Day 3 Read-Aloud D. 075 Investigation 5 Day 1 Read-Aloud D. 077 Investigation 5 Day 1 Read-Aloud D. 079 Investigation 5 Day 2 Read-Aloud D. 079 Investigation 5 Day 4 Read-Aloud D. 081 Investigation 5 Day 4 Read-Aloud D. 083 Investigation 5 Day 5 Read-Aloud D. 089 Investigation 6 Day 2 Read-Aloud D. 089 Investigation 6 Day 2 Read-Aloud D. 090 Investigation 6 Day 4 Read-Aloud D. 090 Investigation 6 Day 2 Read-Aloud
GRADE LEVEL EXPECTATION	AL.5.1.b.	Recognizes relationships between cause and effect. Trees Study p. 017 Exploring the Topic Day 2 Read-Aloud

		p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 061 Investigation 3 Day 5 Read-Aloud p. 067 Investigation 4 Day 2 Read-Aloud p. 069 Investigation 4 Day 3 Read-Aloud p. 071 Investigation 4 Day 4 Read-Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 5 Day 2 Read-Aloud p. 081 Investigation 5 Day 2 Read-Aloud p. 083 Investigation 5 Day 5 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 093 Investigation 6 Day 4 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
CONCEPT / STANDARD	AL.5.	REASONING AND PROBLEM-SOLVING
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	AL.5.2.	Problem-solving: The child demonstrates the ability to seek solutions to problems.
OBJECTIVE / GRADE LEVEL EXPECTATION		Problem solving involves the child's ability to look for or find multiple solutions to a question, task or problem. This ability is crucial for constructing knowledge as the child builds on prior experiences and integrates new information.
GRADE LEVEL	AL.5.2.a.	Recognizes problems.
EXPECTATION	- C-	Trees Study 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
GRADE LEVEL EXPECTATION	AL.5.2.c.	Tries to solve problems. Trees Study 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
GRADE LEVEL EXPECTATION	AL.5.2.d.	Works to solve a problem independently. Trees Study 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
STRAND	AZ.EC.LL.	LANGUAGE AND LITERACY
CONCEPT / STANDARD	LL.1.	LANGUAGE
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.1.1.	Receptive Language Understanding: The child demonstrates understanding of directions, stories, and conversations.
OBJECTIVE / GRADE LEVEL EXPECTATION		During the preschool years, children learn language more quickly than at any other time in their lives. Associating language with pleasant and stimulating experiences nurtures this development. Young children's sense of words and sentences, sensitivity to tone, and understanding of ideas communicated, influences their abilities to listen and to comprehend. Listening involves active engagement

		with adults and peers as they share their ideas, feelings, and needs.
		Language is learned through engaging, interactive conversations and related literacy activities such as oral storytelling and
		interactive reading of books.
GRADE LEVEL EXPECTATION	LL.1.1.a.	Demonstrates understanding of a variety of finger-plays, rhymes, chants, poems, conversations, and stories.
		Trees Study
		p. 014 Exploring the Topic Day 1 Large Group p. 016 Exploring the Topic Day 2 Large Group
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		p. 034 Investigagtion 1 Day 4 Large Group
		p. 036 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 Large Group
		p. 042 Investigation 2 Day 2 Large Group
		p. 043 Investigation 2 Day 2 Mighty Minutes p. 043 Investigation 2 Day 2 Small Group
		p. 044 Investigation 2 Day 3 Large Group
		p. 045 Investigation 2 Day 3 Small Group
		p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes
		p. 048 Investigation 2 Day 5 Large Group
		p. 052 Investigation 3 Day 1 Large Group p. 054 Investigation 3 Day 2 Large Group
		p. 055 Investigation 3 Day 2 Small Group
		p. 056 Investigation 3 Day 3 Large Group p. 058 Investigation 3 Day 4 Large Group
		p. 060 Investigation 3 Day 5 Large Group
		p. 064 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Mighty Minutes
		p. 065 Investigation 4 Day 1 Mighty Minutes
		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 Choice Time
		p. 079 Investigation 5 Day 3 Mighty Minutes
		p. 079 Investigation 5 Day 3 Read-Aloud p. 080 Investigation 5 Day 4 Large Group
		p. 081 Investigation 5 Day 4 Earge 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. 086 Investigation 6 Day 1 Large Group
		p. 087 Investigation 6 Day 1 Mighty Minutes p. 088 Investigation 6 Day 2 Large Group
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		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. 109 Celebrating Learning Day 2 Mighty Minutes

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GRADE LEVEL	LL.1.1.b.	Actively engages in finger-plays, rhymes, chants, poems,
EXPECTATION		conversations, and stories.
		Trees Study
		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 Small 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
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		p. 022 Exploring the Topic Day 5 Large Group
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		p. 042 Investigation 2 Day 2 Large Group
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		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
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		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 Choice Time
		p. 079 Investigation 5 Day 3 Mighty Minutes
		p. 079 Investigation 5 Day 3 Read-Aloud
		p. 080 Investigation 5 Day 4 Large Group
		p. 081 Investigation 5 Day 4 Earge 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. 086 Investigation 6 Day 1 Large Group
		p. 087 Investigation 6 Day 1 Mighty Minutes
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GRADE LEVEL	LL.1.1.c.	Demonstrates understanding and follows directions that involve:
EXPECTATION		one step, two steps, and a series of unrelated sequences of action.
		Trees Study

		p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 014 Exploring the Topic Day 1 Large Group p. 027 Investigation 1 Outdoor Experiences p. 034 Investigagtion 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
CONCEPT / STANDARD	LL.1.	LANGUAGE
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.1.2.	Expressive Language and Communication Skills: The child uses verbal and nonverbal communication for a variety of purposes to share observations, ideas, and experiences, problem-solve, reason, predict and seek new information.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children develop language by engaging in conversations with others and listening and responding to rhymes, chants, songs, stories, and poems. Children who are encouraged to share their personal experiences, ideas, feelings, and opinions use increasingly complex language.
GRADE LEVEL EXPECTATION	LL.1.2.a.	Communicates needs, wants, ideas, and feelings through three to five word sentences. Trees Study 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 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 056 Investigation 3 Day 3 Choice Time p. 057 Investigation 5 Day 1 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
GRADE LEVEL EXPECTATION	LL.1.2.b.	Speaks clearly and understandably to express ideas, feelings and needs. Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 019 Exploring the Topic Day 3 Small Group p. 031 Investigation 1 Day 2 Small Group p. 069 Investigation 4 Day 3 Small Group p. 077 Investigation 5 Day 2 Small Group
GRADE LEVEL EXPECTATION	LL.1.2.c.	Makes relevant responses to questions and comments from others. Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group

		p. 017 Exploring the Topic Day 2 Small Group
		p. 018 Exploring the Topic Day 3 Choice Time
		p. 018 Exploring the Topic Day 3 Large Group
		p. 019 Exploring the Topic Day 3 Read-Aloud
		p. 020 Exploring the Topic Day 4 Large Group
		p. 021 Exploring the Topic Day 4 Small Group
		p. 022 Exploring the Topic Day 5 Large Group
		p. 023 Exploring the Topic Day 5 Choice Time
		p. 023 Exploring the Topic Day 5 Small Group
		p. 028 Investigation 1 Day 1 Large Group
		p. 034 Investigagtion 1 Day 4 Large Group
		p. 035 Investigation 1 Day 4 Choice Time
		p. 036 Investigation 1 Day 5 Choice Time
		p. 036 Investigation 1 Day 5 Large Group
		p. 037 Investigation 1 Day 5 Large-Group Roundup
		p. 037 Investigation 1 Day 5 Small Group
		p. 040 Investigation 2 Day 1 Large Group
		p. 042 Investigation 2 Day 2 Large Group
		p. 044 Investigation 2 Day 3 Large Group
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Small Group
		p. 048 Investigation 2 Day 5 Large Group
		p. 049 Investigation 2 Day 5 Choice Time
		p. 049 Investigation 2 Day 5 Small Group
		p. 052 Investigation 3 Day 1 Large Group
		p. 054 Investigation 3 Day 2 Choice Time
		p. 054 Investigation 3 Day 2 Large Group
		p. 056 Investigation 3 Day 3 Choice Time
		p. 056 Investigation 3 Day 3 Large Group
		p. 059 Investigation 3 Day 4 Small Group
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Small Group
		p. 064 Investigation 4 Day 1 Large Group
		p. 068 Investigation 4 Day 3 Large Group
		p. 069 Investigation 4 Day 3 Small Group
		p. 070 Investigation 4 Day 4 Large Group
		p. 074 Investigation 5 Day 1 Large Group
		p. 076 Investigation 5 Day 2 Large Group
		p. 077 Investigation 5 Day 2 Large-Group Roundup
		p. 078 Investigation 5 Day 3 Large Group
		p. 079 Investigation 5 Day 3 Choice Time
		p. 079 Investigation 5 Day 3 Small Group
		p. 081 Investigation 5 Day 4 Choice Time
		p. 082 Investigation 5 Day 5 Choice Time
		p. 082 Investigation 5 Day 5 Uarge Group
		p. 083 Investigation 5 Day 5 Read-Aloud
		p. 086 Investigation 6 Day 1 Large Group
		p. 087 Investigation 6 Day 1 Carge Group
		p. 087 Investigation 6 Day 1 Choice Time
		p. 090 Investigation 6 Day 1 Small Group
		p. 090 Investigation 6 Day 3 Choice Time
		p. 092 Investigation 6 Day 3 Large Group
		p. 106 Celebrating Learning Day 1 Large Group
		p. 108 Celebrating Learning Day 1 Large Group
		p. 109 Celebrating Learning Day 2 Earge Group p. 109 Celebrating Learning Day 2 Small Group
GRADE LEVEL	LL.1.2.d.	Initiates, sustains, and expands conversations with peers and
EXPECTATION		adults.
		Trees Study
		p. 013 Exploring the Topic Outdoor Experiencesp 13
		p. 014 Exploring the Topic Day 1 Large Group
		p. 015 Exploring the Topic Day 1 Large-Group Roundup
		p. 015 Exploring the Topic Day 1 Choice Time
		p. 015 Exploring the Topic Day 1 Small Group
		p. 016 Exploring the Topic Day 2 Choice Time

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p. 016 Exploring the Topic Day 2 Large Group
p. 017 Exploring the Topic Day 2 Small Group
p. 017 Exploring the Topic Day 2 Large-Group Roundup
p. 017 Exploring the Topic Day 2 Read-Aloud
p. 018 Exploring the Topic Day 3 Choice Time
p. 018 Exploring the Topic Day 3 Large Group
p. 019 Exploring the Topic Day 3 Large-Group Roundup
p. 019 Exploring the Topic Day 3 Small Group
p. 020 Exploring the Topic Day 4 Large Group
p. 021 Exploring the Topic Day 4 Choice Time
p. 021 Exploring the Topic Day 4 Large-Group Roundup
p. 021 Exploring the Topic Day 4 Small Group
p. 022 Exploring the Topic Day 5 Large Group
p. 023 Exploring the Topic Day 5 Large-Group Roundup
p. 023 Exploring the Topic Day 5 Choice Time
p. 023 Exploring the Topic Day 5 Read-Aloud
p. 023 Exploring the Topic Day 5 Small Group
p. 027 Investigation 1 Outdoor Experiences
p. 028 Investigation 1 Day 1 Large Group
p. 029 Investigation 1 Day 1 Choice Time
p. 029 Investigation 1 Day 1 Large-Group Roundup
p. 029 Investigation 1 Day 1 Small Group
p. 030 Investigation 1 Day 2 Large Group
p. 031 Investigation 1 Day 2 Choice Time
p. 031 Investigation 1 Day 2 Large-Group Roundup
p. 031 Investigation 1 Day 2 Read-Aloud
p. 031 Investigation 1 Day 2 Small Group
p. 032 Investigation 1 Day 3 Large Group
p. 033 Investigation 1 Day 3 Choice Time
p. 033 Investigation 1 Day 3 Large-Group Roundup
p. 033 Investigation 1 Day 3 Read-Aloud
p. 033 Investigation 1 Day 3 Small Group
p. 034 Investigagtion 1 Day 4 Large Group
p. 035 Investigation 1 Day 4 Choice Time
p. 035 Investigation 1 Day 4 Large-Group Roundup
p. 035 Investigation 1 Day 4 Read-Aloud
p. 035 Investigation 1 Day 4 Small Group
p. 036 Investigation 1 Day 5 Choice Time
p. 036 Investigation 1 Day 5 Large Group
p. 037 Investigation 1 Day 5 Large-Group Roundup
p. 037 Investigation 1 Day 5 Small Group
p. 039 Investigation 2 Outdoor Experiences
p. 040 Investigation 2 Day 1 Choice Time
p. 040 Investigation 2 Day 1 Large Group
p. 041 Investigation 2 Day 1 Large-Group Roundup
p. 041 Investigation 2 Day 1 Read-Aloud
p. 041 Investigation 2 Day 1 Small Group
p. 042 Investigation 2 Day 2 Large Group
p. 043 Investigation 2 Day 2 Choice Time
p. 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
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p. 049 Investigation 2 Day 5 Small Group

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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
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p. 087 Investigation 6 Day 1 Choice Time

ODADE LEVE		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 Large-Group Roundup 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 Roundup p. 107 Celebrating Learning Day 1 Small Group p. 107 Celebrating Learning Day 1 Small Group p. 108 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Large-Group p. 109 Celebrating Learning Day 2 Large-Group p. 109 Celebrating Learning Day 2 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud p. 109 Celebrating Learning Day 2 Small Group
GRADE LEVEL EXPECTATION	LL.1.2.e.	With modeling and support, uses acceptable language and social
EXPECTATION		rules including appropriate tone, volume and inflection to express ideas, feelings, and needs.
GRADE I EVEL		Trees Study 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. 075 Investigation 5 Day 2 Large-Group Roundup p. 090 Investigation 6 Day 3 Choice Time p. 109 Celebrating Learning Day 2 Large-Group Roundup
GRADE LEVEL EXPECTATION	LL.1.2.f.	Uses appropriate eye contact, turn taking, and intonation while having conversations with adults and peers.
		Trees Study p. 034 Investigagtion 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
GRADE LEVEL EXPECTATION	LL.1.2.g.	Recognizes when the listener does not understand and uses techniques to clarify the message.
		Trees Study
		p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group

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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 Investigagtion 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. 079 Investigation 5 Day 3 Choice Time
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		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 Roundup p. 091 Investigation 6 Day 3 Large-Group p. 091 Investigation 6 Day 4 Small Group 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
GRADE LEVEL EXPECTATION	LL.1.2.h.	With modeling and support, uses increasingly complex phrases and sentences. Trees Study p. 042 Investigation 2 Day 2 Large Group p. 093 Investigation 6 Day 4 Small Group
CONCEPT / STANDARD	LL.1.	LANGUAGE
PERFORMANCE	LL.1.3.	Vocabulary: The child understands and uses increasingly complex
OBJECTIVE / PROFICIENCY LEVEL	LL.1.3.	vocabulary.
OBJECTIVE / GRADE LEVEL EXPECTATION		The early childhood years are a period of vocabulary exploration. Research indicates that there is a strong connection between vocabulary development and academic success. Children gain language and vocabulary skills by having multiple and frequent opportunities to listen, talk, read, share ideas, relate experiences, and engage in interesting conversations. They need to play with familiar language and experiment with language in different settings. Rhymes, songs, and read-alouds that use rare words allow children to talk about and develop an understanding of words they would not otherwise hear in everyday conversations.
GRADE LEVEL EXPECTATION	LL.1.3.a.	With modeling and support, uses age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings with each area; e.g., world knowledge, names of body parts, feelings, colors, shapes, jobs, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs.
		Trees Study 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. 017 Exploring the Topic Day 2 Read-Aloud 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. 023 Exploring the Topic Day 5 Read-Aloud

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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 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 Large-Group Roundup
p. 033 Investigation 1 Day 3 Read-Aloud
p. 033 Investigation 1 Day 3 Small Group
p. 034 Investigagtion 1 Day 4 Large Group
p. 035 Investigation 1 Day 4 Read-Aloud
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. 039 Investigation 2 Outdoor Experiences
p. 040 Investigation 2 Day 1 Large Group
p. 041 Investigation 2 Day 1 Large-Group Roundup
p. 041 Investigation 2 Day 1 Mighty Minutes
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. 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 Read-Aloud
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 Mighty Minutes
p. 049 Investigation 2 Day 5 Read-Aloud
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. 053 Investigation 3 Day 1 Mighty Minutes
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 Read-Aloud
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. 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
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	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 Large-Group Roundup p. 081 Investigation 5 Day 4 Choice Time p. 081 Investigation 5 Day 4 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 Roundup p. 083 Investigation 5 Day 5 Large-Group Roundup p. 083 Investigation 5 Day 5 Large-Group Roundup p. 087 Investigation 6 Day 1 Large-Group Roundup p. 087 Investigation 6 Day 1 Large-Group Roundup 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. 089 Investigation 6 Day 2 Small Group p. 089 Investigation 6 Day 3 Large-Group Roundup p. 090 Investigation 6 Day 3 Large-Group Roundup p. 091 Investigation 6 Day 4 Read-Aloud p. 093 Investigation 6 Day 4 Small Group p. 107 Celebrating Learning Day 1 Small Group p. 108 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Read-Aloud
LL.1.3.b.	p. 109 Celebrating Learning Day 2 Read-Aloud p. 109 Celebrating Learning Day 2 Small Group With modeling and support, determines the meanings of unknown words and concepts using the context of conversations, pictures that accompany text or concrete object. Trees Study p. 013 Exploring the Topic Outdoor Experiencesp 13 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 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 027 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large 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. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 039 Investigation 1 Day 5 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 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud
	LL.1.3.b.

		p. 046 Investigation 2 Day 4 Large Group
		p. 049 Investigation 2 Day 5 Read-Aloud
		p. 051 Investigation 3 Outdoor Experiences
		p. 053 Investigation 3 Day 1 Read-Aloud
		p. 055 Investigation 3 Day 2 Read-Aloud
		p. 057 Investigation 3 Day 3 Read-Aloud
		p. 059 Investigation 3 Day 4 Read-Aloud
		p. 060 Investigation 3 Day 5 Large Group
		p. 063 Investigation 4 Outdoor Experiences
		p. 065 Investigation 4 Day 1 Read-Aloud
		p. 067 Investigation 4 Day 2 Small Group
		p. 069 Investigation 4 Day 3 Read-Aloud
		p. 076 Investigation 5 Day 2 Choice Time
		p. 076 Investigation 5 Day 2 Large Group
		p. 077 Investigation 5 Day 2 Read-Aloud
		p. 079 Investigation 5 Day 3 Choice Time
		p. 079 Investigation 5 Day 3 Read-Aloud
		p. 081 Investigation 5 Day 4 Choice Time
		p. 081 Investigation 5 Day 4 Small Group
		p. 082 Investigation 5 Day 5 Large Group
		p. 083 Investigation 5 Day 5 Read-Aloud
		p. 083 Investigation 5 Day 5 Small Group
		p. 085 Investigation 6 Outdoor Experience
		p. 087 Investigation 6 Day 1 Read-Aloud
		p. 089 Investigation 6 Day 2 Read-Aloud
		p. 091 Investigation 6 Day 3 Read-Aloud
		p. 093 Investigation 6 Day 4 Read-Aloud
		p. 093 Investigation 6 Day 4 Small Group
		p. 105 Celebrating Learning Outdoor Experiences
		p. 109 Celebrating Learning Day 2 Large-Group Roundup
		p. 109 Celebrating Learning Day 2 Read-Aloud
GRADE LEVEL	LL.1.3.c.	With modeling and support, uses category labels and names objects
EXPECTATION	LL.1.5.6.	within a category; e.g., fruit, vegetable, animal, transportation, etc.
EXI ESTATION		within a category, e.g., man, vegetable, animal, transportation, etc.
		Trees Study
		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 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. 029 Investigation 1 Day 1 Small Group
		p. 033 Investigation 1 Day 1 Small Group
		p. 034 Investigation 1 Day 4 Large Group
		p. 035 Investigation 1 Day 4 Small Group
		p. 036 Investigation 1 Day 4 Small Group
		p. 036 Investigation 1 Day 5 Choice Time
		p. 043 Investigation 2 Day 2 Small Group
		p. 053 Investigation 3 Day 1 Small Group
		p. 059 Investigation 3 Day 4 Choice Time
		p. 059 Investigation 3 Day 4 Choice Time
		p. 061 Investigation 3 Day 4 Small Group
		p. 070 Investigation 4 Day 4 Small Group
		p. 079 Investigation 5 Day 3 Small Group
		p. 086 Investigation 6 Day 1 Large Group
		p. 089 Investigation 6 Day 2 Small Group
		p. 093 Investigation 6 Day 4 Small Group
GRADE LEVEL	LL.1.3.d.	With modeling and support, demonstrates understanding of and
EXPECTATION		uses words that indicate position and direction; e.g., in, on, out,
		under, off, beside, behind.
	III.	III
		Trees Study_

		n 040 Investigation 2 Day 5 Mighty Minutes
		p. 049 Investigation 2 Day 5 Mighty Minutes p. 073 Investigation 5 Outdoor Experiences
CONCEPT / STANDARD	LL.2.	EMERGENT LITERACY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.2.1.	Concepts of Print: The child knows that print carries messages.
OBJECTIVE / GRADE LEVEL EXPECTATION		Through daily experiences with printed materials, young children delight in beginning to understand the connection between spoken and written words. They begin to learn to follow the print as it is read aloud and start to discover that reading and writing are ways to communicate information and to provide pleasure. Children develop understanding that different forms of print, such as signs, letters, menus, storybooks, and magazines have different functions.
GRADE LEVEL EXPECTATION	LL.2.1.a.	Identifies signs, symbols and labels in the environment. Trees Study p. 037 Investigation 1 Day 5 Small Group p. 053 Investigation 3 Day 1 Small Group
GRADE LEVEL EXPECTATION	LL.2.1.b.	p. 055 Investigation 3 Day 2 Small Group Demonstrates and understands that print conveys meaning and that each spoken word can be written and read.
		Trees Study p. 037 Investigation 1 Day 5 Small Group p. 053 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 2 Mighty Minutes p. 057 Investigation 3 Day 3 Small Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 065 Investigation 4 Day 1 Small Group p. 069 Investigation 4 Day 3 Small Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 082 Investigation 5 Day 5 Choice Time p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group
GRADE LEVEL EXPECTATION	LL.2.1.c.	Recognizes that letters are grouped to form words. Trees Study p. 033 Investigation 1 Day 3 Mighty Minutes p. 035 Investigation 1 Day 4 Mighty Minutes
GRADE LEVEL EXPECTATION	LL.2.1.e.	Seeks information in printed materials. Trees Study p. 014 Exploring the Topic Day 1 Large Group 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. 049 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud 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. 071 Investigation 4 Day 4 Read-Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 079 Investigation 5 Day 3 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. 091 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
CONCEPT / STANDARD	LL.2.	EMERGENT LITERACY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.2.2.	Book Handling Skills: The child demonstrates how to handle books appropriately and with care.
OBJECTIVE / GRADE LEVEL EXPECTATION		It is important to provide young children with many opportunities to interact with and care for books in all environments. Young children need to have access to a variety of fiction and nonfiction books throughout the day, including those that reflect diverse cultures. Through these experiences, children learn to hold books right side up and to turn the pages one at a time in order to view the illustrations and to gain a sense of the story or content.
GRADE LEVEL EXPECTATION	LL.2.2.a.	Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality. Trees Study 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 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 021 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 5 Small Group p. 041 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 1 Read-Aloud p. 044 Investigation 2 Day 4 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 049 Investigation 2 Day 5 Small Group p. 053 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 2 Mighty Minutes p. 057 Investigation 3 Day 3 Read-Aloud p. 058 Investigation 3 Day 3 Read-Aloud p. 065 Investigation 3 Day 3 Small Group p. 065 Investigation 4 Day 1 Read-Aloud p. 065 Investigation 4 Day 1 Read-Aloud p. 065 Investigation 4 Day 1 Read-Aloud p. 065 Investigation 5 Day 4 Read-Aloud p. 069 Investigation 5 Day 1 Read-Aloud p. 069 Investigation 5 Day 1 Read-Aloud p. 069 Investigation 5 Day 2 Read-Aloud p. 061 Investigation 5 Day 2 Read-Aloud p. 062 Investigation 5 Day 2 Read-Aloud p. 063 Investigation 6 Day 2 Read-Aloud p. 064 Investigation 6 Day 2 Read-Aloud p. 067 Investigation 6 Day 2 Read-Aloud p. 068 Investigation 6 Day 2 Read-Aloud p. 069 Investigation 6 Day 4 Read-Aloud p. 069 Investigation 6 Day
GRADE LEVEL	LL.2.2.b.	p. 109 Celebrating Learning Day 2 Small Group Identifies where in the book to begin reading.
EXPECTATION		Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 021 Exploring the Topic Day 4 Small Group

		p. 034 Investigagtion 1 Day 4 Large Group
		p. 037 Investigation 1 Day 5 Small Group
		p. 045 Investigation 2 Day 3 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. 061 Investigation 3 Day 5 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. 077 Investigation 5 Day 2 Large-Group Roundup
		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. 093 Investigation 6 Day 4 Small Group
		p. 107 Celebrating Learning Day 1 Small Group
		p. 109 Celebrating Learning Day 2 Small Group
		p. 109 Celebrating Learning Day 2 Small Group
GRADE LEVEL	LL.2.2.c.	Understands a book has a title, author and/or illustrator.
EXPECTATION		
		Trees Study
		p. 015 Exploring the Topic Day 1 Read-Aloud
		p. 017 Exploring the Topic Day 2 Read-Aloud
		p. 019 Exploring the Topic Day 3 Read-Aloud
		p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 029 Investigation 1 Day 1 Read-Aloud
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 031 Investigation 1 Day 2 Small Group
		p. 033 Investigation 1 Day 2 Small Group
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 043 Investigation 2 Day 2 Read-Aloud
		p. 045 Investigation 2 Day 3 Read-Aloud
		p. 047 Investigation 2 Day 4 Read-Aloud
		p. 049 Investigation 2 Day 5 Read-Aloud
		p. 053 Investigation 3 Day 1 Read-Aloud
		p. 057 Investigation 3 Day 3 Read-Aloud
		p. 065 Investigation 4 Day 1 Read-Aloud
		p. 067 Investigation 4 Day 2 Read-Aloud
		p. 071 Investigation 4 Day 4 Read- Aloud
		p. 075 Investigation 5 Day 1 Read-Aloud
		p. 081 Investigation 5 Day 4 Read-Aloud
		p. 087 Investigation 6 Day 1 Read-Aloud
		p. 089 Investigation 6 Day 2 Read-Aloud
		p. 091 Investigation 6 Day 3 Read-Aloud
		p. 093 Investigation 6 Day 4 Read-Aloud
		p. 109 Celebrating Learning Day 2 Read-Aloud
CONCEPT / STANDARD	LL.2.	EMERGENT LITERACY
PERFORMANCE	LL.2.3.	Phonological Awareness: The child develops awareness that
OBJECTIVE / PROFICIENCY		language can be broken in words, syllables, and smaller units of
LEVEL		sounds (phonemes).
OBJECTIVE / GRADE		
LEVEL EXPECTATION		awareness is the foundation of young children's abilities to hear and
LEVEL EXPECTATION		discriminate different sounds in words (phonological awareness).
		Research indicates how quickly and how easily children learn to
		read often depends on how much phonological awareness they
		have. Children's abilities to play with or manipulate the smallest
		units of speech (phonemes) are demonstrated in a variety of ways,
		including using rhymes, alliteration, and experimenting with
		beginning and ending sounds. Phonological awareness and
		phonemic awareness are the foundations that enable preschool
		children to later match sounds to their letters (phonics).
		Phonological awareness can be taught in the dark as it requires just
		listening for and manipulating sounds.

GRADE LEVEL EXPECTATION	LL.2.3.a.	Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes). Trees Study
EXPECTATION		Trees Study
	III	p. 015 Exploring the Topic Day 1 Mighty Minutes
		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. 029 Investigation 1 Day 1 Mighty Minutes
		p. 032 Investigation 1 Day 3 Large Group
		p. 034 Investigagtion 1 Day 4 Large Group
		p. 043 Investigation 2 Day 2 Mighty Minutes
		p. 045 Investigation 2 Day 3 Mighty Minutes
		p. 045 Investigation 2 Day 3 Small Group
		p. 053 Investigation 3 Day 1 Mighty Minutes
		p. 054 Investigation 3 Day 2 Large Group
		p. 055 Investigation 3 Day 2 Small Group
		p. 057 Investigation 3 Day 3 Mighty Minutes
		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. 066 Investigation 4 Day 2 Large Group
		p. 067 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. 075 Investigation 5 Day 1 Mighty Minutes
		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. 090 Investigation 6 Day 3 Large Group
		p. 093 Investigation 6 Day 4 Mighty Minutes
		p. 107 Celebrating Learning Day 1 Mighty Minutes
		p. 108 Celebrating Learning Day 2 Large Group
GRADE LEVEL	LL.2.3.b.	With modeling and support, identifies rhyming words.
EXPECTATION	LL.2.0.D.	with modeling and support, identifies my ming words.
EXI ESTATION		Trees Study
		p. 015 Exploring the Topic Day 1 Small Group
		p. 017 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 Investigagtion 1 Day 4 Large Group
		p. 040 Investigation 2 Day 1 Large Group
		p. 043 Investigation 2 Day 2 Small Group
		p. 045 Investigation 2 Day 3 Mighty Minutes
		p. 045 Investigation 2 Day 3 Small Group
		p. 048 Investigation 2 Day 5 Large Group
		p. 049 Investigation 2 Day 5 Mighty Minutes
		p. 053 Investigation 3 Day 1 Mighty Minutes
		p. 053 Investigation 3 Day 1 Small Group
		p. 054 Investigation 3 Day 2 Large Group
		p. 055 Investigation 3 Day 2 Small Group
		p. 056 Investigation 3 Day 3 Large Group
		p. 057 Investigation 3 Day 3 Mighty Minutes
		p. 058 Investigation 3 Day 4 Large Group
		p. 059 Investigation 3 Day 4 Choice Time
		p. 061 Investigation 3 Day 5 Read-Aloud
		p. 064 Investigation 4 Day 1 Large Group
		p. 066 Investigation 4 Day 2 Large Group
		p. 067 Investigation 4 Day 2 Mighty Minutes
		p. 069 Investigation 4 Day 3 Mighty Minutes
		p. 070 Investigation 4 Day 4 Large Group
I and the second	II.	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
GRADE LEVEL EXPECTATION	LL.2.3.c.	Trees Study D. 015 Exploring the Topic Day 1 Small Group D. 017 Exploring the Topic Day 2 Small Group D. 017 Exploring the Topic Day 2 Mighty Minutes D. 021 Exploring the Topic Day 4 Read-Aloud D. 021 Exploring the Topic Day 4 Mighty Minutes D. 032 Investigation 1 Day 3 Large Group D. 034 Investigation 1 Day 4 Large Group D. 044 Investigation 2 Day 1 Large Group D. 045 Investigation 2 Day 3 Mighty Minutes D. 045 Investigation 2 Day 3 Small Group D. 045 Investigation 2 Day 3 Small Group D. 046 Investigation 2 Day 5 Mighty Minutes D. 045 Investigation 2 Day 5 Mighty Minutes D. 053 Investigation 3 Day 1 Small Group D. 054 Investigation 3 Day 1 Small Group D. 055 Investigation 3 Day 2 Large Group D. 055 Investigation 3 Day 2 Large Group D. 056 Investigation 3 Day 3 Large Group D. 056 Investigation 3 Day 3 Large Group D. 057 Investigation 3 Day 3 Mighty Minutes D. 058 Investigation 3 Day 4 Large Group D. 059 Investigation 3 Day 4 Choice Time D. 061 Investigation 4 Day 1 Large Group D. 066 Investigation 4 Day 1 Large Group D. 066 Investigation 4 Day 2 Large Group D. 067 Investigation 4 Day 2 Large Group D. 067 Investigation 4 Day 3 Mighty Minutes D. 069 Investigation 4 Day 3 Mighty Minutes D. 079 Investigation 5 Day 3 Choice Time D. 079 Investigation 5 Day 3 Small Group D. 080 Investigation 5 Day 3 Small Group D. 081 Investigation 5 Day 4 Large Group D. 081 Investigation 5 Day 4 Mighty Minutes D. 083 Investigation 5 Day 4 Mighty Minutes D. 084 Investigation 5 Day 4 Mighty Minutes D. 085 Investigation 5 Day 5 Mighty Minutes D. 081 Investigation 5 Day 4 Mighty Minutes D. 083 Investigation 5 Day 5 Mighty Minutes D. 084 Investigation 5 Day 6 Mighty Minutes D. 085 Investigation 5 Day 6 Mighty Minutes D. 086 Investigation 5 Day 6 Mighty Minutes D. 087 Investigation 5 Day 7 Mighty Minutes D. 088 Investigation 5 Day 8 Mighty Minutes D. 089 Investigation 5 Day 1 Mighty Minutes D. 080 Investigation 5 Day 1 Mighty Minutes D. 080 Investigation 5 Day 2 Mighty Minutes D. 081 Investigation 5 Day 1 Mighty Minutes
GRADE LEVEL EXPECTATION	LL.2.3.d.	With modeling and support, recognizes spoken words that begin with the same sound. Trees Study 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 4 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. 079 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Mighty Minutes 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
GRADE LEVEL EXPECTATION	LL.2.3.e.	Hears and shows awareness of separate words within spoken phrases or sentences.
		Trees Study p. 018 Exploring the Topic Day 3 Large Group p. 049 Investigation 2 Day 5 Small Group p. 053 Investigation 3 Day 1 Small Group p. 109 Celebrating Learning Day 2 Small Group
GRADE LEVEL EXPECTATION	LL.2.3.f.	With modeling and support, identifies and discriminates syllables in words.
		Trees Study 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
GRADE LEVEL EXPECTATION	LL.2.3.g.	With modeling and support, combines onset and rime to form a familiar one-syllable word with and without pictorial support.
		Trees Study p. 055 Investigation 3 Day 2 Small Group p. 058 Investigation 3 Day 4 Large Group
GRADE LEVEL EXPECTATION	LL.2.3.h.	With modeling and support, repeats words and identifies the common final sound.
CONCEPT / STANDARD	LL.2.	Trees Study 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 3 Day 4 Small Group p. 067 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 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
PERFORMANCE	LL.2.4.	Alphabet Knowledge: The child demonstrates knowledge of the
OBJECTIVE / PROFICIENCY LEVEL		alphabet.
OBJECTIVE / GRADE LEVEL EXPECTATION		Young children begin to recognize some printed alphabet letters, especially those letters found in their own names. To support young learners' knowledge of letters, adults need to provide children with easy and repeated meaningful interactions with written letters and

		words within the context of daily experiences. Activities are
		presented in fun and interesting ways that engage children.
GRADE LEVEL EXPECTATION	LL.2.4.a.	
GRADE LEVEL EXPECTATION	LL.2.4.b.	p. 109 Celebrating Learning Day 2 Small Group Matches and recognizes similarities and differences in letters, with modeling and support. Trees Study p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Mighty Minutes p. 031 Investigation 1 Day 2 Mighty Minutes p. 031 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 035 Investigation 1 Day 4 Mighty Minutes p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 049 Investigation 3 Day 1 Large Group
		p. 053 Investigation 3 Day 1 Small Group p. 061 Investigation 3 Day 5 Read-Aloud p. 061 Investigation 3 Day 5 Small Group p. 065 Investigation 4 Day 1 Mighty Minutes p. 065 Investigation 4 Day 1 Small Group p. 067 Investigation 4 Day 2 Mighty Minutes p. 069 Investigation 4 Day 3 Mighty Minutes p. 077 Investigation 5 Day 2 Mighty Minutes p. 077 Investigation 5 Day 2 Small Group p. 081 Investigation 5 Day 4 Mighty Minutes p. 082 Investigation 5 Day 5 Choice Time p. 083 Investigation 5 Day 5 Read-Aloud p. 091 Investigation 6 Day 3 Mighty Minutes p. 107 Celebrating Learning Day 1 Mighty Minutes p. 109 Celebrating Learning Day 2 Small Group

GRADE LEVEL EXPECTATION Company			
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p. 065 Investigation 4 Day 1 Small Group p. 069 Investigation 4 Day 3 Small Group p. 077 Investigation 5 Day 2 Mighty Minutes p. 077 Investigation 5 Day 2 Small Group p. 082 Investigation 5 Day 5 Choice Time p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Small Group p. 109 Celebrating Learning Day 2 Small Group CONCEPT / STANDARD LL.2. EMERGENT LITERACY PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL STANDE Children gain understanding about language and reading through their interactions with verbal language, print, and daily routines. In addition, children learn about reading concepts by experiencing a learning environment rich in signs, symbols, words, numbers, and			p. 055 Investigation 3 Day 2 Small Group
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p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Small Group p. 109 Celebrating Learning Day 2 Small Group CONCEPT / STANDARD LL.2. EMERGENT LITERACY PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL Comprehension: The child shows an interest in books and comprehends books read aloud with increasing text complexity. Children gain understanding about language and reading through their interactions with verbal language, print, and daily routines. In addition, children learn about reading concepts by experiencing a learning environment rich in signs, symbols, words, numbers, and			
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CONCEPT / STANDARD LL.2. EMERGENT LITERACY PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION Children gain understanding about language and reading through their interactions with verbal language, print, and daily routines. In addition, children learn about reading concepts by experiencing a learning environment rich in signs, symbols, words, numbers, and			
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DBJECTIVE / GRADE LEVEL EXPECTATION Children gain understanding about language and reading through their interactions with verbal language, print, and daily routines. In addition, children learn about reading concepts by experiencing a learning environment rich in signs, symbols, words, numbers, and	PERFORMANCE	LL.2.5.	Comprehension: The child shows an interest in books and
OBJECTIVE / GRADE LEVEL EXPECTATION Children gain understanding about language and reading through their interactions with verbal language, print, and daily routines. In addition, children learn about reading concepts by experiencing a learning environment rich in signs, symbols, words, numbers, and	OBJECTIVE / PROFICIENCY		comprehends books read aloud with increasing text complexity.
LEVEL EXPECTATION their interactions with verbal language, print, and daily routines. In addition, children learn about reading concepts by experiencing a learning environment rich in signs, symbols, words, numbers, and	LEVEL		
LEVEL EXPECTATION their interactions with verbal language, print, and daily routines. In addition, children learn about reading concepts by experiencing a learning environment rich in signs, symbols, words, numbers, and	OBJECTIVE / GRADE		Children gain understanding about language and reading through
addition, children learn about reading concepts by experiencing a learning environment rich in signs, symbols, words, numbers, and			
learning environment rich in signs, symbols, words, numbers, and			

		and encouraged to intentionally interact with printed materials, they
		develop an interest in books and other printed materials.
GRADE LEVEL	LL.2.5.a.	Takes an active role in reading activities.
EXPECTATION		Trace Charles
		Trees Study p. 014 Exploring the Topic Day 1 Large Group
		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 Read-Aloud p. 015 Exploring the Topic Day 1 Choice Time
		p. 017 Exploring the Topic Day 1 Choice Time
		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. 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 Investigagtion 1 Day 4 Large Group
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 036 Investigation 1 Day 5 Large Group
		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 040 Investigation 2 Day 1 Large Group
		p. 041 Investigation 2 Day 1 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. 053 Investigation 2 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 1 Read-Aloud
		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 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. 107 Celebrating Learning Day 1 Small Group
		p. 109 Celebrating Learning Day 2 Mighty Minutes
		p. 109 Celebrating Learning Day 2 Read-Aloud
GRADE LEVEL EXPECTATION	LL.2.5.b.	With prompting and support, identifies characters and major events in a story.
		Trees Study 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 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
GRADE LEVEL	LL.2.5.c.	With prompting and support, asks and answers a variety of
EXPECTATION		questions about books or stories told or read aloud.
		Trees Study
		p. 014 Exploring the Topic Day 1 Large Group
		p. 015 Exploring the Topic Day 1 Read-Aloud
		p. 015 Exploring the Topic Day 1 Choice Time
		p. 017 Exploring the Topic Day 2 Small Group
		p. 017 Exploring the Topic Day 2 Read-Aloud
		p. 019 Exploring the Topic Day 3 Read-Aloud
		p. 021 Exploring the Topic Day 4 Read-Aloud
		p. 021 Exploring the Topic Day 4 Small Group
		p. 023 Exploring the Topic Day 5 Read-Aloud
	III.	p. 029 Investigation 1 Day 1 Read-Aloud

		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 032 Investigation 1 Day 3 Large Group
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 034 Investigagtion 1 Day 4 Large Group
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 040 Investigation 2 Day 1 Large Group
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 043 Investigation 2 Day 2 Read-Aloud
		p. 044 Investigation 2 Day 3 Large Group
		p. 045 Investigation 2 Day 3 Read-Aloud
		p. 047 Investigation 2 Day 4 Read-Aloud
		p. 049 Investigation 2 Day 5 Read-Aloud
		p. 053 Investigation 3 Day 1 Read-Aloud
		p. 055 Investigation 3 Day 2 Read-Aloud
		p. 055 Investigation 3 Day 2 Small Group p. 057 Investigation 3 Day 3 Read-Aloud
		p. 057 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 3 Small Group
		p. 058 Investigation 3 Day 4 Large Group
		p. 059 Investigation 3 Day 4 Earge Group
		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
GRADE LEVEL	LL.2.5.d.	With prompting and support, draws connections between story
EXPECTATION		events and personal experiences.
		•
		Trees Study
		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

GRADE LEVEL	LL.2.5.e.	With prompting and support, identifies events and details in the
EXPECTATION		story and makes predictions.
		Trees Study
		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. 107 Celebrating Learning Day 1 Read-Aloud
		p. 109 Celebrating Learning Day 2 Read-Aloud
OD A DE LEVEL	11.05.	With medaling and amount identifies the tonic of informational text
GRADE LEVEL	LL.2.5.h.	With modeling and support, identifies the topic of informational text
EXPECTATION		that has been read aloud.
		Trees Study
		p. 015 Exploring the Topic Day 1 Choice Time
		p. 029 Investigation 1 Day 1 Read-Aloud
		p. 032 Investigation 1 Day 3 Large Group
		p. 034 Investigagtion 1 Day 4 Large Group
		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 040 Investigation 2 Day 1 Large Group
		p. 043 Investigation 2 Day 2 Read-Aloud
		p. 055 Investigation 3 Day 2 Read-Aloud
		p. 057 Investigation 3 Day 3 Small Group
		p. 059 Investigation 3 Day 4 Read-Aloud
		p. 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
	11	p. tt= Jonganon o Paj o Eango Oroap

		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
OD ADE LEVEL	11.05:	
GRADE LEVEL EXPECTATION	LL.2.5.i.	With modeling and support, retells or reenacts a story in sequence with pictures or props.
		Trees Study
		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 2 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 1 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
CONCEPT / STANDARD	LL.3.	EMERGENT WRITING
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.3.1.	Early Writing, Writing Processes, and Writing Applications: The child uses writing materials to communicate ideas.
OBJECTIVE / GRADE		Children begin to recognize the relationship between spoken and
LEVEL EXPECTATION		written messages by engaging in writing, drawing, and related
		activities that have meaning and purpose for them. Children receive
		powerful messages about literacy's pleasures and rewards by observing others reading and writing. Children develop as writers
		when they are encouraged to write in an environment that has
		readily accessible writing materials.
GRADE LEVEL EXPECTATION	LL.3.1.a.	Early Writing: Uses a variety of writing tools, materials, and surfaces to create drawings or symbols.
		Trees Study
		p. 016 Exploring the Topic Day 2 Large Group
		p. 030 Investigation 1 Day 2 Large Group
		p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time
		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. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time
		p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup
		p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud
		p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Choice Time
		p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Choice Time p. 048 Investigation 2 Day 5 Large Group
		p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Choice Time p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time
		p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Choice Time p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 058 Investigation 3 Day 4 Large Group
		p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Choice Time p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Choice Time
		p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Choice Time p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Choice Time p. 059 Investigation 3 Day 4 Large-Group Roundup
		p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Choice Time p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Choice Time p. 059 Investigation 3 Day 4 Large-Group Roundup p. 064 Investigation 4 Day 1 Large Group
		p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Choice Time p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Large Group 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. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Choice Time p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Choice Time p. 059 Investigation 3 Day 4 Large-Group Roundup p. 064 Investigation 4 Day 1 Large Group
		p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Choice Time p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 058 Investigation 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. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Choice Time p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 058 Investigation 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. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 070 Investigation 4 Day 4 Small Group p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group p. 080 Investigation 5 Day 4 Large Group p. 087 Investigation 5 Day 1 Small Group p. 088 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 Small Group
GRADE LEVEL EXPECTATION	LL.3.1.b.	Writing Processes: With modeling and support, uses a combination of drawing, dictating and emergent writing to communicate an idea or opinion about an experience, story, or book, and to express knowledge or share information about a topic of interest. Trees Study 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. 070 Investigation 4 Day 3 Choice Time p. 070 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
GRADE LEVEL EXPECTATION	LL.3.1.e.	Writing Applications: Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas or to tell a story; e.g., signing artwork, captioning, labeling, creating lists, making notes. Trees Study p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 029 Investigation 1 Day 1 Small Group p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 034 Investigagtion 1 Day 4 Large-Group Roundup p. 034 Investigagtion 1 Day 4 Large-Group Roundup 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. 047 Investigation 2 Day 5 Small Group p. 053 Investigation 2 Day 5 Small Group p. 053 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Large Group p. 056 Investigation 3 Day 4 Large Group p. 059 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 2 Large Group p. 066 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 2 Large-Group Roundup p. 068 Investigation 4 Day 2 Large-Group Roundup p. 067 Investigation 4 Day 2 Large-Group Roundup p. 068 Investigation 4 Day 2 Large-Group Roundup p. 068 Investigation 4 Day 2 Large-Group Roundup

		p. 069 Investigation 4 Day 3 Choice Time p. 069 Investigation 4 Day 3 Large-Group Roundup p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 070 Investigation 4 Day 4 Small Group p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group p. 080 Investigation 5 Day 4 Large Group p. 082 Investigation 5 Day 5 Large Group p. 086 Investigation 6 Day 1 Large Group 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. 091 Investigation 6 Day 3 Small Group p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group
GRADE LEVEL EXPECTATION	LL.3.1.f.	Writing Applications: With prompting and support, forms letters starting with large motor (sky writing, paint brush and water, sidewalk chalk) progressing to fine motor (paper and pencil).
		Trees Study 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
GRADE LEVEL EXPECTATION	LL.3.1.g.	Writing Applications: Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.
		Trees Study 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
STRAND	AZ.EC.MA.	MATHEMATICS
CONCEPT / STANDARD	MA.1.	COUNTING AND CARDINALITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.1.1.	Counts Out Loud: The child counts out loud and uses number words in daily conversations.
OBJECTIVE / GRADE LEVEL EXPECTATION		To build an understanding of counting, children need environments that are rich in mathematical language and provide varied opportunities to count in ways that are personally meaningful, challenging, and fun.
GRADE LEVEL EXPECTATION	MA.1.1.a.	Shows interest in and awareness of counting. Trees Study 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

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GRADE LEVEL EXPECTATION	MA.1.1.b.	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 Small Group p. 033 Investigation 1 Day 3 Small Group p. 036 Investigation 1 Day 5 Large Group p. 039 Investigation 2 Day 1 Small Group p. 039 Investigation 2 Day 1 Small Group p. 041 Investigation 2 Day 2 Small Group p. 047 Investigation 2 Day 2 Small Group p. 047 Investigation 3 Day 1 Large Group p. 047 Investigation 3 Day 2 Mighty Minutes p. 052 Investigation 3 Day 2 Mighty Minutes p. 055 Investigation 3 Day 3 Mighty Minutes p. 057 Investigation 3 Day 3 Mighty Minutes p. 057 Investigation 3 Day 5 Mighty Minutes p. 067 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Large-Group Roundup p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 5 Day 1 Large Group p. 074 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 1 Large Group p. 078 Investigation 5 Day 2 Large Group p. 079 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Large Group p. 079 Investigation 6 Day 4 Small Group p. 080 Investigation 5 Day 3 Large Group p. 093 Investigation 6 Day 4 Small Group p. 016 Celebrating Learning Day 1 Large Group p. 017 Celebrating Learning Day 1 Small Group p. 018 Exploring the Topic Day 3 Small Group p. 019 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Large-Group p. 036 Investigation 1 Day 5 Large-Group p. 037 Investigation 1 Day 5 Large-Group p. 038 Investigation 2 Day 2 Small Group p. 039 Investigation 2 Day 2 Small Group p. 039 Investigation 2 Day 2 Small Group p. 039 Investigation 3 Day 3 Small Group p. 041 Investigation 2 Day 4 Small Group p. 042 Exploring the Topic Day 5 Large-Group Roundup p. 043 Investigation 2 Day 4 Small Group p. 044 Investigation 3 Day 3 Small Group p. 045 Investigation 4 Day 3 Large-Group Roundup p. 056 Investigation 5
		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
CONCEPT / STANDARD	MA.1.	COUNTING AND CARDINALITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.1.2.	Knows Number Names and Symbols: The child identifies numerals and uses number words in daily activities.
OBJECTIVE / GRADE LEVEL EXPECTATION		To build an understanding of number names and symbols children need number rich environments that allow them to explore and play with numbers and numerals throughout the day and across the

		curriculum.
OD ADE LEVEL	MA 4 0 b	
GRADE LEVEL EXPECTATION	MA.1.2.b.	Uses and creates symbols to represent numbers.
EXI ESTATION		Trees Study
		p. 052 Investigation 3 Day 1 Large Group
CONCEPT / STANDARD	MA.1.	COUNTING AND CARDINALITY
PERFORMANCE	MA.1.3.	Counts to Tell Number of Objects: The child uses number words and
OBJECTIVE / PROFICIENCY		counting to identify quantity.
LEVEL		
OBJECTIVE / GRADE		Learning the meaning of numbers begins with hands-on experiences
LEVEL EXPECTATION		using a variety of objects found in the home, the classroom and
		nature. To build an understanding of "how much" and to explore
		number relationships, children need daily experiences involving counting in ways that are personally meaningful, challenging, and
		fun.
GRADE LEVEL	MA.1.3.a.	Counts groups of objects using one-to-one correspondence (one
EXPECTATION	lin a riolai	object for each number word).
		·
		Trees Study
		p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group
		p. 019 Exploring the Topic Day 1 Small Group
		p. 023 Exploring the Topic Day 5 Childh 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 1 Small Group
		p. 047 Investigation 2 Day 4 Mighty Minutes
		p. 052 Investigation 3 Day 1 Large Group
		p. 055 Investigation 3 Day 2 Mighty Minutes
		p. 057 Investigation 3 Day 3 Mighty Minutes
		p. 057 Investigation 3 Day 3 Small Group p. 061 Investigation 3 Day 5 Mighty Minutes
		p. 069 Investigation 4 Day 3 Large-Group Roundup
		p. 069 Investigation 4 Day 3 Small Group
		p. 070 Investigation 4 Day 4 Choice Time
		p. 070 Investigation 4 Day 4 Large-Group Roundup
		p. 074 Investigation 5 Day 1 Large Group
		p. 076 Investigation 5 Day 2 Large Group p. 078 Investigation 5 Day 3 Large Group
		p. 079 Investigation 5 Day 3 Small Group
		p. 080 Investigation 5 Day 4 Large Group
		p. 089 Investigation 6 Day 2 Small Group
		p. 093 Investigation 6 Day 4 Small Group
		p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Small Group
GRADE LEVEL EXPECTATION	MA.1.3.b.	Counts a collection of up to 10 items using the last counting word to tell. "How many?"
EXPECTATION		ten, now many?
		Trees Study
		p. 014 Exploring the Topic Day 1 Large Group
		p. 015 Exploring the Topic Day 1 Small Group
		p. 019 Exploring the Topic Day 3 Small Group
		p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group
		p. 032 Investigation 1 Day 3 Large Group
		p. 033 Investigation 1 Day 3 Small Group
		p. 036 Investigation 1 Day 5 Large Group
		p. 039 Investigation 2 Outdoor Experiences
		p. 041 Investigation 2 Day 1 Small Group

		p. 043 Investigation 2 Day 2 Small Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 052 Investigation 3 Day 1 Large Group p. 055 Investigation 3 Day 2 Mighty Minutes p. 057 Investigation 3 Day 3 Mighty Minutes p. 057 Investigation 3 Day 3 Small Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large-Group Roundup p. 074 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 2 Large Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Small Group p. 080 Investigation 5 Day 4 Large Group p. 089 Investigation 6 Day 2 Small Group p. 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
CONCEPT / STANDARD	MA.1.	COUNTING AND CARDINALITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.1.4.	Compares Numbers and Quantities: The child applies a range of strategies such as counting or matching to compare sets of objects.
OBJECTIVE / GRADE LEVEL EXPECTATION		Learning the meaning of numbers begins with hands-on experiences, using a variety of objects found in the home, the classroom and nature. To build an understanding of numbers and the quantities they represent, children need daily experiences involving comparing groups of objects in ways that are personally meaningful, challenging, and fun.
GRADE LEVEL EXPECTATION	MA.1.4.a.	Compares two sets of objects using terms such as more, fewer, or the same. Trees Study 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
CONCEPT / STANDARD	MA.2.	OPERATIONS AND ALGEBRAIC THINKING
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.2.1.	Explores Addition and Subtraction: The child combines and separates groups of objects and names how many.
OBJECTIVE / GRADE LEVEL EXPECTATION		Learning the meaning of a number begins with hands-on experiences using a variety of objects found in the home, the classroom, and nature. To build an understanding of numbers and to discover number relationships, children need opportunities to describe the changes that result from putting sets of objects (e.g., blocks, animals, toy people) together or taking them apart.
GRADE LEVEL EXPECTATION	MA.2.1.a.	Demonstrates an understanding that adding increases the number of objects in a group. Trees Study 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
GRADE LEVEL EXPECTATION	MA.2.1.c.	Demonstrates an understanding that taking away decreases the number of objects in a group. Trees Study 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 p. 076 Investigation 5 Day 2 Large Group p. 106 Celebrating Learning Day 1 Large Group
CONCEPT / STANDARD	MA.2.	OPERATIONS AND ALGEBRAIC THINKING
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.2.2.	Patterning: The child recognizes, copies, extends, describes and creates patterns.
OBJECTIVE / GRADE LEVEL EXPECTATION		Recognition and investigation of patterns are important components of a child's development. A child's ability to work with patterns is the precursor to mathematical thinking, especially algebraic processes. Children need frequent opportunities to engage in pattern-related activities such as playing with repetitive sounds and movement or noticing patterns in textures and pictures.
GRADE LEVEL EXPECTATION	MA.2.2.b.	Copies simple patterns. Trees Study p. 035 Investigation 1 Day 4 Small Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 070 Investigation 4 Day 4 Small Group
GRADE LEVEL EXPECTATION	MA.2.2.c.	Extends simple patterns. Trees Study p. 035 Investigation 1 Day 4 Small Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 070 Investigation 4 Day 4 Small Group
GRADE LEVEL EXPECTATION	MA.2.2.d.	Creates simple patterns. Trees Study p. 035 Investigation 1 Day 4 Small Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 070 Investigation 4 Day 4 Small Group
CONCEPT / STANDARD	MA.3.	MEASUREMENT AND DATA
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.3.1.	Sorts and Classifies: The child sorts and groups objects by a variety of characteristics/attributes.
OBJECTIVE / GRADE LEVEL EXPECTATION		Recognizing relationships between objects allows young children to make generalizations and predictions beyond information directly available to them. The ability to think logically and to reason (problem solve) extends far beyond mathematical boundaries.
GRADE LEVEL EXPECTATION	MA.3.1.a.	Sorts and classifies objects by one or more attributes (e.g., size, color, shape, texture, use). Trees Study 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
GRADE LEVEL EXPECTATION	MA.3.1.b.	Explains how items were sorted into groups. Trees Study p. 015 Exploring the Topic Day 1 Small Group p. 018 Exploring the Topic Day 3 Choice Time p. 019 Exploring the Topic Day 3 Small Group p. 021 Exploring the Topic Day 4 Choice Time p. 033 Investigation 1 Day 3 Small Group

CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.3. MA.3.2.	p. 034 Investigagtion 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 079 Investigation 5 Day 3 Small Group p. 082 Investigation 5 Day 5 Choice Time p. 089 Investigation 6 Day 2 Small Group MEASUREMENT AND DATA Data Analysis: The child collects, organizes, displays, and describes relevant data.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children are natural observers and questioners. To build upon this strength, adults should facilitate children's opportunities to ask questions, sort and classify objects, collect and display information, and talk about what is meaningful to them.
GRADE LEVEL EXPECTATION	MA.3.2.a.	Asks questions to gather information. Trees Study 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
GRADE LEVEL EXPECTATION	MA.3.2.c.	Uses descriptive language to compare data in picture graphs or other concrete representations. Trees Study p. 093 Investigation 6 Day 4 Small Group
GRADE LEVEL EXPECTATION	MA.3.2.d.	Uses charts and graphs to analyze information or answer questions. Trees Study p. 078 Investigation 5 Day 3 Large Group p. 093 Investigation 6 Day 4 Small Group
CONCEPT / STANDARD	MA.3.	MEASUREMENT AND DATA
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.3.3.	Measures: The child uses measurement to describe and compare objects in the environment.
OBJECTIVE / GRADE LEVEL EXPECTATION		Starting at a very young age, children compare who is taller or who has more. Immersing children in measurement activities provides them with opportunities to explore, compare, and discuss the use of measurement in their environment.
GRADE LEVEL EXPECTATION	MA.3.3.a.	Compares objects and uses terms such as longer-shorter, hotter-colder, and faster-slower. Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Small Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup p. 067 Investigation 4 Day 2 Small Group p. 109 Celebrating Learning Day 2 Mighty Minutes

GRADE LEVEL EXPECTATION	MA.3.3.b.	Uses non-standard units of measurement (e.g., hands, bodies, containers) to estimate measurable attributes. Trees Study
		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
GRADE LEVEL EXPECTATION	MA.3.3.c.	Uses various standard measuring tools for simple measuring tasks. Trees Study p. 028 Investigation 1 Day 1 Large Group
		p. 029 Investigation 1 Day 1 Large-Group Roundup
GRADE LEVEL EXPECTATION	MA.3.3.d.	Orders objects by measurable attributes. <u>Trees Study</u>
		p. 014 Exploring the Topic Day 1 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Small Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup p. 057 Investigation 3 Day 3 Small Group
		p. 067 Investigation 4 Day 2 Small Group p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Mighty Minutes
GRADE LEVEL EXPECTATION	MA.3.3.e.	Uses appropriate vocabulary to describe time and sequence related to daily routines.
		Trees Study p. 039 Investigation 2 Outdoor Experiences p. 057 Investigation 3 Day 3 Small Group p. 060 Investigation 3 Day 5 Choice Time p. 107 Celebrating Learning Day 1 Small Group
CONCEPT / STANDARD	MA.4.	GEOMETRY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.4.1.	Spatial Reasoning: The child uses and demonstrates an understanding of positional terms.
OBJECTIVE / GRADE LEVEL EXPECTATION		Geometry for young children involves observing, playing with, and purposefully investigating shapes that are found in their environment. Children spontaneously make spatial comparisons. This familiarity is a foundation for more complex learning experiences involving shape, position, and orientation in space.
GRADE LEVEL EXPECTATION	MA.4.1.a.	Uses and responds to positional terms (e.g., between, inside, under, above, behind).
		Trees Study p. 049 Investigation 2 Day 5 Mighty Minutes p. 073 Investigation 5 Outdoor Experiences
GRADE LEVEL EXPECTATION	MA.4.1.b.	Describes the position or location of objects in relation to self or to other objects.
		Trees Study p. 049 Investigation 2 Day 5 Mighty Minutes p. 073 Investigation 5 Outdoor Experiences
CONCEPT / STANDARD	MA.4.	GEOMETRY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.4.2.	Shapes: The child recognizes names and describes common shapes and their properties.

OBJECTIVE / GRADE LEVEL EXPECTATION		Geometry for young children involves observing, playing with, and purposefully investigating shapes that are found in their environment. Beginning in infancy, children compare objects by form and shape. This familiarity is a foundation for more complex learning experiences involving shape, position, and orientation in
		space.
GRADE LEVEL EXPECTATION	MA.4.2.a.	Recognizes basic two-dimensional shapes. Trees Study p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Small Group p. 049 Investigation 2 Day 5 Mighty Minutes p. 065 Investigation 4 Day 1 Mighty Minutes p. 075 Investigation 5 Day 1 Small Group p. 077 Investigation 5 Day 2 Mighty Minutes p. 091 Investigation 6 Day 3 Mighty Minutes
GRADE LEVEL EXPECTATION	MA.4.2.b.	Uses the names of geometric shapes when describing objects found in the environment. Trees Study 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
GRADE LEVEL EXPECTATION	MA.4.2.d.	Compares and describes attributes of two- and three- dimensional objects in the environment using own vocabulary. Trees Study 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
STRAND	AZ.EC.SC.	SCIENCE
CONCEPT / STANDARD	SC.1.	INQUIRY AND APPLICATION
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC.1.1.	Exploration, Observations, and Hypotheses: The child asks questions and makes predictions while exploring and observing in the environment.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children use their senses to observe by looking, touching, tasting, smelling and listening. Curiosity about the natural world leads children to ask questions. They ask Why? Where? What if? How? Who?
GRADE LEVEL EXPECTATION	SC.1.1.a.	Exhibits curiosity about objects, living things, and other natural events in the environment by using one or more senses. Trees Study p. 049 Investigation 2 Day 5 Small Group p. 091 Investigation 6 Day 3 Small Group
GRADE LEVEL EXPECTATION	SC.1.1.c.	Describes changes in objects, living things, and the natural events in the environment. Trees Study p. 087 Investigation 6 Day 1 Choice Time
GRADE LEVEL EXPECTATION	SC.1.1.d.	Begins to describe the similarities, differences and relationships between objects, living things and natural events. Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 018 Exploring the Topic Day 3 Choice Time p. 021 Exploring the Topic Day 4 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 030 Investigation 1 Day 2 Large Group

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		p. 031 Investigation 1 Day 2 Choice Time
		p. 031 Investigation 1 Day 2 Large-Group Roundup
		p. 032 Investigation 1 Day 3 Large Group
		p. 033 Investigation 1 Day 3 Small Group
		p. 036 Investigation 1 Day 5 Choice Time
		p. 039 Investigation 2 Outdoor Experiences
		p. 040 Investigation 2 Day 1 Choice Time
		p. 042 Investigation 2 Day 2 Large Group
		p. 043 Investigation 2 Day 2 Choice Time
		p. 045 Investigation 2 Day 3 Choice Time
		p. 049 Investigation 2 Day 5 Small Group
		p. 051 Investigation 3 Outdoor Experiences
		p. 054 Investigation 3 Day 2 Choice Time
		p. 057 Investigation 3 Day 3 Small Group
		p. 069 Investigation 4 Day 3 Small Group
		p. 085 Investigation 6 Outdoor Experience
		p. 087 Investigation 6 Day 1 Choice Time
		p. 088 Investigation 6 Day 2 Choice Time
		p. 089 Investigation 6 Day 2 Small Group
		p. 091 Investigation 6 Day 3 Small Group
		p. 092 Investigation 6 Day 4 Large Group
		p. 093 Investigation 6 Day 4 Choice Time
		p. 093 Investigation 6 Day 4 Small Group
		p. 105 Celebrating Learning Outdoor Experiences
		p. 107 Celebrating Learning Day 1 Small Group
GRADE LEVEL	SC.1.1.e.	Asks and responds to questions about relationships of objects,
EXPECTATION	001111101	living things, and events in the natural environment.
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		Trees Study
		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 4 Choice Time
		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
	II	p. 087 Investigation 6 Day 1 Choice Time
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		p. 088 Investigation 6 Day 2 Choice Time
		p. 088 Investigation 6 Day 2 Choice Time p. 089 Investigation 6 Day 2 Small Group
		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. 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. 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. 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. 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
CONCERT / STANDARD	SC 1	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
CONCEPT / STANDARD	SC.1.	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 INQUIRY AND APPLICATION
PERFORMANCE	SC.1. SC.1.2.	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 INQUIRY AND APPLICATION Investigation: The child tests predictions through exploration and
PERFORMANCE OBJECTIVE / PROFICIENCY		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 INQUIRY AND APPLICATION
PERFORMANCE		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 INQUIRY AND APPLICATION Investigation: The child tests predictions through exploration and
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE		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 INQUIRY AND APPLICATION Investigation: The child tests predictions through exploration and experimentation. Children use their senses and a variety of tools and materials to
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		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 INQUIRY AND APPLICATION Investigation: The child tests predictions through exploration and experimentation.

		requires questioning, refining, and persistence. Children explore answers to their questions and begin to form more complex conclusions. Information gathered in the process extends a child's knowledge of the world and their environment.
GRADE LEVEL EXPECTATION	SC.1.2.b.	Makes predictions and checks them through hands-on investigation with adult support. Trees Study 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. 091 Investigation 6 Day 3 Small Group
		p. 105 Celebrating Learning Outdoor Experiences p. 107 Celebrating Learning Day 1 Small Group
CONCEPT / STANDARD	SC.1.	INQUIRY AND APPLICATION
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC.1.3.	Analysis and Conclusion: The child forms conclusions about observations and experimentations.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children form conclusions about their observations and experimentations by collecting and thinking about the information gathered.
GRADE LEVEL EXPECTATION	SC.1.3.a.	Uses a variety of materials to record and organize data. Trees Study 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
CONCEPT / STANDARD	SC.1.	INQUIRY AND APPLICATION
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC.1.4.	Communication: The child discusses and reflects upon the scientific investigation and its findings.
OBJECTIVE / GRADE LEVEL EXPECTATION		Based on past experiences, children use language or an alternate communication system to show recognition of scientific principles and a deeper understanding of their environment. Science incorporates language and literacy skills which are an essential foundation for later reading comprehension.
GRADE LEVEL EXPECTATION	SC.1.4.b.	Presents their scientific ideas in a variety of ways. Trees Study p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Choice Time p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 018 Exploring the Topic Day 3 Choice Time p. 019 Exploring the Topic Day 3 Large-Group Roundup

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p. 021 Exploring the Topic Day 4 Choice Time
p. 021 Exploring the Topic Day 4 Large-Group Roundup
p. 023 Exploring the Topic Day 5 Large-Group Roundup
p. 023 Exploring the Topic Day 5 Choice Time
p. 023 Exploring the Topic Day 5 Small Group
p. 027 Investigation 1 Outdoor Experiences
p. 028 Investigation 1 Day 1 Large Group
p. 029 Investigation 1 Day 1 Choice Time
p. 029 Investigation 1 Day 1 Large-Group Roundup
p. 029 Investigation 1 Day 1 Small Group
p. 030 Investigation 1 Day 2 Large Group
p. 031 Investigation 1 Day 2 Choice Time
p. 031 Investigation 1 Day 2 Large-Group Roundup
p. 032 Investigation 1 Day 3 Large Group
p. 033 Investigation 1 Day 3 Choice Time
p. 033 Investigation 1 Day 3 Large-Group Roundup
p. 033 Investigation 1 Day 3 Small Group
p. 034 Investigagtion 1 Day 4 Large Group
p. 035 Investigation 1 Day 4 Choice Time
p. 035 Investigation 1 Day 4 Large-Group Roundup
p. 036 Investigation 1 Day 5 Choice Time
p. 036 Investigation 1 Day 5 Large Group
p. 039 Investigation 2 Outdoor Experiences
p. 040 Investigation 2 Day 1 Choice Time
p. 040 Investigation 2 Day 1 Large Group
p. 041 Investigation 2 Day 1 Large-Group Roundup
p. 042 Investigation 2 Day 2 Large Group
p. 043 Investigation 2 Day 2 Choice Time
p. 043 Investigation 2 Day 2 Large-Group Roundup
p. 044 Investigation 2 Day 3 Large Group
p. 045 Investigation 2 Day 3 Choice Time
p. 045 Investigation 2 Day 3 Large-Group Roundup
p. 046 Investigation 2 Day 4 Choice Time
p. 046 Investigation 2 Day 4 Large Group
p. 047 Investigation 2 Day 4 Large-Group Roundup
p. 049 Investigation 2 Day 5 Choice Time
p. 049 Investigation 2 Day 5 Large-Group Roundup
p. 049 Investigation 2 Day 5 Small Group
p. 051 Investigation 3 Outdoor Experiences
p. 052 Investigation 3 Day 1 Choice Time
p. 053 Investigation 3 Day 1 Large-Group Roundup
p. 053 Investigation 3 Day 1 Small Group
p. 054 Investigation 3 Day 2 Choice Time
p. 054 Investigation 3 Day 2 Large Group
p. 055 Investigation 3 Day 2 Large-Group Roundup
p. 055 Investigation 3 Day 2 Mighty Minutes
p. 056 Investigation 3 Day 3 Choice Time
p. 056 Investigation 3 Day 3 Large Group
p. 057 Investigation 3 Day 3 Large-Group Roundup
p. 057 Investigation 3 Day 3 Small Group
p. 059 Investigation 3 Day 4 Choice Time
p. 060 Investigation 3 Day 5 Choice Time
p. 060 Investigation 3 Day 5 Large Group
p. 061 Investigation 3 Day 5 Large-Group Roundup
p. 061 Investigation 3 Day 5 Mighty Minutes
p. 064 Investigation 4 Day 1 Large Group
p. 065 Investigation 4 Day 1 Choice Time
p. 065 Investigation 4 Day 1 Large-Group Roundup
p. 066 Investigation 4 Day 2 Choice Time
p. 066 Investigation 4 Day 2 Large Group
p. 067 Investigation 4 Day 2 Large-Group Roundup
p. 068 Investigation 4 Day 3 Large Group
p. 069 Investigation 4 Day 3 Choice Time
p. 069 Investigation 4 Day 3 Large-Group Roundup
p. 069 Investigation 4 Day 3 Small Group
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		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
		p. 075 Investigation 5 Day 1 Mighty Minutes
		p. 075 Investigation 5 Day 1 Small Group
		p. 076 Investigation 5 Day 2 Choice Time
		p. 076 Investigation 5 Day 2 Large Group
		p. 077 Investigation 5 Day 2 Small Group
		p. 078 Investigation 5 Day 3 Large Group
		p. 079 Investigation 5 Day 3 Choice Time
		p. 080 Investigation 5 Day 4 Large Group
		p. 081 Investigation 5 Day 4 Choice Time
		p. 082 Investigation 5 Day 5 Choice Time
		p. 082 Investigation 5 Day 5 Large Group
		p. 083 Investigation 5 Day 5 Large-Group Roundup
		p. 085 Investigation 6 Outdoor Experience
		p. 086 Investigation 6 Day 1 Large Group
		p. 087 Investigation 6 Day 1 Choice Time
		p. 087 Investigation 6 Day 1 Large-Group Roundup
		p. 088 Investigation 6 Day 2 Choice Time
		p. 088 Investigation 6 Day 2 Large Group
		p. 089 Investigation 6 Day 2 Large-Group Roundup p. 089 Investigation 6 Day 2 Small Group
		p. 090 Investigation 6 Day 2 Small Group
		p. 090 Investigation 6 Day 3 Choice Time
		p. 091 Investigation 6 Day 3 Large-Group Roundup
		p. 091 Investigation 6 Day 3 Small Group
		p. 092 Investigation 6 Day 4 Large Group
		p. 093 Investigation 6 Day 4 Choice Time
		p. 093 Investigation 6 Day 4 Large-Group Roundup
		p. 093 Investigation 6 Day 4 Small Group
		p. 105 Celebrating Learning Outdoor Experiences
		p. 106 Celebrating Learning Day 1 Choice Time
		p. 107 Celebrating Learning Day 1 Small Group
		p. 108 Celebrating Learning Day 2 Choice Time
		p. 108 Celebrating Learning Day 2 Large Group
		p. 109 Celebrating Learning Day 2 Mighty Minutes
		p. 109 Celebrating Learning Day 2 Small Group
GRADE LEVEL	SC.1.4.c.	Conducts further investigation based on prior experience and
EXPECTATION		information gained.
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		Trees Study
		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. 049 investigation 2 Day 5 Small Group p. 051 Investigation 3 Outdoor Experiences
		p. 051 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 1 Small Group
		p. 054 Investigation 3 Day 1 Small Group
		p. 057 Investigation 3 Day 2 Gholde Time
		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

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OTDANID		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
STRAND CONCEPT / STANDARD	AZ.EC.SS. SS.2.	SOCIAL STUDIES COMMUNITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS.2.2.	Rights, Responsibilities and Roles within Community: The child demonstrates a sense of belonging to the community and contributes to its care.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children recognize themselves as part of their home and community. Children are given opportunities to experience choices and to make their own decisions in order to demonstrate their roles as individuals. As children learn to demonstrate respect for ideas and rules, they gain the skills necessary for being contributing members of the family and of a community.
GRADE LEVEL EXPECTATION	SS.2.2.e.	Describes the purpose of rules. Trees Study p. 014 Exploring the Topic Day 1 Large Group
STRAND	AZ.EC.PHS.	PHYSICAL DEVELOPMENT, HEALTH AND SAFETY
CONCEPT / STANDARD	PHS.1.	PHYSICAL AND MOTOR DEVELOPMENT
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	PHS.1.1.	Gross Motor Development: The child moves with balance, control and coordination.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children are in constant motion. This movement develops young children's large muscles as they run, jump, and play in both structured and unstructured settings. Children increase their ability to control their bodies and learn that regular physical activity can enhance their overall physical, social and mental health.
GRADE LEVEL EXPECTATION	PHS.1.1.c.	Moves with coordination. Trees Study 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
GRADE LEVEL EXPECTATION	PHS.1.1.d.	Demonstrates spatial awareness in physical activity. Trees Study p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 030 Investigation 1 Day 2 Large Group p. 055 Investigation 3 Day 2 Mighty Minutes p. 080 Investigation 5 Day 4 Large Group p. 085 Investigation 6 Outdoor Experience p. 105 Celebrating Learning Outdoor Experiences p. 109 Celebrating Learning Day 2 Mighty Minutes
CONCEPT / STANDARD	PHS.1.	PHYSICAL AND MOTOR DEVELOPMENT
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	PHS.1.2.	Fine Motor Development: The child uses fingers, hands and wrists to manipulate tools and materials.
OBJECTIVE / GRADE LEVEL EXPECTATION		Developing fine motor skills is an important foundation for other developmental areas such as cognitive development, artistic expression, daily living skills and handwriting. Children begin to demonstrate an increased amount of strength, dexterity, and stamina to perform fine motor tasks using a variety of manipulatives and tools. When children are engaged in appropriate activities and

		experiences, they develop the ability to gain fine motor control, which leads to independence.
GRADE LEVEL EXPECTATION	PHS.1.2.a.	Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware). Trees Study p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 040 Investigation 2 Day 1 Choice Time p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 069 Investigation 4 Day 3 Small Group p. 077 Investigation 5 Day 2 Small Group
		p. 085 Investigation 6 Outdoor Experience p. 109 Celebrating Learning Day 2 Large-Group Roundup
GRADE LEVEL EXPECTATION	PHS.1.2.b.	Uses eye-hand coordination to perform simple tasks. Trees Study p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 085 Investigation 6 Outdoor Experience
GRADE LEVEL EXPECTATION	PHS.1.2.c.	Manipulates smaller objects, tools and instruments that require wrist and squeezing motions. Trees Study p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 085 Investigation 6 Outdoor Experience
GRADE LEVEL EXPECTATION	PHS.1.2.d.	Uses fine motor skills in daily living. Trees Study p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 085 Investigation 6 Outdoor Experience
CONCEPT / STANDARD	PHS.2.	HEALTH
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	PHS.2.1.	Personal Health and Hygiene Practices: Child demonstrates knowledge of personal health practices, routines and understands the functions of body parts.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children begin at a young age to learn living skills that will assist them in making appropriate healthy choices. They learn that proper nutrition, exercise and rest are necessary for a healthy body.
GRADE LEVEL EXPECTATION	PHS.2.1.b1.	Demonstrates healthy practices: Nutrition Trees Study 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
CONCEPT / STANDARD	PHS.3.	SAFETY
PERFORMANCE	PHS.3.1.	Safety and Injury Prevention: Child demonstrates knowledge of

OBJECTIVE / PROFICIENCY LEVEL		personal safety practices and routines.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children demonstrate awareness and understanding of personal and environmental safety rules and how to keep themselves safe. These principles should be relevant to Arizona and to the community/region in which the child lives.
GRADE LEVEL EXPECTATION	PHS.3.1.c.	Enforces personal boundaries (safety, self-advocacy and boundary awareness). Trees Study p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 030 Investigation 1 Day 2 Large Group p. 055 Investigation 3 Day 2 Mighty Minutes p. 080 Investigation 5 Day 4 Large Group p. 085 Investigation 6 Outdoor Experience p. 105 Celebrating Learning Outdoor Experiences p. 109 Celebrating Learning Day 2 Mighty Minutes
STRAND	AZ.EC.FA.	FINE ARTS
CONCEPT / STANDARD	FA.1.	VISUAL ARTS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	FA.1.1.	Creates and Understands Visual Arts: The child uses a wide variety of materials, media, tools, techniques and processes to explore, create and understand art.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children communicate ideas, experiences and feelings by leaving their mark with crayons, markers, paints, modeling and construction of masterpieces. Children discover that they and others are artists. Children begin to develop vocabulary to share their opinions about artistic creations and experiences. They reflect upon and describe the characteristics and qualities of their work and the work of others.
GRADE LEVEL EXPECTATION	FA.1.1.a.	Uses a variety of materials/media, tools and techniques to create original works of art (e.g., paper, rocks, sand, clay; tools such as cotton swabs, small/large brushes, drinking straws, and techniques such as drawing, painting, sculpting). Trees Study 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. 032 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 Large Group p. 059 Investigation 3 Day 4 Large-Group Roundup p. 064 Investigation 3 Day 4 Large Group p. 065 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 2 Large Group p. 066 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 2 Large Group p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Large-Group Roundup p. 070 Investigation 4 Day 4 Large-Group Roundup p. 070 Investigation 4 Day 4 Large-Group p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large Group p. 071 Investigation 5 Day 4 Large Group p. 072 Investigation 5 Day 2 Small Group p. 073 Investigation 5 Day 2 Large Group p. 088 Investigation 5 Day 2 Large Group p. 088 Investigation 6 Day 2 Choice Time

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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. 069 Investigation 4 Day 3 Large-Group Roundup p. 070 Investigation 4 Day 4 Choice Time			
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 Large-Group Roundup p. 070 Investigation 4 Day 4 Choice Time			
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. 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. 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. 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. 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. 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. 066 Investigation 4 Day 2 Choice Time
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. 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. 069 Investigation 4 Day 3 Large-Group Roundup p. 070 Investigation 4 Day 4 Choice Time			
p. 070 Investigation 4 Day 4 Choice Time			
p. or o in restigation + bay + Laige 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
GRADE LEVEL EXPECTATION	FA.1.1.d.	Seeks an understanding of artwork by self or others by commenting on or questioning the artwork.
		T-acc Structure
		Trees Study
		p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 014 Exploring the Topic Day 1 Large Group
		p. 015 Exploring the Topic Day 1 Choice Time
		p. 015 Exploring the Topic Day 1 Small Group
		p. 016 Exploring the Topic Day 2 Large Group
		p. 017 Exploring the Topic Day 2 Small Group
		p. 017 Exploring the Topic Day 2 Large-Group Roundup
		p. 019 Exploring the Topic Day 3 Small Group
		p. 020 Exploring the Topic Day 4 Large Group
		p. 021 Exploring the Topic Day 4 Small Group
		p. 022 Exploring the Topic Day 5 Large Group
		p. 023 Exploring the Topic Day 5 Large-Group Roundup
		p. 023 Exploring the Topic Day 5 Small Group
		p. 027 Investigation 1 Outdoor Experiences
		p. 028 Investigation 1 Day 1 Large Group
		p. 029 Investigation 1 Day 1 Read-Aloud
		p. 030 Investigation 1 Day 2 Large Group
		p. 032 Investigation 1 Day 3 Large Group
		p. 033 Investigation 1 Day 3 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 Choice Time
		p. 055 Investigation 3 Day 1 Small Gloup
		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 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 Large-Group 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 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 Large Group p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 070 Investigation 4 Day 4 Large-Group Roundup p. 070 Investigation 5 Day 1 Large Group p. 074 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Read-Aloud p. 077 Investigation 5 Day 2 Read-Aloud p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Read-Aloud p. 079 Investigation 5 Day 3 Read-Aloud p. 079 Investigation 5 Day 4 Small Group p. 081 Investigation 5 Day 4 Small Group p. 082 Investigation 5 Day 5 Choice Time p. 082 Investigation 5 Day 5 Choice Time p. 083 Investigation 5 Day 5 Small Group p. 083 Investigation 6 Day 1 Choice Time p. 087 Investigation 6 Day 1 Read-Aloud p. 087 Investigation 6 Day 2 Small Group p. 088 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 2 Small Group p. 089 Investigation 6 Day 3 Read-Aloud p. 091 Investigation 6 Day 4 Small Group p. 092 Investigation 6 Day 4 Small Group p. 093 Investigation 6 Day 4 Small Group p. 094 Inves
CONCEPT / STANDARD	FA.2.	MUSIC AND CREATIVE MOVEMENT
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	FA.2.1.	Creates and Understands Music, Movement and Dance: The child uses a wide variety of instruments, movements, techniques and music to explore and create.
OBJECTIVE / GRADE LEVEL EXPECTATION		Singing, dancing, making music and moving to sounds/rhythms are fundamental musical activities of young children. These activities help young children explore and demonstrate self-expression, creativity, body awareness and nurtures appreciation of the arts. Children begin to develop a vocabulary to share opinions about musical/movement creations and experiences.
GRADE LEVEL EXPECTATION	FA.2.1.b.	Sings and moves to familiar rhymes, songs, and chants. Trees Study 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 Small 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. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group

		p. 023 Exploring the Topic Day 5 Mighty Minutes
		p. 028 Investigation 1 Day 1 Large Group
		p. 030 Investigation 1 Day 2 Large Group
		p. 032 Investigation 1 Day 3 Large Group
		p. 034 Investigagtion 1 Day 4 Large Group
		p. 036 Investigation 1 Day 5 Large Group
		p. 040 Investigation 2 Day 1 Large Group
		p. 042 Investigation 2 Day 2 Large Group
		p. 043 Investigation 2 Day 2 Mighty Minutes
		p. 043 Investigation 2 Day 2 Small Group
		p. 044 Investigation 2 Day 3 Large Group
		p. 045 Investigation 2 Day 3 Small Group
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Mighty Minutes
		p. 048 Investigation 2 Day 5 Large Group
		p. 052 Investigation 3 Day 1 Large Group
		p. 054 Investigation 3 Day 2 Large Group
		p. 055 Investigation 3 Day 2 Small Group
		p. 056 Investigation 3 Day 3 Large Group
		p. 058 Investigation 3 Day 4 Large Group
		p. 060 Investigation 3 Day 5 Large Group
		p. 064 Investigation 4 Day 1 Large Group
		p. 065 Investigation 4 Day 1 Mighty Minutes
		p. 065 Investigation 4 Day 1 Small Group
		p. 066 Investigation 4 Day 2 Large Group
		p. 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 Choice Time
		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. 109 Celebrating Learning Day 2 Mighty Minutes
GRADE LEVEL	FA.2.1.c.	Uses familiar songs, rhymes or chants to create their own
EXPECTATION		musical/movement improvisations.
		Trees Study
		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 Small 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. 021 Exploring the Topic Day 4 Small Group
		p. 022 Exploring the Topic Day 5 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. 030 Investigation 1 Day 3 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
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		p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 043 Investigation 2 Day 3 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. 055 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Small Group p. 056 Investigation 3 Day 2 Small Group p. 056 Investigation 3 Day 2 Small Group p. 058 Investigation 3 Day 4 Large Group p. 066 Investigation 3 Day 4 Large Group p. 066 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 1 Small Group p. 066 Investigation 4 Day 2 Large Group p. 068 Investigation 4 Day 3 Large Group p. 070 Investigation 5 Day 1 Large Group p. 071 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Small Group p. 076 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 3 Large Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Large Group p. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 5 Large Group p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 6 Day 1 Large Group p. 084 Investigation 6 Day 1 Large Group p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Large Group p. 088 Investigation 6 Day 1 Large Group p. 089 Investigation 6 Day 2 Large Group p. 090 Investigation 6 Day 1 Large Group p. 091 Investigation 6 Day 1 Large Group p. 092 Investigation 6 Day 2 Large Group p. 092 Investigation 6 Day 1 Large Group p. 094 Investigation 6 Day 2 Large Group p. 095 Investigation 6 Day 2 Large Group p. 096 Investigation 6 Day 2 Large Group p. 097 Investigation 6 Day 2 Large Group p. 098 Investigation 6 Day 4 Large Group p. 099 Investigation 6 Day 4
CONCEPT / STANDARD	FA.3.	DRAMA
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION	FA.3.1.	Creates Dramatic Activities: The child uses the portrayal of events, characters, or stories through acting and using props and language to explore and create. Children use the richness of their daily activities to create pretend play, assuming different roles and characters. These experiences contribute to children's ability to self-regulate, communicate more effectively and engage in cooperative activity with peers while
		practicing roles of others.
GRADE LEVEL EXPECTATION	FA.3.1.a.	Assumes roles from daily activities using a variety of props. Trees Study 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. 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 5 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. 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 Kead Aloud
		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
GRADE LEVEL		
GRADE LEVEL	FA.3.1.b.	Takes on more than one dramatic play role at a time.
EXPECTATION	FA.3.1.b.	Takes on more than one dramatic play role at a time.
	FA.3.1.b.	Takes on more than one dramatic play role at a time. Trees Study
	FA.3.1.b.	Trees Study
	FA.3.1.b.	Trees Study p. 014 Exploring the Topic Day 1 Large Group
	FA.3.1.b.	Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Mighty Minutes
	FA.3.1.b.	Trees Study 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
	FA.3.1.b.	Trees Study 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
	FA.3.1.b.	Trees Study 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
	FA.3.1.b.	Trees Study 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
	FA.3.1.b.	Trees Study 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
	FA.3.1.b.	Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Mighty Minutes p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigagtion 1 Day 4 Large Group
	FA.3.1.b.	Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Mighty Minutes p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigagtion 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group
	FA.3.1.b.	Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Mighty Minutes p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigagtion 1 Day 4 Large Group
	FA.3.1.b.	Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Mighty Minutes p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigagtion 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes
1-	FA.3.1.b.	Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Mighty Minutes p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigagtion 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 041 Investigation 2 Day 1 Small Group
	FA.3.1.b.	Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Mighty Minutes p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigagtion 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Mighty Minutes
	FA.3.1.b.	Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Mighty Minutes p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigagtion 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 044 Investigation 2 Day 3 Large Group
1-	FA.3.1.b.	Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Mighty Minutes p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigagtion 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 044 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 4 Choice Time
1-	FA.3.1.b.	Trees Study 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
1-	FA.3.1.b.	Trees Study 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
1-	FA.3.1.b.	Trees Study 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 4 Mighty Minutes p. 048 Investigation 2 Day 5 Large Group
1-	FA.3.1.b.	Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Mighty Minutes p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigagtion 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 041 Investigation 2 Day 2 Mighty Minutes 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
1-	FA.3.1.b.	Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Mighty Minutes p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigagtion 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 044 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 4 Choice Time p. 046 Investigation 2 Day 4 Mighty Minutes 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
	FA.3.1.b.	Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Mighty Minutes p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigagtion 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 044 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 4 Choice Time p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 051 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 1 Small Group
1-	FA.3.1.b.	Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Mighty Minutes p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigagtion 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 041 Investigation 2 Day 2 Mighty Minutes p. 041 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 5 Large Group 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 1 Small Group p. 054 Investigation 3 Day 2 Large Group
1-	FA.3.1.b.	Trees Study 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 5 Large Group 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 Large Group
1-	FA.3.1.b.	Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Mighty Minutes p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigagtion 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 041 Investigation 2 Day 2 Mighty Minutes p. 041 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 5 Large Group 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 1 Small Group p. 054 Investigation 3 Day 2 Large Group
	FA.3.1.b.	Trees Study 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 5 Large Group 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
	FA.3.1.b.	Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Mighty Minutes p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigagtion 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 044 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 4 Choice Time p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 5 Large Group 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 Large Group p. 059 Investigation 3 Day 4 Large-Group Roundup p. 051 Investigation 3 Day 5 Large-Group Roundup p. 051 Investigation 3 Day 5 Large-Group Roundup
	FA.3.1.b.	Trees Study 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. 031 Investigation 1 Day 1 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigation 1 Day 5 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 Large Group p. 059 Investigation 3 Day 4 Large-Group Roundup p. 061 Investigation 3 Day 5 Mighty Minutes
	FA.3.1.b.	Trees Study 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 1 Large Group p. 034 Investigation 1 Day 5 Large Group p. 036 Investigation 1 Day 5 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 Mighty Minutes p. 047 Investigation 2 Day 5 Large Group p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 051 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 2 Large Group p. 056 Investigation 3 Day 2 Large Group p. 057 Investigation 3 Day 4 Large-Group Roundup p. 058 Investigation 3 Day 5 Large-Group Roundup p. 061 Investigation 3 Day 5 Mighty Minutes p. 061 Investigation 3 Day 5 Small Group
	FA.3.1.b.	Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 3 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. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigagtion 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 044 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 4 Choice Time p. 046 Investigation 2 Day 4 Mighty Minutes 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. 055 Investigation 3 Day 2 Mighty Minutes p. 059 Investigation 3 Day 2 Mighty Minutes p. 059 Investigation 3 Day 2 Mighty Minutes p. 059 Investigation 3 Day 4 Large-Group Roundup p. 061 Investigation 3 Day 5 Small Group p. 061 Investigation 3 Day 5 Small Group p. 063 Investigation 4 Outdoor Experiences
1-	FA.3.1.b.	Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes 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 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 034 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 Highty Minutes p. 048 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 Large Group p. 061 Investigation 3 Day 5 Large-Group Roundup p. 061 Investigation 3 Day 5 Large-Group Roundup p. 061 Investigation 3 Day 5 Small Group p. 063 Investigation 3 Day 5 Small Group p. 065 Investigation 4 Outdoor Experiences p. 065 Investigation 4 Day 1 Small Group
1-	FA.3.1.b.	Trees Study 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 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigagtion 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 044 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 4 Choice Time p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 051 Investigation 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 Large Group p. 056 Investigation 3 Day 5 Large-Group Roundup p. 061 Investigation 3 Day 5 Large-Group Roundup p. 061 Investigation 3 Day 5 Small Group p. 063 Investigation 3 Day 5 Small Group p. 065 Investigation 4 Outdoor Experiences p. 065 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 1 Small Group
	FA.3.1.b.	Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes 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 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 034 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 Highty Minutes p. 048 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 Large Group p. 061 Investigation 3 Day 5 Large-Group Roundup p. 061 Investigation 3 Day 5 Large-Group Roundup p. 061 Investigation 3 Day 5 Small Group p. 063 Investigation 3 Day 5 Small Group p. 065 Investigation 4 Outdoor Experiences p. 065 Investigation 4 Day 1 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 Outdoor Experiences
		p. 107 Celebrating Learning Day 1 Mighty Minutes
		p. 109 Celebrating Learning Day 2 Mighty Minutes
	E • • •	
GRADE LEVEL	FA.3.1.c.	Pretends an object exists without using a prop.
EXPECTATION		T O(.)
		Trees Study
		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. 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. 070 Investigation 4 Day 4 Large Group p. 073 Investigation 5 Outdoor Experiences
		p. 075 Investigation 5 Outdoor Experiences
		p. 075 Investigation 5 Day 1 Read-Aloud
		p. 073 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
GRADE LEVEL	FA.3.1.d.	Dramatizes familiar stories.
ONADE LEVEL	i A.J. I.U.	pramatizes faililla stories.

EXPECTATION		
EXI ESTATION		Trees Study
		p. 079 Investigation 5 Day 3 Read-Aloud
		p. 083 Investigation 5 Day 5 Small Group
GRADE LEVEL EXPECTATION	FA.3.1.e.	Adds details and new elements to dramatic play situations.
		Trees Study
		p. 014 Exploring the Topic Day 1 Large Group
		p. 015 Exploring the Topic Day 1 Mighty Minutes
		p. 018 Exploring the Topic Day 3 Large Group
		p. 019 Exploring the Topic Day 3 Mighty Minutes
		p. 023 Exploring the Topic Day 5 Mighty Minutes
		p. 028 Investigation 1 Day 1 Large Group
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 034 Investigagtion 1 Day 4 Large Group
		p. 036 Investigation 1 Day 5 Large Group
		p. 041 Investigation 2 Day 1 Mighty Minutes
		p. 041 Investigation 2 Day 1 Small Group
		p. 043 Investigation 2 Day 2 Mighty Minutes
		p. 044 Investigation 2 Day 3 Large Group
		p. 046 Investigation 2 Day 4 Choice Time
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Mighty Minutes
		p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time
		p. 043 investigation 2 Day 3 Choice Time p. 051 Investigation 3 Outdoor Experiences
		p. 053 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

Book Discussion Card

State: Arizona Early Learning Standards
Subject: Early Childhood Education

Grade: Ages 3-5

STRAND	AZ.EC.SE.	SOCIAL EMOTIONAL
CONCEPT / STANDARD	SE.1.	SELF
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SE.1.3.	Self-Regulation: The child manages the expression of feelings, thoughts, impulses and behaviors.
OBJECTIVE / GRADE LEVEL EXPECTATION		Young children develop self-control as they acquire the ability to regulate their impulses with minimal support from adults. This enables children to function successfully and independently in both personal and social contexts.
GRADE LEVEL EXPECTATION	SE.1.3.a.	Understands and follows expectations in the learning environment. Book Discussion Card BDC04: Little Red Riding Hood
GRADE LEVEL EXPECTATION	SE.1.3.b.	Manages transitions, daily routines and unexpected events. Book Discussion Card BDC04: Little Red Riding Hood
STRAND	AZ.EC.AL.	APPROACHES TO LEARNING
CONCEPT / STANDARD	AL.5.	REASONING AND PROBLEM-SOLVING
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	AL.5.1.	Reasoning: The child demonstrates the ability to analyze information and situations in order to form judgments.
OBJECTIVE / GRADE LEVEL EXPECTATION		Reasoning involves the child's ability to use prior knowledge and information to generate an appropriate decision. Logic and reasoning skills are key components of child development and early learning. These skills are essential for competence and success in school and other settings.
GRADE LEVEL EXPECTATION	AL.5.1.a.	Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
GRADE LEVEL EXPECTATION	AL.5.1.b.	Recognizes relationships between cause and effect. Book Discussion Card BDC01: Caps for Sale

		BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
STRAND	AZ.EC.LL.	LANGUAGE AND LITERACY
CONCEPT / STANDARD	LL.1.	LANGUAGE
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.1.2.	Expressive Language and Communication Skills: The child uses verbal and nonverbal communication for a variety of purposes to share observations, ideas, and experiences, problem-solve, reason, predict and seek new information.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children develop language by engaging in conversations with others and listening and responding to rhymes, chants, songs, stories, and poems. Children who are encouraged to share their personal experiences, ideas, feelings, and opinions use increasingly complex language.
GRADE LEVEL EXPECTATION	LL.1.2.a.	Communicates needs, wants, ideas, and feelings through three to five word sentences. Book Discussion Card 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 Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
GRADE LEVEL EXPECTATION	LL.1.2.d.	Initiates, sustains, and expands conversations with peers and adults. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much

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		BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
GRADE LEVEL EXPECTATION	LL.1.2.e.	With modeling and support, uses acceptable language and social rules including appropriate tone, volume and inflection to express ideas, feelings, and needs.
		Book Discussion Card 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 Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
CONCEPT / STANDARD	LL.1.	LANGUAGE
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.1.3.	Vocabulary: The child understands and uses increasingly complex vocabulary.
OBJECTIVE / GRADE LEVEL EXPECTATION		The early childhood years are a period of vocabulary exploration. Research indicates that there is a strong connection between vocabulary development and academic success. Children gain language and vocabulary skills by having multiple and frequent opportunities to listen, talk, read, share ideas, relate experiences, and engage in interesting conversations. They need to play with familiar language and experiment with language in different settings. Rhymes, songs, and read-alouds that use rare words allow children to talk about and develop an understanding of words they would not otherwise hear in everyday conversations.
GRADE LEVEL EXPECTATION	LL.1.3.a.	With modeling and support, uses age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings with each area; e.g., world knowledge, names of body parts, feelings, colors, shapes, jobs, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and

		adverbs.
		Book Discussion Card
		BDC01: Caps for Sale
		BDC02: The Mitten BDC03: The Girl Who Wore Too Much
		BDC03: The Girl Who Wore 100 Much
		BDC05: The Little Red Hen
		BDC06: Three Billy Goats Gruff
		BDC07: Just Like Josh Gibson
		BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry
		BDC10: Peter's Chair
		BDC11: Radio Man
		BDC12: Abiyoyo
		BDC13: The Gingerbread Man
		BDC14: The Grouchy Ladybug BDC15: Henny Penny
		BDC18: A Chair for My Mother
		BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas)
		BDC20: Wemberly Worried
		BDC21: Too Many Tamales
		BDC22: The True Story of the 3 Little Pigs!
GRADE LEVEL EXPECTATION	LL.1.3.b.	With modeling and support, determines the meanings of unknown words and concepts using the context of conversations, pictures
EXPECTATION		that accompany text or concrete object.
		that accompany text or concrete object.
		Book Discussion Card
		BDC01: Caps for Sale
		BDC02: The Mitten BDC03: The Girl Who Wore Too Much
		BDC03: The Giff Who Wore 100 Much BDC04: Little Red Riding Hood
		BDC05: The Little Red Hen
		BDC06: Three Billy Goats Gruff
		BDC07: Just Like Josh Gibson
		BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry
		BDC10: Peter's Chair
		BDC11: Radio Man
		BDC12: Abiyoyo
		BDC13: The Gingerbread Man
		BDC14: The Grouchy Ladybug BDC15: Henny Penny
		BDC16: A Grand Old Tree
		BDC17: Charlie Anderson
		BDC18: A Chair for My Mother
		BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas)
		BDC20: Wemberly Worried BDC21: Too Many Tamales
		BDC22: The True Story of the 3 Little Pigs!
CONCEPT / STANDARD	LL.2.	EMERGENT LITERACY
PERFORMANCE	LL.2.2.	Book Handling Skills: The child demonstrates how to handle books
OBJECTIVE / PROFICIENCY		appropriately and with care.
LEVEL		
OBJECTIVE / GRADE		It is important to provide young children with many opportunities to
LEVEL EXPECTATION		interact with and care for books in all environments. Young children
		need to have access to a variety of fiction and nonfiction books throughout the day, including those that reflect diverse cultures.
		Through these experiences, children learn to hold books right side
		up and to turn the pages one at a time in order to view the
		illustrations and to gain a sense of the story or content.
GRADE LEVEL	LL.2.2.a.	Holds a book right side up with the front cover facing the reader and
EXPECTATION		understands left to right and top to bottom directionality.

		Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
GRADE LEVEL EXPECTATION	LL.2.2.c.	Understands a book has a title, author and/or illustrator. Book Discussion Card
CONCEPT / STANDARD PERFORMANCE	LL.2. LL.2.5.	BOCK Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs! EMERGENT LITERACY Comprehension: The child shows an interest in books and
OBJECTIVE / PROFICIENCY LEVEL	LL.2.5.	Comprehension: The child shows an interest in books and comprehends books read aloud with increasing text complexity.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children gain understanding about language and reading through their interactions with verbal language, print, and daily routines. In addition, children learn about reading concepts by experiencing a learning environment rich in signs, symbols, words, numbers, and art that reflect diverse cultures. When children are read to regularly and encouraged to intentionally interact with printed materials, they develop an interest in books and other printed materials.
GRADE LEVEL EXPECTATION	LL.2.5.a.	Takes an active role in reading activities. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten

		BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
GRADE LEVEL EXPECTATION	LL.2.5.b.	With prompting and support, identifies characters and major events in a story.
LAILOTATION		Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
GRADE LEVEL EXPECTATION	LL.2.5.c.	With prompting and support, asks and answers a variety of questions about books or stories told or read aloud. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug

		BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
GRADE LEVEL EXPECTATION	LL.2.5.d.	With prompting and support, draws connections between story events and personal experiences. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
GRADE LEVEL EXPECTATION	LL.2.5.e.	With prompting and support, identifies events and details in the story and makes predictions. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
GRADE LEVEL EXPECTATION	LL.2.5.i.	With modeling and support, retells or reenacts a story in sequence with pictures or props. Book Discussion Card

		BDC01: Caps for Sale
		BDC02: The Mitten
		BDC03: The Girl Who Wore Too Much
		BDC04: Little Red Riding Hood
		BDC05: The Little Red Hen
		BDC06: Three Billy Goats Gruff
		BDC07: Just Like Josh Gibson
		BDC08: The Paper Bag Princess
		BDC09: The Adventures of Gary & Harry
		BDC10: Peter's Chair
		BDC11: Radio Man
		BDC12: Abiyoyo
		BDC13: The Gingerbread Man
		BDC14: The Grouchy Ladybug
		BDC15: Henny Penny
		BDC16: A Grand Old Tree
		BDC17: Charlie Anderson
		BDC18: A Chair for My Mother
		BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas)
		BDC20: Wemberly Worried
		BDC21: Too Many Tamales
		BDC22: The True Story of the 3 Little Pigs!
STRAND	AZ.EC.SS.	SOCIAL STUDIES
CONCEPT / STANDARD	SS.2.	COMMUNITY
PERFORMANCE	SS.2.2.	Rights, Responsibilities and Roles within Community: The child
OBJECTIVE / PROFICIENCY		demonstrates a sense of belonging to the community and
LEVEL		contributes to its care.
OBJECTIVE / GRADE		Children recognize themselves as part of their home and
LEVEL EXPECTATION		community. Children are given opportunities to experience choices
		and to make their own decisions in order to demonstrate their roles
		as individuals. As children learn to demonstrate respect for ideas
		and rules, they gain the skills necessary for being contributing
		members of the family and of a community.
GRADE LEVEL	SS.2.2.e.	Describes the purpose of rules.
EXPECTATION		
		Book Discussion Card
	III	BDC04: Little Red Riding Hood

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

STRAND	AZ.EC.SE.	SOCIAL EMOTIONAL
CONCEPT / STANDARD	SE.1.	SELF
PERFORMANCE	SE.1.1.	Self-Awareness: The child demonstrates an awareness of his or her
OBJECTIVE / PROFICIENCY LEVEL	02.1.1.	self.
OBJECTIVE / GRADE		Children develop a sense of personal identity as they begin to
LEVEL EXPECTATION		recognize the characteristics that make them unique as individuals and to build self-esteem.
GRADE LEVEL EXPECTATION	SE.1.1.b.	Makes personal preferences known to others.
		Intentional Teaching Cards 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 & Compare M15: Play Dough
		M19: Which Has More?
		M25: The Long and Short of It
		M30: Buried Shapes
		M34: Cover Up
		M36: We're Going on an Adventure M38: Patterns Under Cover
		M39: Let's Go Fishing
		M42: Straw Shapes
		M47: My Shadow and I
		M48: Wash Day
		M55: Stepping Stones
		M61: Shake, Rattle, and Roll M63: Fishing Trip
		M76: Orange Banana Yogurt Pops
		M78: Math Collage
		SE01: Site Visits
		SE04: Actively Listening to Children
		SE06: Talk About Feelings SE07: Good-Byes
		SE09: Big Rule, Little Rule
		SE10: My Turn at the Microphone
		SE13: Conflict Resolution
		SE18: Encouragement
		SE21: Sunshine Message Board SE25: What Can We Build Together?
CONCEPT / STANDARD	SE.1.	SELF
PERFORMANCE	SE.1.2.	Recognizes and Expresses Feelings: The child recognizes and
OBJECTIVE / PROFICIENCY LEVEL		expresses feelings of self and others.
OBJECTIVE / GRADE		Children develop an awareness of the feelings of self and others
LEVEL EXPECTATION		through daily interactions with peers and adults. Children develop
		the ability to effectively and appropriately express themselves and

		learn that their feelings and feelings of others are important.
GRADE LEVEL	SF 1 2 h	
GRADE LEVEL EXPECTATION	SE.1.2.b.	Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL03: Alphabet Cards LL04: Bookmaking LL18: What's Missing? LL18: What's Missing? LL16: Searching the Web LL27: Writing Poems LL32: Describing Art LL45: Observational Drawing LL47: The Name Game LL53: We're Going on a Trip LL54: Asking Questions M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M15: Play Dough M19: Which Has More? M25: The Long and Short of It M30: Buried Shapes M34: Cover Up M36: We're Going on an Adventure M38: Patterns Under Cover M39: Let's Go Fishing M42: Straw Shapes M47: My Shadow and I M48: Wash Day M55: Stepping Stones M61: Shake, Rattle, and Roll M63: Fishing Trip M76: Orange Banana Yogurt Pops M78: Math Collage SE01: Site Visits SE04: Actively Listening to Children SE06: Talk About Feelings SE07: Good-Byes SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE13: Conflict Resolution SE18: Encouragement SE21: Sunshine Message Board
CONCERT / CTAND ARR	0= 4	SE25: What Can We Build Together?
CONCEPT / STANDARD	SE.1.	SELF
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SE.1.3.	Self-Regulation: The child manages the expression of feelings, thoughts, impulses and behaviors.
OBJECTIVE / GRADE LEVEL EXPECTATION		Young children develop self-control as they acquire the ability to regulate their impulses with minimal support from adults. This enables children to function successfully and independently in both personal and social contexts.
GRADE LEVEL EXPECTATION	SE.1.3.a.	Understands and follows expectations in the learning environment. Intentional Teaching Cards 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
CRADE LEVEL	CE 1 2 b	-
STRAND CONCEPT / STANDARD PERFORMANCE	AZ.EC.AL. AL.1. AL.1.2.	Manages transitions, daily routines and unexpected events. Intentional Teaching Cards 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 APPROACHES TO LEARNING INITIATIVE AND CURIOSITY Curiosity: The child demonstrates eagerness to learn about and
OBJECTIVE / PROFICIENCY LEVEL		discuss a range of topics, ideas, and activities.
OBJECTIVE / GRADE LEVEL EXPECTATION		Curiosity relates to children's natural tendencies as active learners to explore all aspects of the environment, from objects and people, to ideas and customs. It is through discovering the answers to their own questions that children construct knowledge.
GRADE LEVEL EXPECTATION	AL.1.2.c.	Intentional Teaching Cards LL01: Shared Writing LL53: We're Going on a Trip LL54: Asking Questions LL57: Photo Writing LL59: Question Basket LL63: Investigating & Recording SE01: Site Visits SE10: My Turn at the Microphone
CONCEPT / STANDARD	AL.3.	CONFIDENCE
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	AL.3.1.	Confidence: The child demonstrates self-assurance in a variety of circumstances.
OBJECTIVE / GRADE LEVEL EXPECTATION		Confident children feel positive about themselves and their ability to do things or to adapt to changing situations. A confident child is willing to take a reasonable risk, to express or defend ideas, to try new experiences, or to engage in challenging tasks.
GRADE LEVEL EXPECTATION	AL.3.1.a.	Expresses opinions or ideas. Intentional Teaching Cards 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 & Compare M15: Play Dough M19: Which Has More? M25: The Long and Short of It

		M30: Buried Shapes M34: Cover Up M36: We're Going on an Adventure M38: Patterns Under Cover M39: Let's Go Fishing M42: Straw Shapes M47: My Shadow and I M48: Wash Day M55: Stepping Stones M61: Shake, Rattle, and Roll M63: Fishing Trip M76: Orange Banana Yogurt Pops M78: Math Collage SE01: Site Visits SE04: Actively Listening to Children SE06: Talk About Feelings SE07: Good-Byes SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE13: Conflict Resolution SE18: Encouragement SE21: Sunshine Message Board SE25: What Can We Build Together?
CONCERT (CTANDARD	AL 4	
CONCEPT / STANDARD	AL.4.	CREATIVITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	AL.4.1.	Creativity: The child demonstrates the ability to express their own unique way of seeing the world.
OBJECTIVE / GRADE LEVEL EXPECTATION		Creativity can be expressed in many ways. We commonly think of this word in association with the expressive arts. However, creativity involves being able to cope with new situations and problems as well as to see things from a different perspective. A creative child extends and elaborates on ideas and appreciates humor.
GRADE LEVEL EXPECTATION	AL.4.1.a.	Uses imagination to generate new ideas. Intentional Teaching Cards 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
CONCEPT / STANDARD	AL.5.	REASONING AND PROBLEM-SOLVING
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	AL.5.1.	Reasoning: The child demonstrates the ability to analyze information and situations in order to form judgments.
OBJECTIVE / GRADE LEVEL EXPECTATION		Reasoning involves the child's ability to use prior knowledge and information to generate an appropriate decision. Logic and reasoning skills are key components of child development and early learning. These skills are essential for competence and success in school and other settings.
GRADE LEVEL EXPECTATION	AL.5.1.a.	Gathers information and reaches a conclusion. Intentional Teaching Cards 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
CONCEPT / STANDARD	AL.5.	REASONING AND PROBLEM-SOLVING
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	AL.5.2.	Problem-solving: The child demonstrates the ability to seek solutions to problems.
OBJECTIVE / GRADE LEVEL EXPECTATION		Problem solving involves the child's ability to look for or find multiple solutions to a question, task or problem. This ability is crucial for constructing knowledge as the child builds on prior experiences and integrates new information.
GRADE LEVEL EXPECTATION	AL.5.2.a.	Recognizes problems. Intentional Teaching Cards 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
GRADE LEVEL EXPECTATION	AL.5.2.c.	Tries to solve problems. Intentional Teaching Cards 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
GRADE LEVEL EXPECTATION	AL.5.2.d.	Works to solve a problem independently. Intentional Teaching Cards 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
STRAND	AZ.EC.LL.	LANGUAGE AND LITERACY
CONCEPT / STANDARD	LL.1.	LANGUAGE
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION	LL.1.1.	Receptive Language Understanding: The child demonstrates understanding of directions, stories, and conversations. During the preschool years, children learn language more quickly than at any other time in their lives. Associating language with
		pleasant and stimulating experiences nurtures this development. Young children's sense of words and sentences, sensitivity to tone, and understanding of ideas communicated, influences their abilities to listen and to comprehend. Listening involves active engagement with adults and peers as they share their ideas, feelings, and needs. Language is learned through engaging, interactive conversations and related literacy activities such as oral storytelling and interactive reading of books.

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GRADE LEVEL EXPECTATION	LL.1.1.a.	Demonstrates understanding of a variety of finger-plays, rhymes, chants, poems, conversations, and stories.
		Intentional Teaching Cards LL06: Dramatic Story Retelling LL10: Rhyming Chart LL12: Same Sound Sort LL14: Did You Ever See? LL19: Silly Names LL27: Writing Poems 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 LL62: Retelling Wordless Books 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
CDADE LEVEL		•
GRADE LEVEL EXPECTATION	LL.1.1.b.	Actively engages in finger-plays, rhymes, chants, poems, conversations, and stories.
		Intentional Teaching Cards LL06: Dramatic Story Retelling LL10: Rhyming Chart LL12: Same Sound Sort LL14: Did You Ever See? LL19: Silly Names LL27: Writing Poems 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 LL62: Retelling Wordless Books 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
GRADE LEVEL EXPECTATION	LL.1.1.c.	Demonstrates understanding and follows directions that involve: one step, two steps, and a series of unrelated sequences of action. Intentional Teaching Cards LL08: Memory Games
		LL24: Lemonade LL35: Fruit Salad
		LL36: Salsa
		LL37: Roll-Ups LL38: Hummus
		LL49: Vegetable Soup
		LL50: Making Shiny Paint

LL51: Pizza LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books M03: Seek & Find M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M32: Which Container Holds More? M33: Apple Oat Muffins M36: We're Going on an Adventure M37: Secret Numbers M43: Pancakes M47: My Shadow and I M51: Can You Find It? M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M55: Stepping Stones M56: Where's the Beanbag? M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M66: OobECk M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P01: Let's Sew P02: Play Dough Weaving P03: Twisted Pretzels P04: Kick High P05: Throw Hard, Throw Far P06: Catching With a Scoop P07: Balloon Catch P08: Cutting With Scissors P09: Up and Away P10: Jumping Rope P11: Jump the River P12: Exploring Pathways P13: Punting P14: Moving Through the Forest P15: Dribble Kick P16: Body Part Balance P17: Balance on a Beam P18: Dribbling a Ball P19: Bounce & Catch P20: Body Shapes & Sizes P21: Hopping P22: Follow the Leader P23: Ways to Travel P24: Swing & Jump Rope

		P25: Kick Hard P26: Keep It Up P27: Galloping P28: Balloon Pong P29: Stop & Go P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal P33: Obstacle Course SE01: Site Visits SE02: Look Who's Here! SE12: Classroom Jobs SE14: Playing Together SE16: "I" Statements SE20: Cleanup Time SE22: When, Then Statements SE25: What Can We Build Together?
CONCEPT / STANDARD	LL.1.	LANGUAGE
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.1.2.	Expressive Language and Communication Skills: The child uses verbal and nonverbal communication for a variety of purposes to share observations, ideas, and experiences, problem-solve, reason, predict and seek new information.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children develop language by engaging in conversations with others and listening and responding to rhymes, chants, songs, stories, and poems. Children who are encouraged to share their personal experiences, ideas, feelings, and opinions use increasingly complex language.
GRADE LEVEL EXPECTATION	LL.1.2.a.	Communicates needs, wants, ideas, and feelings through three to five word sentences. Intentional Teaching Cards 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
GRADE LEVEL EXPECTATION	LL.1.2.b.	Speaks clearly and understandably to express ideas, feelings and needs. Intentional Teaching Cards LL07: Letters, Letters, Letters

		LL12: Same Sound Sort
		LL16: Tongue Twisters
		LL54: Asking Questions
		LL61: Color Hunt
		M27: Peach Cobbler
		M31: Lining It Up
		P27: Galloping
		SE02: Look Who's Here!
GRADE LEVEL	LL.1.2.c.	Makes relevant responses to questions and comments from others.
EXPECTATION		4
		Intentional Teaching Cards
		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 & Compare
		M15: Play Dough
		M19: Which Has More?
		M25: The Long and Short of It
		M30: Buried Shapes
		M34: Cover Up
		M36: We're Going on an Adventure
		M38: Patterns Under Cover
		M39: Let's Go Fishing
		M42: Straw Shapes
		M47: My Shadow and I
		M48: Wash Day
		M55: Stepping Stones
		M61: Shake, Rattle, and Roll M63: Fishing Trip
		M76: Orange Banana Yogurt Pops
		M78: Math Collage
		SE01: Site Visits
		SE04: Actively Listening to Children
		SE06: Talk About Feelings SE07: Good-Byes
		SE09: Big Rule, Little Rule SE10: My Turn at the Microphone
		SE13: Conflict Resolution
		SE18: Encouragement
		SE21: Sunshine Message Board
		SE25: What Can We Build Together?
GRADE LEVEL	11124	
	LL.1.2.d.	Initiates, sustains, and expands conversations with peers and
EXPECTATION		adults.
		Intentional Toaching Cards
		Intentional Teaching Cards
		LL01: Shared Writing
		LL03: Alphabet Cards
		LL05: Jumping Beans
		LL08: Memory Games
		LL09: Pocket Storytelling: The Mitten
		LL11: Rhyming Riddles
		LL15: Textured Letters
		LL17: Walk a Letter
		LL18: What's Missing?

LL20: Baggie Books LL21: Buried Treasures LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL26: Searching the Web LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL34: Alphabet Books LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL41: Our Names, Our Things LL43: Introducing New Vocabulary LL44: Rhyming Tubs LL45: Observational Drawing LL47: The Name Game LL49: Vegetable Soup LL53: We're Going on a Trip LL54: Asking Questions LL55: Dance & Remember LL56: Find the Matching Letter LL59: Question Basket LL61: Color Hunt M01: Dinnertime M02: Counting & Comparing M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M14: Patterns M16: Show Me Five M17: Guessing Jar M18: Bounce & Count M20: I'm Thinking of a Shape M21: Geoboards M25: The Long and Short of It M31: Lining It Up M32: Which Container Holds More? M34: Cover Up M36: We're Going on an Adventure M38: Patterns Under Cover M39: Let's Go Fishing M40: Cube Trains M41: Making Numerals M42: Straw Shapes M44: Musical Water M45: Picture Patterns M46: Nesting Dolls M47: My Shadow and I M48: Wash Day M49: Balancing Act M50: The Farmer Builds a Fence M53: Black Bean Corn Salad M54: Gingerbread Cookies M56: Where's the Beanbag? M58: Missing Lids M59: More or Fewer Towers M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll M62: How Big Around? M77: Board Games M79: Ping-Pong Pick-Up

P01: Let's Sew

		P02: Play Dough Weaving
		P03: Twisted Pretzels
		P04: Kick High
		P05: Throw Hard, Throw Far
		P06: Catching With a Scoop
		P07: Balloon Catch
		P08: Cutting With Scissors
		P09: Up and Away
		P10: Jumping Rope
		P11: Jump the River
		P12: Exploring Pathways
		P13: Punting
		P14: Moving Through the Forest
		P15: Dribble Kick
		P16: Body Part Balance
		P17: Balance on a Beam
		P18: Dribbling a Ball
		P19: Bounce & Catch
		P20: Body Shapes & Sizes
		P21: Hopping
		P22: Follow the Leader
		P23: Ways to Travel
		P24: Swing & Jump Rope
		P25: Kick Hard
		P26: Keep It Up
		P27: Galloping
		P28: Balloon Pong
		P29: Stop & Go
		P30: Mixing Paints
		P31: Tie-Dyed Towels
		P32: Math Journal
		P33: Obstacle Course
		SE01: Site Visits
		SE02: Look Who's Here!
		SE03: Calm-Down Place
		SE04: Actively Listening to Children
		SE05: Character Feelings
		SE06: Talk About Feelings
		SE07: Good-Byes
		SE08: Group Problem Solving
		SE08: Group Problem Solving SE09: Big Rule, Little Rule
		SE08: Group Problem Solving
		SE08: Group Problem Solving SE09: Big Rule, Little Rule SE10: My Turn at the Microphone
		SE08: Group Problem Solving SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE11: Great Groups SE12: Classroom Jobs
		SE08: Group Problem Solving SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE11: Great Groups SE12: Classroom Jobs SE13: Conflict Resolution
		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
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GRADE LEVEL	LL.1.2.e.	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 With modeling and support, uses acceptable language and social
GRADE LEVEL EXPECTATION	LL.1.2.e.	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 With modeling and support, uses acceptable language and social rules including appropriate tone, volume and inflection to express
1-	LL.1.2.e.	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 With modeling and support, uses acceptable language and social
1-	LL.1.2.e.	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 With modeling and support, uses acceptable language and social rules including appropriate tone, volume and inflection to express ideas, feelings, and needs.
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_	LL.1.2.e.	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 With modeling and support, uses acceptable language and social rules including appropriate tone, volume and inflection to express ideas, feelings, and needs.

		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
GRADE LEVEL EXPECTATION	LL.1.2.f.	Uses appropriate eye contact, turn taking, and intonation while having conversations with adults and peers.
		Intentional Teaching Cards
		Intentional Teaching Cards LL05: Jumping Beans
		LL08: Memory Games
		LL31: I Went Shopping
		LL33: Clothesline Storytelling
		LL44: Rhyming Tubs
		LL44: Knyming 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?
GRADE LEVEL	LL.1.2.g.	Recognizes when the listener does not understand and uses
EXPECTATION		techniques to clarify the message.
		Intentional Tapahing Cardo
		Intentional Teaching Cards LL02: Desktop Publishing
		LL05: Jumping Beans
		LL07: Letters, Letters
		LL08: Memory Games
		LL15: Textured Letters
		LL17: Walk a Letter
		LL18: What's Missing?
		LL19: Silly Names
		LL20: Baggie Books
		LL21: Baggle Books LL21: Buried Treasures
		LL22: Coupon Match
		LL23: Playing with Environmental Print
		LL27: Writing Poems
		LL32: Describing Art
	II	LL33: Clothesline Storytelling
		LI 24. Alphabat Backs
		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 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
GRADE LEVEL EXPECTATION	LL.1.2.h.	With modeling and support, uses increasingly complex phrases and sentences. Intentional Teaching Cards LL43: Introducing New Vocabulary LL53: We're Going on a Trip M06: Tallying M55: Stepping Stones
CONCEPT / STANDARD	LL.1.	LANGUAGE
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.1.3.	Vocabulary: The child understands and uses increasingly complex vocabulary.
OBJECTIVE / GRADE LEVEL EXPECTATION		The early childhood years are a period of vocabulary exploration. Research indicates that there is a strong connection between vocabulary development and academic success. Children gain language and vocabulary skills by having multiple and frequent opportunities to listen, talk, read, share ideas, relate experiences, and engage in interesting conversations. They need to play with familiar language and experiment with language in different settings. Rhymes, songs, and read-alouds that use rare words allow children to talk about and develop an understanding of words they would not otherwise hear in everyday conversations.
GRADE LEVEL EXPECTATION	LL.1.3.a.	With modeling and support, uses age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings with each area; e.g., world knowledge, names of body parts, feelings, colors, shapes, jobs, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs. Intentional Teaching Cards LL02: Desktop Publishing LL05: Jumping Beans 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 LL23: Playing with Environmental Print LL26: Searching the Web 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 LL43: Introducing New Vocabulary 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 M06: Tallying 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 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 P31: Tie-Dyed Towels 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
GRADE LEVEL EXPECTATION	LL.1.3.b.	With modeling and support, determines the meanings of unknown words and concepts using the context of conversations, pictures that accompany text or concrete object.
		Intentional Teaching Cards
		LL06: Dramatic Story Retelling LL43: Introducing New Vocabulary
		LL48: D Is for Door LL53: We're Going on a Trip
		LL55: Dance & Remember
		M02: Counting & Comparing M06: Tallying
		M17: Guessing Jar M20: I'm Thinking of a Shape
		M26: Huff & Puff
		M30: Buried Shapes M36: We're Going on an Adventure
		M42: Straw Shapes M43: Pancakes
		M46: Nesting Dolls
		M47: My Shadow and I M49: Balancing Act
		M56: Where's the Beanbag? M58: Missing Lids
		M59: More or Fewer Towers
		M62: How Big Around? P01: Let's Sew
		P02: Play Dough Weaving P03: Twisted Pretzels
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		P04: Kick High
		P04: Kick High P05: Throw Hard, Throw Far
		P04: Kick High

GRADE LEVEL	LL.1.3.d.	With modeling and support, demonstrates understanding of and
EXPECTATION		within a category; e.g., fruit, vegetable, animal, transportation, etc. Intentional Teaching Cards LL03: Alphabet Cards LL12: Same Sound Sort LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL25: What's for Snack? LL31: I Went Shopping LL40: What Was for Breakfast? LL45: Observational Drawing LL48: D Is for Door LL56: Find the Matching Letter M01: Dinnertime M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M06: Tallying M11: Graphing M14: Patterns M16: Show Me Five M19: Which Has More? M20: I'm Thinking of a Shape M25: The Long and Short of It M30: Buried Shapes M39: Let's Go Fishing M46: Nesting Dolls M48: Wash Day M61: Shake, Rattle, and Roll SE09: Big Rule, Little Rule SE15: Making Choices SE20: Cleanup Time
		P10: Jumping Rope P11: Jump the River P12: Exploring Pathways P13: Punting P14: Moving Through the Forest P15: Dribble Kick P16: Body Part Balance P17: Balance on a Beam P18: Dribbling a Ball P19: Bounce & Catch P20: Body Shapes & Sizes P21: Hopping P22: Follow the Leader P23: Ways to Travel P24: Swing & Jump Rope P25: Kick Hard P26: Keep It Up P27: Galloping P28: Balloon Pong P29: Stop & Go P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal P33: Obstacle Course SE17: Supporting Children to Use Their Words SE26: Making A Mural With modeling and support, uses category labels and names objects

		Intentional Teaching Cards
		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?
CONCEPT / STANDARD	LL.2.	EMERGENT LITERACY
PERFORMANCE	LL.2.1.	Concepts of Print: The child knows that print carries messages.
OBJECTIVE / PROFICIENCY LEVEL		
OBJECTIVE / GRADE		Through daily experiences with printed materials, young children
LEVEL EXPECTATION		delight in beginning to understand the connection between spoken
		and written words. They begin to learn to follow the print as it is read
		aloud and start to discover that reading and writing are ways to
		communicate information and to provide pleasure. Children develop
		understanding that different forms of print, such as signs, letters,
		menus, storybooks, and magazines have different functions.
GRADE LEVEL EXPECTATION	LL.2.1.a.	Identifies signs, symbols and labels in the environment.
		Intentional Teaching Cards
		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
GRADE LEVEL EXPECTATION	LL.2.1.b.	Demonstrates and understands that print conveys meaning and that each spoken word can be written and read.
		Intentional Teaching Cards
		LL02: Desktop Publishing
		LL04: Bookmaking
		LL20: Baggie Books
		LL22: Coupon Match
		LL23: Playing with Environmental Print
		LL24: Lemonade
		LL25: What's for Snack?
		LL30: Knowing Our Friends
		LL31: I Went Shopping
		LL35: Fruit Salad
		LL36: Salsa
		LL37: Roll-Ups
		LL46: Storyboard
		LL49: Vegetable Soup
		LL51: Pizza
		M27: Peach Cobbler
		M28: Applesauce
		M29: Apple Bread
		M33: Apple Oat Muffins
		M43: Pancakes
		M52: Modeling Clay
		M53: Black Bean Corn Salad
		M54: Gingerbread Cookies
		M57: Yogurt Fruit Dip
		M64: Five-Layer Dip M65: Cornbread
		M67: Fruit Smoothies
		M68: Trail Mix
		M69: Cream Cheese & Strawberry Snacks

GRADE LEVEL	LL.2.1.e.	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 SE26: Making A Mural Seeks information in printed materials.
EXPECTATION		Intentional Teaching Cards LL06: Dramatic Story Retelling LL62: Retelling Wordless Books
CONCEPT / STANDARD	LL.2.	EMERGENT LITERACY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.2.2.	Book Handling Skills: The child demonstrates how to handle books appropriately and with care.
OBJECTIVE / GRADE LEVEL EXPECTATION		It is important to provide young children with many opportunities to interact with and care for books in all environments. Young children need to have access to a variety of fiction and nonfiction books throughout the day, including those that reflect diverse cultures. Through these experiences, children learn to hold books right side up and to turn the pages one at a time in order to view the illustrations and to gain a sense of the story or content.
GRADE LEVEL EXPECTATION	LL.2.2.a.	Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality. Intentional Teaching Cards 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 LL34: Alphabet Books 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: 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
		SE05: Character Feelings
CDADE LEVEL	11.006	-
GRADE LEVEL	LL.2.2.b.	Identifies where in the book to begin reading.
EXPECTATION		hat and a mal Taxable in Oam to
		Intentional Teaching Cards
		LL01: Shared Writing
		LL02: Desktop Publishing
		LL04: Bookmaking
		LL05: Jumping Beans
		LL08: Memory Games
		LL19: Silly Names
		LL20: Baggie Books
		LL22: Coupon Match
		LL23: Playing with Environmental Print
		LL24: Lemonade
		LL25: What's for Snack?
		LL26: Searching the Web
		LL30: Knowing Our Friends
		LL31: I Went Shopping
		LL32: Describing Art
		LL33: Clothesline Storytelling
		LL35: Fruit Salad
		LL36: Salsa
		LL37: Roll-Ups
		LL38: Hummus
		LL41: Our Names, Our Things
		LL44: Rhyming Tubs
		LL46: Storyboard
		LL47: The Name Game
		LL49: Vegetable Soup
		LL50: Making Shiny Paint
		LL51: Pizza
		M06: Tallying
		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
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		M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops M77: Board Games M78: Math Collage 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?
GRADE LEVEL EXPECTATION	LL.2.2.c.	Understands a book has a title, author and/or illustrator. Intentional Teaching Cards LL34: Alphabet Books LL38: Hummus SE05: Character Feelings
CONCEPT / STANDARD	LL.2.	EMERGENT LITERACY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.2.3.	Phonological Awareness: The child develops awareness that language can be broken in words, syllables, and smaller units of sounds (phonemes).
OBJECTIVE / GRADE LEVEL EXPECTATION		awareness is the foundation of young children's abilities to hear and discriminate different sounds in words (phonological awareness). Research indicates how quickly and how easily children learn to read often depends on how much phonological awareness they have. Children's abilities to play with or manipulate the smallest units of speech (phonemes) are demonstrated in a variety of ways, including using rhymes, alliteration, and experimenting with beginning and ending sounds. Phonological awareness and phonemic awareness are the foundations that enable preschool children to later match sounds to their letters (phonics). Phonological awareness can be taught in the dark as it requires just listening for and manipulating sounds.
GRADE LEVEL EXPECTATION	LL.2.3.a.	Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes). Intentional Teaching Cards LL10: Rhyming Chart LL11: Rhyming Riddles
		LL12: Same Sound Sort LL14: Did You Ever See? LL16: Tongue Twisters LL19: Silly Names LL44: Rhyming Tubs LL52: Tap It, Clap It, Stomp It, Jump It
GRADE LEVEL EXPECTATION	LL.2.3.b.	With modeling and support, identifies rhyming words. Intentional Teaching Cards 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
GRADE LEVEL EXPECTATION	LL.2.3.c.	With modeling and support, produces rhyming words. Intentional Teaching Cards 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
GRADE LEVEL EXPECTATION	LL.2.3.d.	With modeling and support, recognizes spoken words that begin with the same sound.
		Intentional Teaching Cards
		LL12: Same Sound Sort
		LL16: Tongue Twisters LL19: Silly Names
		LL23: Playing with Environmental Print
		LL29: Making My Name LL30: Knowing Our Friends
		LL47: The Name Game
		LL57: Photo Writing
		LL58: Our Super Duper Writing Box LL59: Question Basket
		LL60: Writing with Wordless Books
		LL63: Investigating & Recording
GRADE LEVEL EXPECTATION	LL.2.3.e.	Hears and shows awareness of separate words within spoken phrases or sentences.
		Intentional Teaching Cards
		LL01: Shared Writing LL04: Bookmaking
		LL46: Storyboard
		LL50: Making Shiny Paint
GRADE LEVEL EXPECTATION	LL.2.3.f.	With modeling and support, identifies and discriminates syllables in words.
		Intentional Teaching Cards LL52: Tap It, Clap It, Stomp It, Jump It
GRADE LEVEL EXPECTATION	LL.2.3.g.	With modeling and support, combines onset and rime to form a familiar one-syllable word with and without pictorial support.
		Intentional Teaching Cards LL10: Rhyming Chart
GRADE LEVEL EXPECTATION	LL.2.3.h.	With modeling and support, repeats words and identifies the common final sound.
		Intentional Teaching Cards
		LL12: Same Sound Sort
		LL16: Tongue Twisters LL19: Silly Names
		LL23: Playing with Environmental Print
		LL29: Making My Name LL30: Knowing Our Friends
		LL47: The Name Game
		LL57: Photo Writing
		LL58: Our Super Duper Writing Box LL59: Question Basket
		LL60: Writing with Wordless Books
		LL63: Investigating & Recording
CONCEPT / STANDARD	LL.2.	EMERGENT LITERACY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.2.4.	Alphabet Knowledge: The child demonstrates knowledge of the alphabet.

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OBJECTIVE / GRADE LEVEL EXPECTATION		Young children begin to recognize some printed alphabet letters, especially those letters found in their own names. To support young learners' knowledge of letters, adults need to provide children with easy and repeated meaningful interactions with written letters and words within the context of daily experiences. Activities are presented in fun and interesting ways that engage children.
GRADE LEVEL EXPECTATION	LL.2.4.a.	Discriminates letters from other shapes and symbols. Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking LL05: Jumping Beans LL07: Letters, Letters LL15: Textured Letters LL17: Walk a Letter LL20: Baggie Books LL21: Buried Treasures LL22: Coupon Match LL23: Playing with Environmental Print LL26: Searching the Web LL28: Stick Letters LL29: Making My Name LL30: Knowing Our Friends LL31: I Went Shopping LL34: Alphabet Books LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL41: Our Names, Our Things LL42: Daily Sign-In LL46: Storyboard LL47: The Name Game LL48: D Is for Door LL49: Vegetable Soup LL50: Making Shiny Paint
CRADE LEVEL	LL 2.4.b.	LL51: Pizza LL56: Find the Matching Letter M04: Number Cards
GRADE LEVEL EXPECTATION	LL.2.4.b.	Matches and recognizes similarities and differences in letters, with modeling and support. Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking LL05: Jumping Beans LL07: Letters, Letters LL15: Textured Letters LL17: Walk a Letter LL20: Baggie Books LL21: Buried Treasures LL22: Coupon Match LL23: Playing with Environmental Print LL26: Searching the Web LL28: Stick Letters LL29: Making My Name LL30: Knowing Our Friends LL31: I Went Shopping LL34: Alphabet Books LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL41: Our Names, Our Things LL42: Daily Sign-In

		LL46: Storyboard LL47: The Name Game LL48: D Is for Door LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL56: Find the Matching Letter M04: Number Cards
GRADE LEVEL EXPECTATION	LL.2.4.c.	Recognizes as many as 10 letters, especially those in own name, family and friends. Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking LL05: Jumping Beans LL07: Letters, Letters LL15: Textured Letters LL17: Walk a Letter LL20: Baggie Books LL21: Buried Treasures LL22: Coupon Match LL23: Playing with Environmental Print LL26: Searching the Web LL28: Stick Letters LL29: Making My Name LL30: Knowing Our Friends LL31: I Went Shopping LL34: Alphabet Books LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL41: Our Names, Our Things LL42: Daily Sign-In LL46: Storyboard LL47: The Name Game LL48: D Is for Door LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL56: Find the Matching Letter M04: Number Cards
GRADE LEVEL EXPECTATION	LL.2.4.d.	Uses letter-sound knowledge identifying the sounds of a few letters and producing the correct sounds for as many as 10 letters, with modeling and support. Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL03: Alphabet Cards LL04: Bookmaking LL07: Letters, Letters, Letters LL10: Rhyming Chart LL12: Same Sound Sort LL15: Textured Letters LL16: Tongue Twisters LL17: Walk a Letter LL19: Silly Names LL23: Playing with Environmental Print LL26: Searching the Web LL28: Stick Letters LL29: Making My Name LL32: Describing Art LL40: What Was for Breakfast?

CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION	LL.2. LL.2.5.	LL47: The Name Game LL48: D Is for Door LL50: Making Shiny Paint LL54: Asking Questions LL56: Find the Matching Letter M27: Peach Cobbler EMERGENT LITERACY Comprehension: The child shows an interest in books and comprehends books read aloud with increasing text complexity. Children gain understanding about language and reading through their interactions with verbal language, print, and daily routines. In addition, children learn about reading concepts by experiencing a learning environment rich in signs, symbols, words, numbers, and art that reflect diverse cultures. When children are read to regularly and encouraged to intentionally interact with printed materials, they
		develop an interest in books and other printed materials.
GRADE LEVEL EXPECTATION	LL.2.5.a.	Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL19: Silly Names LL27: Writing Poems LL33: Clothesline Storytelling LL34: Alphabet Books LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL60: Writing with Wordless Books LL62: Retelling Wordless Books M10: Dinnertime M08: Baggie Ice Cream M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M30: Buried Shapes M33: Apple Oat Muffins M40: Cube Trains M41: Making Numerals M43: Pancakes M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip 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

	1	M76: Orange Banana Yogurt Pops
		P30: Mixing Paints
		P31: Tie-Dyed Towels
		SE05: Character Feelings
GRADE LEVEL EXPECTATION	LL.2.5.b.	With prompting and support, identifies characters and major events in a story.
		Intentional Teaching Cards
		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
GRADE LEVEL EXPECTATION	LL.2.5.c.	With prompting and support, asks and answers a variety of questions about books or stories told or read aloud.
		Intentional Teaching Cards
		LL06: Dramatic Story Retelling
		LL09: Pocket Storytelling: The Mitten
		LL10: Rhyming Chart LL19: Silly Names
		LL27: Writing Poems
		LL33: Clothesline Storytelling
		LL35: Fruit Salad LL36: Salsa
		LL37: Roll-Ups
		LL38: Hummus
		LL49: Vegetable Soup
		LL50: Making Shiny Paint LL51: Pizza
		M01: Dinnertime
		M08: Baggie Ice Cream
		M15: Play Dough M24: Matzo Balls
		M27: Peach Cobbler
		M28: Applesauce
		M29: Apple Bread
		M30: Buried Shapes M33: Apple Oat Muffins
		M40: Cube Trains
		M41: Making Numerals
		M43: Pancakes
		M52: Modeling Clay M53: Black Bean Corn Salad
		M54: Gingerbread Cookies
		M57: Yogurt Fruit Dip
		M64: Five-Layer Dip M65: Cornbread
		M66: OobECk
		M67: Fruit Smoothies
		M68: Trail Mix
		M69: Cream Cheese & Strawberry Snacks M70: Egg Salad
		M71: Flat Bread
		M72: Macaroni & Cheese

		M73: Oatmeal Raisin Cookies
		M74: Vegetable Stir Fry
		M75: Sugar Cookies
		M76: Orange Banana Yogurt Pops
		P30: Mixing Paints
		P31: Tie-Dyed Towels
		SE05: Character Feelings
GRADE LEVEL EXPECTATION	LL.2.5.e.	With prompting and support, identifies events and details in the story and makes predictions.
		Intentional Teaching Cards 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
GRADE LEVEL EXPECTATION	LL.2.5.h.	With modeling and support, identifies the topic of informational text that has been read aloud.
		Intentional Teaching Cards 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
GRADE LEVEL EXPECTATION	LL.2.5.i.	With modeling and support, retells or reenacts a story in sequence with pictures or props.
LAFLUIATION		with pictures of props.

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		Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL33: Clothesline Storytelling LL46: Storyboard LL62: Retelling Wordless Books
GRADE LEVEL EXPECTATION	LL.2.5.j.	With modeling and support, demonstrates reading fluency by use of phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts. Intentional Teaching Cards
00110555 / 054115 455		LL20: Baggie Books
CONCEPT / STANDARD	LL.3.	EMERGENT WRITING
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.3.1.	Early Writing, Writing Processes, and Writing Applications: The child uses writing materials to communicate ideas.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children begin to recognize the relationship between spoken and written messages by engaging in writing, drawing, and related activities that have meaning and purpose for them. Children receive powerful messages about literacy's pleasures and rewards by observing others reading and writing. Children develop as writers when they are encouraged to write in an environment that has readily accessible writing materials.
GRADE LEVEL EXPECTATION	LL.3.1.a.	Early Writing: Uses a variety of writing tools, materials, and surfaces to create drawings or symbols. Intentional Teaching Cards LL04: Bookmaking LL07: Letters, Letters, Letters LL13: Shaving Cream Letters LL139: My Daily Journal LL40: What Was for Breakfast? LL45: Observational Drawing LL46: Storyboard LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording M07: Ice Cubes M15: Play Dough M34: Cover Up M42: Straw Shapes M45: Picture Patterns M60: Morning, Noon, and Night M78: Math Collage P01: Let's Sew P02: Play Dough Weaving P08: Cutting With Scissors P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal SE01: Site Visits SE07: Good-Byes SE15: Making Choices SE21: Sunshine Message Board SE26: Making A Mural
GRADE LEVEL EXPECTATION	LL.3.1.b.	Writing Processes: With modeling and support, uses a combination of drawing, dictating and emergent writing to communicate an idea or opinion about an experience, story, or book, and to express knowledge or share information about a topic of interest.

		Intentional Tasaking Cond-
		Intentional Teaching Cards 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
GRADE LEVEL EXPECTATION	LL.3.1.e.	Writing Applications: Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas or to tell a story; e.g., signing artwork, captioning, labeling, creating lists, making notes. Intentional Teaching Cards LL04: Bookmaking LL13: Shaving Cream Letters LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL25: What's for Snack? LL31: I Went Shopping LL32: Describing Art LL39: My Daily Journal LL40: What Was for Breakfast? LL41: Daily Sign-In 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 M20: I'm Thinking of a Shape 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 SE19: Friendship & Love Cards SE21: Sunshine Message Board
GRADE LEVEL EXPECTATION	LL.3.1.f.	Writing Applications: With prompting and support, forms letters starting with large motor (sky writing, paint brush and water, sidewalk chalk) progressing to fine motor (paper and pencil). Intentional Teaching Cards LL03: Alphabet Cards LL13: Shaving Cream Letters LL34: Alphabet Books LL39: My Daily Journal LL42: Daily Sign-In LL48: D Is for Door

GRADE LEVEL EXPECTATION	LL.3.1.g.	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 Writing Applications: Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into
		Intentional Teaching Cards 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
STRAND	AZ.EC.MA.	MATHEMATICS
CONCEPT / STANDARD	MA.1.	COUNTING AND CARDINALITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.1.1.	Counts Out Loud: The child counts out loud and uses number words in daily conversations.
OBJECTIVE / GRADE LEVEL EXPECTATION		To build an understanding of counting, children need environments that are rich in mathematical language and provide varied opportunities to count in ways that are personally meaningful, challenging, and fun.
GRADE LEVEL EXPECTATION	MA.1.1.a.	Intentional Teaching Cards 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

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 **GRADE LEVEL** MA.1.1.b. Counts out loud to 10. **EXPECTATION** Intentional Teaching Cards 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

CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	MA.1.2. MA.1.2.	P19: Bounce & Catch P21: Hopping P29: Stop & Go SE02: Look Who's Here! SE15: Making Choices COUNTING AND CARDINALITY Knows Number Names and Symbols: The child identifies numerals and uses number words in daily activities. To build an understanding of number names and symbols children need number rich environments that allow them to explore and play with numbers and numerals throughout the day and across the curriculum. Uses numerals and number symbols in the context of daily routines, activities, and play.
		Intentional Teaching Cards M04: Number Cards M37: Secret Numbers
GRADE LEVEL EXPECTATION	MA.1.2.b.	Uses and creates symbols to represent numbers. Intentional Teaching Cards M04: Number Cards M41: Making Numerals
GRADE LEVEL EXPECTATION	MA.1.2.c.	Identifies numerals one to 10. Intentional Teaching Cards M04: Number Cards M37: Secret Numbers M41: Making Numerals M63: Fishing Trip M79: Ping-Pong Pick-Up
CONCEPT / STANDARD	MA.1.	COUNTING AND CARDINALITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.1.3.	Counts to Tell Number of Objects: The child uses number words and counting to identify quantity.
OBJECTIVE / GRADE LEVEL EXPECTATION		Learning the meaning of numbers begins with hands-on experiences using a variety of objects found in the home, the classroom and nature. To build an understanding of "how much" and to explore number relationships, children need daily experiences involving counting in ways that are personally meaningful, challenging, and fun.
GRADE LEVEL EXPECTATION	MA.1.3.a.	Counts groups of objects using one-to-one correspondence (one object for each number word). Intentional Teaching Cards LL22: Coupon Match LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL49: Vegetable Soup LL51: Pizza M01: Dinnertime M02: Counting & Comparing M03: Seek & Find M04: Number Cards M05: Sorting & Classifying M06: Tallying M10: Biscuits M11: Graphing M12: Measure & Compare

		M13: Nursery Rhyme Count
		M15: Play Dough M16: Show Me Five
		M17: Guessing Jar
		M18: Bounce & Count
		M19: Which Has More?
		M22: Story Problems
		M24: Matzo Balls
		M27: Peach Cobbler
		M28: Applesauce
		M31: Lining It Up
		M37: Secret Numbers
		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
	MA 4 0 b	
GRADE LEVEL	MA.1.3.b.	Counts a collection of up to 10 items using the last counting word to
EXPECTATION	IVIA.1.3.D.	tell, "How many?"
=	WA.1.3.D.	tell, "How many?"
=	MA.1.3.D.	tell, "How many?" Intentional Teaching Cards
=	MA.1.3.D.	tell, "How many?"
-	MA.1.3.D.	tell, "How many?" Intentional Teaching Cards LL24: Lemonade
-	WA.1.3.D.	tell, "How many?" Intentional Teaching Cards LL24: Lemonade LL35: Fruit Salad
-	MA.1.3.D.	tell, "How many?" Intentional Teaching Cards LL24: Lemonade LL35: Fruit Salad LL36: Salsa
-	MA.1.3.D.	tell, "How many?" Intentional Teaching Cards LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups
=	WA.1.3.D.	tell, "How many?" Intentional Teaching Cards LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL49: Vegetable Soup LL51: Pizza M01: Dinnertime
-	MA.1.3.D.	tell, "How many?" Intentional Teaching Cards LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL49: Vegetable Soup LL51: Pizza M01: Dinnertime M02: Counting & Comparing
	MA.1.3.D.	tell, "How many?" Intentional Teaching Cards LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL49: Vegetable Soup LL51: Pizza M01: Dinnertime M02: Counting & Comparing M03: Seek & Find
	MA.1.3.D.	tell, "How many?" Intentional Teaching Cards 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
	MA.1.3.D.	tell, "How many?" Intentional Teaching Cards 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
	MA.1.3.D.	tell, "How many?" Intentional Teaching Cards 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
	MA.1.3.D.	tell, "How many?" Intentional Teaching Cards 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
	MA.1.3.D.	tell, "How many?" Intentional Teaching Cards 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
	MA.1.3.D.	tell, "How many?" Intentional Teaching Cards 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
	MA.1.3.D.	tell, "How many?" Intentional Teaching Cards 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
	MA.1.3.D.	tell, "How many?" Intentional Teaching Cards 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
	MA.1.3.D.	tell, "How many?" Intentional Teaching Cards 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
-	MA.1.3.D.	tell, "How many?" Intentional Teaching Cards 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
-	MA.1.3.D.	tell, "How many?" Intentional Teaching Cards 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
-	MA.1.3.D.	tell, "How many?" Intentional Teaching Cards 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?
-	MA.1.3.D.	tell, "How many?" Intentional Teaching Cards 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
	MA.1.3.D.	tell, "How many?" Intentional Teaching Cards 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
	MA.1.3.D.	tell, "How many?" Intentional Teaching Cards 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
-	MA.1.3.D.	tell, "How many?" Intentional Teaching Cards 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
=	MA.1.3.D.	tell, "How many?" Intentional Teaching Cards 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
=	MA.1.3.D.	tell, "How many?" Intentional Teaching Cards 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
-	MA.1.3.D.	tell, "How many?" Intentional Teaching Cards 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

		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
GRADE LEVEL EXPECTATION	MA.1.3.c.	Matches numerals to quantities they represent using physical models and representations. Intentional Teaching Cards M04: Number Cards
CONCEPT / STANDARD	MA.1.	COUNTING AND CARDINALITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.1.4.	Compares Numbers and Quantities: The child applies a range of strategies such as counting or matching to compare sets of objects.
OBJECTIVE / GRADE LEVEL EXPECTATION		Learning the meaning of numbers begins with hands-on experiences, using a variety of objects found in the home, the classroom and nature. To build an understanding of numbers and the quantities they represent, children need daily experiences involving comparing groups of objects in ways that are personally meaningful, challenging, and fun.
GRADE LEVEL EXPECTATION	MA.1.4.a.	Compares two sets of objects using terms such as more, fewer, or the same. Intentional Teaching Cards M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M19: Which Has More? M31: Lining It Up M46: Nesting Dolls
CONCEPT / STANDARD	MA.2.	OPERATIONS AND ALGEBRAIC THINKING
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.2.1.	Explores Addition and Subtraction: The child combines and separates groups of objects and names how many.
OBJECTIVE / GRADE LEVEL EXPECTATION		Learning the meaning of a number begins with hands-on experiences using a variety of objects found in the home, the classroom, and nature. To build an understanding of numbers and to discover number relationships, children need opportunities to describe the changes that result from putting sets of objects (e.g., blocks, animals, toy people) together or taking them apart.
GRADE LEVEL EXPECTATION	MA.2.1.a.	Demonstrates an understanding that adding increases the number of objects in a group. Intentional Teaching Cards M01: Dinnertime M13: Nursery Rhyme Count M22: Story Problems M63: Fishing Trip M77: Board Games M78: Math Collage
GRADE LEVEL	MA.2.1.c.	Demonstrates an understanding that taking away decreases the

CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.2. MA.2.2.	Intentional Teaching Cards M01: Dinnertime M13: Nursery Rhyme Count M22: Story Problems M63: Fishing Trip M77: Board Games M78: Math Collage OPERATIONS AND ALGEBRAIC THINKING Patterning: The child recognizes, copies, extends, describes and creates patterns.
OBJECTIVE / GRADE LEVEL EXPECTATION		Recognition and investigation of patterns are important components of a child's development. A child's ability to work with patterns is the precursor to mathematical thinking, especially algebraic processes. Children need frequent opportunities to engage in pattern-related activities such as playing with repetitive sounds and movement or noticing patterns in textures and pictures.
GRADE LEVEL EXPECTATION	MA.2.2.b.	Copies simple patterns. Intentional Teaching Cards M14: Patterns M35: Action Patterns M38: Patterns Under Cover M40: Cube Trains M45: Picture Patterns
GRADE LEVEL EXPECTATION	MA.2.2.c.	Extends simple patterns. Intentional Teaching Cards M14: Patterns M35: Action Patterns M38: Patterns Under Cover M40: Cube Trains M45: Picture Patterns
GRADE LEVEL EXPECTATION	MA.2.2.d.	Creates simple patterns. Intentional Teaching Cards M14: Patterns M35: Action Patterns M38: Patterns Under Cover M40: Cube Trains M45: Picture Patterns
CONCEPT / STANDARD	MA.3.	MEASUREMENT AND DATA
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.3.1.	Sorts and Classifies: The child sorts and groups objects by a variety of characteristics/attributes.
OBJECTIVE / GRADE LEVEL EXPECTATION		Recognizing relationships between objects allows young children to make generalizations and predictions beyond information directly available to them. The ability to think logically and to reason (problem solve) extends far beyond mathematical boundaries.
GRADE LEVEL EXPECTATION	MA.3.1.a.	Sorts and classifies objects by one or more attributes (e.g., size, color, shape, texture, use). Intentional Teaching Cards M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M19: Which Has More? M31: Lining It Up M46: Nesting Dolls

GRADE LEVEL EXPECTATION	MA.3.1.b.	Explains how items were sorted into groups. Intentional Teaching Cards M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M19: Which Has More? M31: Lining It Up M46: Nesting Dolls M48: Wash Day M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll
CONCEPT / STANDARD	MA.3.	MEASUREMENT AND DATA
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.3.2.	Data Analysis: The child collects, organizes, displays, and describes relevant data.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children are natural observers and questioners. To build upon this strength, adults should facilitate children's opportunities to ask questions, sort and classify objects, collect and display information, and talk about what is meaningful to them.
GRADE LEVEL EXPECTATION	MA.3.2.a.	Asks questions to gather information. Intentional Teaching Cards LL01: Shared Writing
		LL53: We're Going on a Trip LL54: Asking Questions LL57: Photo Writing LL59: Question Basket LL63: Investigating & Recording SE01: Site Visits SE10: My Turn at the Microphone
GRADE LEVEL EXPECTATION	MA.3.2.c.	Uses descriptive language to compare data in picture graphs or other concrete representations. Intentional Teaching Cards M11: Graphing
GRADE LEVEL EXPECTATION	MA.3.2.d.	Uses charts and graphs to analyze information or answer questions. Intentional Teaching Cards M06: Tallying M11: Graphing
CONCEPT / STANDARD	MA.3.	MEASUREMENT AND DATA
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.3.3.	Measures: The child uses measurement to describe and compare objects in the environment.
OBJECTIVE / GRADE LEVEL EXPECTATION		Starting at a very young age, children compare who is taller or who has more. Immersing children in measurement activities provides them with opportunities to explore, compare, and discuss the use of measurement in their environment.
GRADE LEVEL EXPECTATION	MA.3.3.a.	Compares objects and uses terms such as longer-shorter, hotter-colder, and faster-slower. Intentional Teaching Cards M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M25: The Long and Short of It M26: Huff & Puff M31: Lining It Up M46: Nesting Dolls M48: Wash Day M62: How Big Around?

GRADE LEVEL EXPECTATION MA.3.3.b. Uses non-standard units of measurement (e.g., hands, bodies, containers) to estimate measurable attributes. Intentional Teaching Cards MOP: Bigger Than, Smaller Than, Equal To M2: Measure & Ompare M2: Huff & Puff M62: How Big Around? GRADE LEVEL EXPECTATION MA.3.3.c. Uses various standard measuring tools for simple measuring tasks. Intentional Teaching Cards MOP: lee Cubes MOP: lee Cubes MOP: lee Cubes by measurable attributes. Intentional Teaching Cards MOP: lee Cubes MOP: lee Salad MOP: lee Cubes MOP: lee Salad MOP: lee Cubes			P32: Math Journal
Containers) to estimate measurable attributes. Intentional Teaching Cards	ODADE LEVEL	MA O O I	
M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compace M26: Huff & Puff M62: How Big Around? GRADE LEVEL EXPECTATION MA.3.3.c. Uses various standard measuring tools for simple measuring tasks. Intentional Teaching Cards M07: loc Gubes M09: Bigger Than, Smaller Than, Equal To M26: Huff & Puff GRADE LEVEL EXPECTATION MA.3.3.d. Orders objects by measurable attributes. Intentional Teaching Cards M07: loc Gubes 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: Apple Bread M31: Lining It Up M32: Which Container Holds More? M33: Apple Oat Muffins M43: Pancakes M24: Musical Water M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogur Fruit Dip M65: ObbECk M69: Cream Cheese & Strawberry Snacks M71: Egg Salad M71: Flat Bread M71: Flat Bread M72: Macroni & Cheese M73: Oatmeal Raisin Cookies M71: Sugar Cookies M71: Sugar Cookies M72: Sugar Cookies M73: Oatmeal Raisin Cookies M74: Vegatable Stir Fry M75: Sugar Cookies M74: Vegatable Stir Fry M75: Sugar Cookies M73: Grang Banana Yogurt Pops P32: Math Journal CRASS Fry M74: Vegatable Stir Fry M75: Sugar Cookies M73: Grang Banana Yogurt Pops P32: Math Journal Lasis Salsa LL37: Roll-Ups LL31: Vegatable Soup M07: lec Cubes M24: Matzo Balls		MA.3.3.b.	
M12: Measure & Compare M26: Huff & Puff M62: How Big Around? Wes various standard measuring tools for simple measuring tasks. Intentional Teaching Cards M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M26: Huff & Puff M7: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M26: Huff & Puff M7: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M10: Bisculis M12: Measure & Compare M15: Pley Dough M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Apple Bread M31: Linig It Up M32: Which Container Holds More? M33: Apple Oat Muffins M43: Pancakes M44: Musical Water M52: Modeling Clay M53: Biscular Water M52: Modeling Clay M53: Biscular Fruit Dip M64: Five-Layer Dip M64: Five-Layer Dip M65: Cornbread M66: OobECk M69: Cream Cheese M73: Oatmeal Raisin Cookies M71: Fiat Bread M71: If a Bread M71: If a Bread M71: If a Bread M71: If a Bread M71: Sugar Cookies M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Grapp Banana Yogurt Pops P32: Math Journal Uses appropriate vocabulary to describe time and sequence related to daily routines. Intentional Teaching Cards LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL49: Vegetable Soup M07: Ice Cubes M24: Matzo Balls			
M26: Hutf & Putf			
MR2: How Big Around? MRA.3.3.c. Wese various standard measuring tools for simple measuring tasks. Intentional Teaching Cards MO7: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M26: Huff & Puff MRA.3.3.d. Orders objects by measurable attributes. Intentional Teaching Cards MO7: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M10: Biscuits M12: Measure & Compare M15: Play Dough M24: Mat2c Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M31: Lining It Up M32: Which Container Holds More? M33: Pancakes M44: Musical Water M52: Modeling Clay M33: Pancakes M44: Musical Water M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M62: How Big Around? M64: Five-Layer Dip M65: Cornbread M66: OobECk M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M75: Sugar Cookies M7			
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LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL49: Vegetable Soup M07: Ice Cubes M24: Matzo Balls			Intentional Teaching Cards
LL36: Salsa LL37: Roll-Ups LL49: Vegetable Soup M07: Ice Cubes M24: Matzo Balls			
LL49: Vegetable Soup M07: Ice Cubes M24: Matzo Balls			
M07: Ice Cubes M24: Matzo Balls			
M24: Matzo Balls			
			M24: Matzo Balls M28: Applesauce
M60: Morning, Noon, and Night			
P03: Twisted Pretzels			

		P16: Body Part Balance P29: Stop & Go
CONCEPT / STANDARD	MA.4.	GEOMETRY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.4.1.	Spatial Reasoning: The child uses and demonstrates an understanding of positional terms.
OBJECTIVE / GRADE LEVEL EXPECTATION		Geometry for young children involves observing, playing with, and purposefully investigating shapes that are found in their environment. Children spontaneously make spatial comparisons. This familiarity is a foundation for more complex learning experiences involving shape, position, and orientation in space.
GRADE LEVEL EXPECTATION	MA.4.1.a.	Uses and responds to positional terms (e.g., between, inside, under, above, behind). Intentional Teaching Cards 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?
GRADE LEVEL EXPECTATION	MA.4.1.b.	Describes the position or location of objects in relation to self or to other objects. Intentional Teaching Cards 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?
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CONCEPT / STANDARD	MA.4.	GEOMETRY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.4.2.	GEOMETRY Shapes: The child recognizes names and describes common shapes and their properties.
PERFORMANCE OBJECTIVE / PROFICIENCY	MA.4.2.	Shapes: The child recognizes names and describes common shapes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE	MA.4.2.	Shapes: The child recognizes names and describes common shapes and their properties. Geometry for young children involves observing, playing with, and purposefully investigating shapes that are found in their environment. Beginning in infancy, children compare objects by form and shape. This familiarity is a foundation for more complex learning experiences involving shape, position, and orientation in
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION	MA.4.2.	Shapes: The child recognizes names and describes common shapes and their properties. Geometry for young children involves observing, playing with, and purposefully investigating shapes that are found in their environment. Beginning in infancy, children compare objects by form and shape. This familiarity is a foundation for more complex learning experiences involving shape, position, and orientation in space. Recognizes basic two-dimensional shapes. Intentional Teaching Cards M21: Geoboards M23: Putting Puzzles Together M30: Buried Shapes M42: Straw Shapes M47: My Shadow and I M50: The Farmer Builds a Fence

EVECTATION		ablasta in the anningment with a sum was to the
STRAND CONCEPT / STANDARD	AZ.EC.SC.	objects in the environment using own vocabulary. Intentional Teaching Cards 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 SCIENCE INQUIRY AND APPLICATION
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC.1.1.	Exploration, Observations, and Hypotheses: The child asks questions and makes predictions while exploring and observing in the environment.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children use their senses to observe by looking, touching, tasting, smelling and listening. Curiosity about the natural world leads children to ask questions. They ask Why? Where? What if? How? Who?
GRADE LEVEL EXPECTATION	SC.1.1.a.	Exhibits curiosity about objects, living things, and other natural events in the environment by using one or more senses. Intentional Teaching Cards LL63: Investigating & Recording
GRADE LEVEL EXPECTATION	SC.1.1.d.	Begins to describe the similarities, differences and relationships between objects, living things and natural events. Intentional Teaching Cards LL15: Textured Letters LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL45: Observational Drawing LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL61: Color Hunt LL63: Investigating & Recording M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M07: Ice Cubes M08: Baggie Ice Cream M09: Bigger Than, Smaller Than, Equal To M10: Biscuits M11: Graphing M12: Measure & Compare M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M33: Apple Oat Muffins M43: Pancakes M44: Musical Water M45: Picture Patterns M49: Balancing Act M52: Modeling Clay

		M53: Black Bean Corn Salad
		M54: Gingerbread Cookies
		M58: Missing Lids
		M65: Cornbread
		M66: OobECk
		M67: Fruit Smoothies
		M68: Trail Mix
		M69: Cream Cheese & Strawberry Snacks
		M70: Egg Salad
		M71: Flat Bread
		M72: Macaroni & Cheese
		M73: Oatmeal Raisin Cookies
		M74: Vegetable Stir Fry
		M75: Sugar Cookies
		M76: Orange Banana Yogurt Pops
		P01: Let's Sew
		P02: Play Dough Weaving
		SE01: Site Visits
GRADE LEVEL	SC.1.1.e.	Asks and responds to questions about relationships of objects,
EXPECTATION	30.1.1.e.	living things, and events in the natural environment.
LAFECTATION		inving things, and events in the natural environment.
		Intentional Teaching Cards
		LL07: 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
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		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
CONCEPT / STANDARD	SC.1.	INQUIRY AND APPLICATION
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC.1.2.	Investigation: The child tests predictions through exploration and experimentation.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children use their senses and a variety of tools and materials to gather information while investigating. Active experimentation requires questioning, refining, and persistence. Children explore answers to their questions and begin to form more complex conclusions. Information gathered in the process extends a child's knowledge of the world and their environment.
GRADE LEVEL EXPECTATION	SC.1.2.a.	Uses a variety of tools and materials to investigate. Intentional Teaching Cards P01: Let's Sew P02: Play Dough Weaving P12: Exploring Pathways SE01: Site Visits
GRADE LEVEL EXPECTATION	SC.1.2.b.	Makes predictions and checks them through hands-on investigation with adult support. Intentional Teaching Cards 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: Musical Water M52: Modeling Clay M53: Black Bean Corn Salad M54: Missingerbread Cookles M55: Combread M56: Combread M56: Combread M56: Combread M56: Combread M56: Combread M56: Combread M57: Fruit Smoothies M56: Trail Mix M56: Crail Mix M56: Crail Mix M56: Crail Mix M56: Crail Mix M57: Partial Read M77: Haa Bread M77: Haa Bread M77: Haa Bread M77: Macaroni & Cheese M73: Oatmeal Raisin Cookles M74: Vegetable Stir Fry M75: Sugar Cookles M76: Orange Banana Yogurt Pops CONCEPT / STANDARD SC.1. INCURRY AND APPLICATION PERFORMANCE OSJECTIVE / PROFICIENCY LEVEL OSJECTIVE / RADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL		1	
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CONCEPT / STANDARD SC.1. INQUIRY AND APPLICATION			
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION SC.1.3. Children form conclusions about their observations and experimentations by collecting and thinking about the information gathered. GRADE LEVEL EXPECTATION SC.1.3.a. Uses a variety of materials to record and organize data. Intentional Teaching Cards LLG3: Investigating & Recording MO7: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M11: Graphing GRADE LEVEL EXPECTATION SC.1.3.b. Identifies cause and effect relationships. Intentional Teaching Cards M26: Huff & Puff CONCEPT / STANDARD SC.1. INQUIRY AND APPLICATION SC.1.4. Communication: The child discusses and reflects upon the scientific investigation and its findings. LEVEL EXPECTATION Based on past experiences, children use language or an alternate communication system to show recognition of scientific principles and a deeper understanding of their environment. Science incorporates language and literacy skills which are an essential foundation for later reading comprehension. GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION SC.1.4. Displays and interprets data. Intentional Teaching Cards M11: Graphing GRADE LEVEL EXPECTATION Presents their scientific ideas in a variety of ways. Intentional Teaching Cards LLO2: Desktop Publishing LLO7: Letters, Letters LLO9: Pocks torytelling: The Mitten LL15: Textured Letters LL24: Lemonade			
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LL09: Pocket Storytelling: The Mitten LL15: Textured Letters LL24: Lemonade			
LL24: Lemonade			
LL25: What's for Snack?			
			LL25: What's for Snack?

LL26: Searching the Web LL27: Writing Poems LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL43: Introducing New Vocabulary LL45: Observational Drawing LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL53: We're Going on a Trip LL54: Asking Questions LL57: Photo Writing LL61: Color Hunt LL63: Investigating & Recording M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M07: Ice Cubes M08: Baggie Ice Cream M09: Bigger Than, Smaller Than, Equal To M10: Biscuits M11: Graphing M12: Measure & Compare M15: Play Dough M18: Bounce & Count M20: I'm Thinking of a Shape M21: Geoboards M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M32: Which Container Holds More? M33: Apple Oat Muffins M34: Cover Up M39: Let's Go Fishing M43: Pancakes M44: Musical Water M45: Picture Patterns M49: Balancing Act M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M58: Missing Lids M64: Five-Layer Dip M65: Cornbread M66: OobECk M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P04: Kick High P05: Throw Hard, Throw Far

		P07: Balloon Catch
		P10: Jumping Rope
		P12: Exploring Pathways
		P14: Moving Through the Forest
		P15: Dribble Kick
		P18: Dribbling a Ball
		P19: Bounce & Catch
		P24: Swing & Jump Rope
		P25: Kick Hard
		P26: Keep It Up
		P28: Balloon Pong
		P30: Mixing Paints
		P31: Tie-Dyed Towels
		P32: Math Journal
		SE01: Site Visits
GRADE LEVEL	SC.1.4.c.	Conducts further investigation based on prior experience and
EXPECTATION		information gained.
		Intentional Teaching Cards
		LL07: 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
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		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
STRAND	AZ.EC.SS.	SOCIAL STUDIES
CONCEPT / STANDARD	SS.1.	FAMILY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS.1.1.	Understands Family: The child demonstrates an understanding of families and the roles and responsibilities of being a family member.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children are curious about their world. They thrive on learning experiences that are meaningful and that connect to what they have previously learned. A child's family is central to their understanding of themselves and provides a foundational reference for their roles and relationships at school and within the larger community. As their perception grows, children further expand this scope to understand how systems work together.
GRADE LEVEL	SS.1.1.a.	Views self as a member of the family unit.
EXPECTATION		Intentional Tasaking Cords
		Intentional Teaching Cards LL41: Our Names, Our Things
GRADE LEVEL	SS.1.1.b.	Identifies family members; e.g., mother, father, sister, brother,
EXPECTATION		grandparents, cousins, etc.
		Intentional Teaching Cards LL41: Our Names, Our Things
CONCEPT / STANDARD	SS.2.	COMMUNITY
PERFORMANCE	SS.2.1.	Understands Community: The child recognizes that he/she lives in a
OBJECTIVE / PROFICIENCY LEVEL		place with many people and that there are people and events in other places.
OBJECTIVE / GRADE		Children become aware of and begin to recognize and appreciate the
LEVEL EXPECTATION		similarities and differences between people through their experiences of cultural and traditional events. Children gain
		awareness of people and their backgrounds through participation in their community and learning environment. Children begin to
		understand that events occur outside their own families and their
		own environment through conversation with peers and exposure to
		the cultures of others.
GRADE LEVEL EXPECTATION	SS.2.1.a.	Recognizes that places where people live are made up of individuals from different cultures and who speak different languages.
		Intentional Teaching Cards
		Intentional Teaching Cards LL41: Our Names, Our Things
CONCEPT / STANDARD	SS.2.	COMMUNITY
PERFORMANCE OBJECTIVE / PROFICIENCY	SS.2.2.	Rights, Responsibilities and Roles within Community: The child demonstrates a sense of belonging to the community and
LEVEL		contributes to its care.
		contributes to its care.
OBJECTIVE / GRADE		Children recognize themselves as part of their home and
OBJECTIVE / GRADE LEVEL EXPECTATION		Children recognize themselves as part of their home and community. Children are given opportunities to experience choices
		Children recognize themselves as part of their home and community. Children are given opportunities to experience choices and to make their own decisions in order to demonstrate their roles
		Children recognize themselves as part of their home and community. Children are given opportunities to experience choices and to make their own decisions in order to demonstrate their roles as individuals. As children learn to demonstrate respect for ideas
		Children recognize themselves as part of their home and community. Children are given opportunities to experience choices and to make their own decisions in order to demonstrate their roles as individuals. As children learn to demonstrate respect for ideas and rules, they gain the skills necessary for being contributing
	SS.2.2.e.	Children recognize themselves as part of their home and community. Children are given opportunities to experience choices and to make their own decisions in order to demonstrate their roles as individuals. As children learn to demonstrate respect for ideas

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		Intentional Teaching Cards 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
CONCEPT / STANDARD	SS.2.	COMMUNITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS.2.3.	Geography: The child demonstrates an awareness of locations within and around their community.
OBJECTIVE / GRADE LEVEL EXPECTATION		As young children explore their community and visit a variety of places, they begin to develop a sense of direction and location. While going for rides on the bus or in a car, or while walking in their neighborhoods, children become aware of signs, symbols and other landmarks.
GRADE LEVEL EXPECTATION	SS.2.3.a.	Uses words to describe directionality and/or location within the community.
		Intentional Teaching Cards M01: Dinnertime M36: We're Going on an Adventure M51: Can You Find It?
STRAND	AZ.EC.PHS.	PHYSICAL DEVELOPMENT, HEALTH AND SAFETY
CONCEPT / STANDARD	PHS.1.	PHYSICAL AND MOTOR DEVELOPMENT
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	PHS.1.1.	Gross Motor Development: The child moves with balance, control and coordination.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children are in constant motion. This movement develops young children's large muscles as they run, jump, and play in both structured and unstructured settings. Children increase their ability to control their bodies and learn that regular physical activity can enhance their overall physical, social and mental health.
GRADE LEVEL EXPECTATION	PHS.1.1.a.	Moves with balance. Intentional Teaching Cards M18: Bounce & Count P04: Kick High P05: Throw Hard, Throw Far P07: Balloon Catch P15: Dribble Kick P18: Dribbling a Ball P19: Bounce & Catch P25: Kick Hard
GRADE LEVEL EXPECTATION	PHS.1.1.b.	Moves with control (e.g., walks, runs, skips, jumps, gallops, hops). Intentional Teaching Cards M18: Bounce & Count P04: Kick High P05: Throw Hard, Throw Far P07: Balloon Catch P15: Dribble Kick P18: Dribbling a Ball P19: Bounce & Catch P25: Kick Hard
GRADE LEVEL EXPECTATION	PHS.1.1.c.	Moves with coordination.

		Intentional Teaching Cards
		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
GRADE LEVEL	PHS.1.1.d.	Demonstrates spatial awareness in physical activity.
EXPECTATION		
		Intentional Teaching Cards
		P12: Exploring Pathways
		P14: Moving Through the Forest
		P25: Kick Hard
		P26: Keep It Up
		P28: Balloon Pong
CONCEPT / STANDARD	PHS.1.	PHYSICAL AND MOTOR DEVELOPMENT
PERFORMANCE	PHS.1.2.	Fine Motor Development: The child uses fingers, hands and wrists
OBJECTIVE / PROFICIENCY LEVEL		to manipulate tools and materials.
OBJECTIVE / GRADE		Developing fine motor skills is an important foundation for other
LEVEL EXPECTATION		developmental areas such as cognitive development, artistic
		expression, daily living skills and handwriting. Children begin to
		demonstrate an increased amount of strength, dexterity, and
		stamina to perform fine motor tasks using a variety of manipulatives
		and tools. When children are engaged in appropriate activities and
		experiences, they develop the ability to gain fine motor control,
		which leads to independence.
GRADE LEVEL	PHS.1.2.a.	Uses fingers, hands, and wrists to manipulate a variety of tools and
EXPECTATION	1 110.1.2.a.	materials, (e.g., crayons, markers, chalk, sponges, paint brushes,
LAI LOTATION		scissors, pencils, silverware).
		bologo o, politici, dilivoi waroj.
		Intentional Teaching Cards
		LL07: 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
GRADE LEVEL	PHS.1.2.b.	Uses eye-hand coordination to perform simple tasks.
EXPECTATION	F 173. 1.2.D.	oses eye-nanu coordination to perform simple tasks.
EXI EVIATION		Intentional Teaching Cards
		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
ODADE LEVE	DUO 4 0	
GRADE LEVEL	PHS.1.2.c.	Manipulates smaller objects, tools and instruments that require wrist
EXPECTATION		and squeezing motions.
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GRADE LEVEL EXPECTATION	PHS.1.2.d.	Intentional Teaching Cards 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 Uses fine motor skills in daily living. Intentional Teaching Cards M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P14: Moving Through the Forest P26: Keep It Up
CONCEPT / STANDARD	PHS.3.	P28: Balloon Pong SAFETY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	PHS.3.1.	Safety and Injury Prevention: Child demonstrates knowledge of personal safety practices and routines.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children demonstrate awareness and understanding of personal and environmental safety rules and how to keep themselves safe. These principles should be relevant to Arizona and to the community/region in which the child lives.
GRADE LEVEL EXPECTATION	PHS.3.1.c.	Enforces personal boundaries (safety, self-advocacy and boundary awareness). Intentional Teaching Cards P12: Exploring Pathways P14: Moving Through the Forest P25: Kick Hard P26: Keep It Up P28: Balloon Pong
STRAND	AZ.EC.FA.	FINE ARTS
CONCEPT / STANDARD	FA.1.	VISUAL ARTS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	FA.1.1.	Creates and Understands Visual Arts: The child uses a wide variety of materials, media, tools, techniques and processes to explore, create and understand art.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children communicate ideas, experiences and feelings by leaving their mark with crayons, markers, paints, modeling and construction of masterpieces. Children discover that they and others are artists. Children begin to develop vocabulary to share their opinions about artistic creations and experiences. They reflect upon and describe the characteristics and qualities of their work and the work of others.
GRADE LEVEL EXPECTATION	FA.1.1.a.	Uses a variety of materials/media, tools and techniques to create original works of art (e.g., paper, rocks, sand, clay; tools such as cotton swabs, small/large brushes, drinking straws, and techniques such as drawing, painting, sculpting). Intentional Teaching Cards LL04: Bookmaking LL13: Shaving Cream Letters LL39: My Daily Journal LL40: What Was for Breakfast?

		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
GRADE LEVEL EXPECTATION	FA.1.1.b.	Creates art work with details which represent creative and personal choices, ideas, experiences and feelings. Intentional Teaching Cards 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
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GRADE LEVEL EXPECTATION	FA.1.1.c.	Intentional Teaching Cards 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
GRADE LEVEL EXPECTATION	FA.1.1.d.	Seeks an understanding of artwork by self or others by commenting on or questioning the artwork.
		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
1		M33: Apple Oat Muffins

		M34: Cover Up
		M36: We're Going on an Adventure
		M38: Patterns Under Cover
		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 & 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
		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
		SE21: Sunshine Message Board SE26: Making A Mural
CONCEPT / STANDARD	FA.2.	MUSIC AND CREATIVE MOVEMENT
PERFORMANCE	FA.2.1.	Creates and Understands Music, Movement and Dance: The child
OBJECTIVE / PROFICIENCY		uses a wide variety of instruments, movements, techniques and
LEVEL		music to explore and create.
OBJECTIVE / GRADE		Singing, dancing, making music and moving to sounds/rhythms are
LEVEL EXPECTATION		fundamental musical activities of young children. These activities
		help young children explore and demonstrate self-expression,
		creativity, body awareness and nurtures appreciation of the arts.

		Children begin to develop a vocabulary to share opinions about musical/movement creations and experiences.
GRADE LEVEL EXPECTATION	FA.2.1.b.	Sings and moves to familiar rhymes, songs, and chants. Intentional Teaching Cards LL10: Rhyming Chart LL12: Same Sound Sort LL14: Did You Ever See? LL19: Silly Names LL27: Writing Poems LL30: Knowing Our Friends LL44: Rhyming Tubs LL52: Tap It, Clap It, Stomp It, Jump It LL53: We're Going on a Trip LL55: Dance & Remember LL56: Find the Matching Letter M13: Nursery Rhyme Count M30: Buried Shapes M36: We're Going on an Adventure M39: Let's Go Fishing M50: The Farmer Builds a Fence M63: Fishing Trip P11: Jump the River P12: Exploring Pathways P22: Follow the Leader SE20: Cleanup Time
GRADE LEVEL EXPECTATION	FA.2.1.c.	Uses familiar songs, rhymes or chants to create their own musical/movement improvisations. Intentional Teaching Cards LL10: Rhyming Chart LL12: Same Sound Sort LL14: Did You Ever See? LL19: Silly Names LL27: Writing Poems LL30: Knowing Our Friends LL44: Rhyming Tubs LL52: Tap It, Clap It, Stomp It, Jump It LL53: We're Going on a Trip LL55: Dance & Remember LL56: Find the Matching Letter M13: Nursery Rhyme Count M30: Buried Shapes M36: We're Going on an Adventure M39: Let's Go Fishing M50: The Farmer Builds a Fence M63: Fishing Trip P11: Jump the River P12: Exploring Pathways P22: Follow the Leader SE20: Cleanup Time
GRADE LEVEL EXPECTATION	FA.2.1.d.	Responds to different types of music, (e.g., rock, classical, jazz, spirituals, reggae, Native American chants, gospel, bluegrass, lullabies, marches and country music). Intentional Teaching Cards LL14: Did You Ever See? P12: Exploring Pathways
GRADE LEVEL EXPECTATION	FA.2.1.e.	Uses creative movement and dance to interpret the mood of various types of music and stories. Intentional Teaching Cards LL14: Did You Ever See? P12: Exploring Pathways

CONCEPT / STANDARD	FA.3.	DRAMA
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	FA.3.1.	Creates Dramatic Activities: The child uses the portrayal of events, characters, or stories through acting and using props and language to explore and create.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children use the richness of their daily activities to create pretend play, assuming different roles and characters. These experiences contribute to children's ability to self-regulate, communicate more effectively and engage in cooperative activity with peers while practicing roles of others.
GRADE LEVEL EXPECTATION	FA.3.1.a.	Assumes roles from daily activities using a variety of props. Intentional Teaching Cards LL05: Jumping Beans LL17: Walk a Letter LL30: Knowing Our Friends LL31: I Went Shopping LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember M01: Dinnertime M15: Play Dough M35: Action Patterns M36: We're Going on an Adventure M37: Secret Numbers M39: Let's Go Fishing M47: My Shadow and I M50: The Farmer Builds a Fence M55: Stepping Stones M63: Fishing Trip P13: Punting P14: Moving Through the Forest P20: Body Shapes & Sizes P23: Ways to Travel P27: Galloping SE04: Actively Listening to Children SE05: Character Feelings SE08: Group Problem Solving SE09: Big Rule, Little Rule SE24: I Don't Like That!
GRADE LEVEL EXPECTATION	FA.3.1.b.	Takes on more than one dramatic play role at a time. Intentional Teaching Cards LL05: Jumping Beans LL17: Walk a Letter LL30: Knowing Our Friends LL31: I Went Shopping LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember M01: Dinnertime M15: Play Dough M35: Action Patterns M36: We're Going on an Adventure M37: Secret Numbers M39: Let's Go Fishing M47: My Shadow and I M50: The Farmer Builds a Fence M55: Stepping Stones M63: Fishing Trip P13: Punting P14: Moving Through the Forest P20: Body Shapes & Sizes P23: Ways to Travel P27: Galloping SE04: Actively Listening to Children SE05: Character Feelings

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		SE08: Group Problem Solving
		SE09: Big Rule, Little Rule
		SE24: I Don't Like That!
GRADE LEVEL EXPECTATION	FA.3.1.c.	Pretends an object exists without using a prop.
		Intentional Teaching Cards
		LL05: Jumping Beans
		LL17: Walk a Letter
		LL30: Knowing Our Friends
		LL31: I Went Shopping
		LL52: Tap It, Clap It, Stomp It, Jump It
		LL55: Dance & Remember
		M01: Dinnertime
		M15: Play Dough
		M35: Action Patterns
		M36: We're Going on an Adventure
		M37: Secret Numbers
		M39: Let's Go Fishing
		M47: My Shadow and I
		M50: The Farmer Builds a Fence
		M55: Stepping Stones
		M63: Fishing Trip
		P13: Punting
		P14: Moving Through the Forest
		P20: Body Shapes & Sizes
		P23: Ways to Travel
		P27: Galloping
		SE04: Actively Listening to Children
		SE05: Character Feelings
		SE08: Group Problem Solving SE09: Big Rule, Little Rule
	III	SE24: I Don't Like That!
		SE24: I Don't Like That!
GRADE LEVEL	FA.3.1.e.	SE24: I Don't Like That! Adds details and new elements to dramatic play situations.
GRADE LEVEL EXPECTATION	FA.3.1.e.	Adds details and new elements to dramatic play situations.
1-	FA.3.1.e.	Adds details and new elements to dramatic play situations. Intentional Teaching Cards
	FA.3.1.e.	Adds details and new elements to dramatic play situations. Intentional Teaching Cards LL05: Jumping Beans
	FA.3.1.e.	Adds details and new elements to dramatic play situations. Intentional Teaching Cards LL05: Jumping Beans LL17: Walk a Letter
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	FA.3.1.e.	Adds details and new elements to dramatic play situations. Intentional Teaching Cards LL05: Jumping Beans LL17: Walk a Letter LL30: Knowing Our Friends LL31: I Went Shopping LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember M01: Dinnertime M15: Play Dough M35: Action Patterns M36: We're Going on an Adventure
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Mighty Minutes
State: Arizona Early Learning Standards
Subject: Early Childhood Education
Grade: Ages 3-5

STRAND	AZ.EC.SE.	SOCIAL EMOTIONAL
CONCEPT / STANDARD	SE.1.	SELF
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SE.1.1.	Self-Awareness: The child demonstrates an awareness of his or her self.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children develop a sense of personal identity as they begin to recognize the characteristics that make them unique as individuals and to build self-esteem.
GRADE LEVEL EXPECTATION	SE.1.1.b.	Mighty Minutes MM01: The People in Your Neighborhood MM03: Purple Pants MM05: Silly Willy Walking MM31: What's Inside the Box? MM45: I'm a Sturdy Oak Tree MM46: Strolling Through the Park MM54: The Green Grass Grows MM61: Riddle, Riddle, What Is That? MM69: The Litter Monster MM73: Are You Ready? MM74: Jack in the Box MM92: Name Cheer MM98: I Have One
CONCEPT / STANDARD	SE.1.	SELF
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SE.1.2.	Recognizes and Expresses Feelings: The child recognizes and expresses feelings of self and others.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children develop an awareness of the feelings of self and others through daily interactions with peers and adults. Children develop the ability to effectively and appropriately express themselves and learn that their feelings and feelings of others are important.
GRADE LEVEL EXPECTATION	SE.1.2.b.	Identifies, describes and expresses their own feelings. Mighty Minutes MM01: The People in Your Neighborhood MM03: Purple Pants MM05: Silly Willy Walking MM31: What's Inside the Box? MM45: I'm a Sturdy Oak Tree MM46: Strolling Through the Park MM54: The Green Grass Grows MM61: Riddle, Riddle, What Is That? MM69: The Litter Monster MM73: Are You Ready? MM74: Jack in the Box MM92: Name Cheer MM98: I Have One
CONCEPT / STANDARD	SE.2.	RELATIONSHIPS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SE.2.1.	Attachment: The child demonstrates the ability to engage in and maintain healthy relationships.
OBJECTIVE / GRADE LEVEL EXPECTATION		Positive social relationships between adults and children develop in an environment where children feel safe and secure.
GRADE LEVEL EXPECTATION	SE.2.1.c.	Demonstrates the ability to engage with new adults or children with the support of familiar adults.

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		Mighty Minutes MM78: Hello Friends
GRADE LEVEL EXPECTATION	SE.2.1.d.	Separates from familiar adult with minimal distress.
		Mighty Minutes MM78: Hello Friends
CONCEPT / STANDARD	SE.2.	RELATIONSHIPS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SE.2.2.	Social Interactions: The child displays socially competent behavior.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children's interactions with peers and adults imply an understanding of mutual rights and the ability to balance their needs with those of others.
GRADE LEVEL EXPECTATION	SE.2.2.a.	Responds when adults or other children initiate interactions. Mighty Minutes MM78: Hello Friends
GRADE LEVEL EXPECTATION	SE.2.2.b.	Initiates and sustains positive interactions with adults and other children. Mighty Minutes
		MM78: Hello Friends
STRAND	AZ.EC.AL.	APPROACHES TO LEARNING
CONCEPT / STANDARD	AL.1.	INITIATIVE AND CURIOSITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	AL.1.2.	Curiosity: The child demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.
OBJECTIVE / GRADE LEVEL EXPECTATION		Curiosity relates to children's natural tendencies as active learners to explore all aspects of the environment, from objects and people, to ideas and customs. It is through discovering the answers to their own questions that children construct knowledge.
GRADE LEVEL EXPECTATION	AL.1.2.c.	Asks questions to get information. Mighty Minutes MM92: Name Cheer
		MM98: I Have One
CONCEPT / STANDARD	AL.3.	CONFIDENCE
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	AL.3.1.	Confidence: The child demonstrates self-assurance in a variety of circumstances.
OBJECTIVE / GRADE LEVEL EXPECTATION		Confident children feel positive about themselves and their ability to do things or to adapt to changing situations. A confident child is willing to take a reasonable risk, to express or defend ideas, to try new experiences, or to engage in challenging tasks.
GRADE LEVEL EXPECTATION	AL.3.1.a.	Expresses opinions or ideas. Mighty Minutes MM01: The People in Your Neighborhood MM03: Purple Pants MM05: Silly Willy Walking MM31: What's Inside the Box? MM45: I'm a Sturdy Oak Tree MM46: Strolling Through the Park MM54: The Green Grass Grows MM61: Riddle, Riddle, What Is That? MM69: The Litter Monster MM73: Are You Ready? MM74: Jack in the Box MM92: Name Cheer

		MM98: I Have One
CONCEPT / STANDARD	AL.4.	CREATIVITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	AL.4.1.	Creativity: The child demonstrates the ability to express their own unique way of seeing the world.
OBJECTIVE / GRADE LEVEL EXPECTATION		Creativity can be expressed in many ways. We commonly think of this word in association with the expressive arts. However, creativity involves being able to cope with new situations and problems as well as to see things from a different perspective. A creative child extends and elaborates on ideas and appreciates humor.
GRADE LEVEL EXPECTATION	AL.4.1.c.	Engages in inventive social play. Mighty Minutes MM78: Hello Friends
CONCEPT / STANDARD	AL.5.	REASONING AND PROBLEM-SOLVING
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	AL.5.1.	Reasoning: The child demonstrates the ability to analyze information and situations in order to form judgments.
OBJECTIVE / GRADE LEVEL EXPECTATION		Reasoning involves the child's ability to use prior knowledge and information to generate an appropriate decision. Logic and reasoning skills are key components of child development and early learning. These skills are essential for competence and success in school and other settings.
GRADE LEVEL EXPECTATION	AL.5.1.a.	Gathers information and reaches a conclusion. Mighty Minutes MM69: The Litter Monster
GRADE LEVEL EXPECTATION	AL.5.1.b.	Recognizes relationships between cause and effect. Mighty Minutes MM69: The Litter Monster
STRAND	AZ.EC.LL.	LANGUAGE AND LITERACY
CONCEPT / STANDARD	LL.1.	LANGUAGE
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.1.1.	Receptive Language Understanding: The child demonstrates understanding of directions, stories, and conversations.
OBJECTIVE / GRADE LEVEL EXPECTATION		During the preschool years, children learn language more quickly than at any other time in their lives. Associating language with pleasant and stimulating experiences nurtures this development. Young children's sense of words and sentences, sensitivity to tone, and understanding of ideas communicated, influences their abilities to listen and to comprehend. Listening involves active engagement with adults and peers as they share their ideas, feelings, and needs. Language is learned through engaging, interactive conversations and related literacy activities such as oral storytelling and interactive reading of books.
GRADE LEVEL EXPECTATION	LL.1.1.a.	Demonstrates understanding of a variety of finger-plays, rhymes, chants, poems, conversations, and stories. Mighty Minutes MM01: The People in Your Neighborhood MM03: Purple Pants MM06: This Is the Way MM08: Clap the Missing Word MM100: La, La, La MM11: What Is My Job? MM14: Scat Singing MM20: I Can Make a Circle MM23: Hi-Ho, the Derry-O MM24: Dinky Do

		MM30: Bounce, Bounce
		MM37: Little Ball
		MM38: Spatial Patterns
		MM39: Let's Pretend
		MM40: Clap a Friend's Name
		MM42: Come Play With Me
		MM43: Bouncing Big Brown Balls
		MM45: I'm a Sturdy Oak Tree
		MM49: A Tree My Size
		MM52: Walk Around the Shapes
		MM53: Three Rowdy Children
		MM54: The Green Grass Grows
		MM56: I Had a Little Nut Tree
		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
GRADE LEVEL	LL.1.1.b.	Actively engages in finger-plays, rhymes, chants, poems,
EXPECTATION		conversations, and stories.
		Mighty Minutes
		MM01: The People in Your Neighborhood
		MM01: The People in Your Neighborhood MM03: Purple Pants
		MM01: The People in Your Neighborhood
		MM01: The People in Your Neighborhood MM03: Purple Pants
		MM01: The People in Your Neighborhood MM03: Purple Pants MM06: This Is the Way MM08: Clap the Missing Word
		MM01: The People in Your Neighborhood MM03: Purple Pants MM06: This Is the Way MM08: Clap the Missing Word MM100: La, La, La
		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?
		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
		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
		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
		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
		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
		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
		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
		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 MM37: Little Ball MM38: Spatial Patterns
		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 MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend
		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 MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name
		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 MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM42: Come Play With Me
		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 MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM42: Come Play With Me MM43: Bouncing Big Brown Balls
		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 MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree
		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 MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM40: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size
		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 MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree
		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 MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM40: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size
		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 MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM52: Walk Around the Shapes
		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 MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM40: Clap a Friend's Name MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM52: Walk Around the Shapes MM53: Three Rowdy Children
		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 MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM40: Clap a Friend's Name MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM56: I Had a Little Nut Tree
		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 MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows
		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 MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM42: Come Play With Me MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM56: I Had a Little Nut Tree MM58: A-Hunting We Will Go MM60: The Name Dance
		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 MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM56: I Had a Little Nut Tree MM58: A-Hunting We Will Go MM60: The Name Dance MM64: Paper Towel Rap
		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 MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM42: Come Play With Me MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM56: I Had a Little Nut Tree MM58: A-Hunting We Will Go MM60: The Name Dance

GRADE LEVEL EXPECTATION	LL.1.1.c.	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 Demonstrates understanding and follows directions that involve: one step, two steps, and a series of unrelated sequences of action.
LAI ESTATION		Mighty Minutes MM10: Words in Motion MM13: Simon Says MM28: Counting Calisthenics
CONCEPT / STANDARD	LL.1.	LANGUAGE
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.1.2.	Expressive Language and Communication Skills: The child uses verbal and nonverbal communication for a variety of purposes to share observations, ideas, and experiences, problem-solve, reason, predict and seek new information.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children develop language by engaging in conversations with others and listening and responding to rhymes, chants, songs, stories, and poems. Children who are encouraged to share their personal experiences, ideas, feelings, and opinions use increasingly complex language.
GRADE LEVEL EXPECTATION	LL.1.2.c.	Mighty Minutes MM01: The People in Your Neighborhood MM03: Purple Pants MM05: Silly Willy Walking MM31: What's Inside the Box? MM45: I'm a Sturdy Oak Tree MM46: Strolling Through the Park MM54: The Green Grass Grows MM61: Riddle, Riddle, What Is That? MM69: The Litter Monster MM73: Are You Ready? MM74: Jack in the Box MM92: Name Cheer MM98: I Have One
GRADE LEVEL EXPECTATION	LL.1.2.d.	Initiates, sustains, and expands conversations with peers and adults. Mighty Minutes MM45: I'm a Sturdy Oak Tree MM68: I Have a Secret MM82: Let's Clean Up! MM90: Little Miss Muffet
GRADE LEVEL EXPECTATION	LL.1.2.g.	Recognizes when the listener does not understand and uses techniques to clarify the message. Mighty Minutes 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
CONCEPT / STANDARD	LL.1.	LANGUAGE
PERFORMANCE	LL.1.3.	Vocabulary: The child understands and uses increasingly complex
OBJECTIVE / PROFICIENCY LEVEL		vocabulary.
OBJECTIVE / GRADE		The early childhood years are a period of vocabulary exploration.
LEVEL EXPECTATION		Research indicates that there is a strong connection between vocabulary development and academic success. Children gain
		language and vocabulary skills by having multiple and frequent
		opportunities to listen, talk, read, share ideas, relate experiences,
		and engage in interesting conversations. They need to play with
		familiar language and experiment with language in different settings.
		Rhymes, songs, and read-alouds that use rare words allow children
		to talk about and develop an understanding of words they would not
		otherwise hear in everyday conversations.
GRADE LEVEL	LL.1.3.a.	With modeling and support, uses age-appropriate vocabulary across
EXPECTATION		many topic areas and demonstrates a wide variety of words and their meanings with each area; e.g., world knowledge, names of
		body parts, feelings, colors, shapes, jobs, plants, animals and their
		habitats, and foods; words that describe: adjectives, verbs, and
		adverbs.
		MC all 4 a MC a and a a
		Mighty Minutes MM19: I Spy With My Little Eye
		MM25: Freeze
		MM39: Let's Pretend
		MM44: Two Plump Armadillos
		MM45: I'm a Sturdy Oak Tree
		MM46: Strolling Through the Park
		MM48: Feely Box MM49: A Tree My Size
		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
		MM94: Old MacDonald
		MM97: Shape Hunt
GRADE LEVEL	LL.1.3.c.	With modeling and support, uses category labels and names objects
EXPECTATION		within a category; e.g., fruit, vegetable, animal, transportation, etc.
		Mighty Minutes
		MM68: I Have a Secret
		MM71: Recycle Song
		MM95: Sorting Syllables
		MM97: Shape Hunt
GRADE LEVEL	LL.1.3.d.	With modeling and support, demonstrates understanding of and
EXPECTATION		uses words that indicate position and direction; e.g., in, on, out, under, off, beside, behind.
		under, on, beside, belillid.
		Mighty Minutes
		MM19: I Spy With My Little Eye
		MM38: Spatial Patterns
		MM62: Where Can He Be?
		MM86: Listening Story
CONCEPT / STANDARD	LL.2.	EMERGENT LITERACY

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.2.1.	Concepts of Print: The child knows that print carries messages.
OBJECTIVE / GRADE LEVEL EXPECTATION		Through daily experiences with printed materials, young children delight in beginning to understand the connection between spoken and written words. They begin to learn to follow the print as it is read aloud and start to discover that reading and writing are ways to communicate information and to provide pleasure. Children develop understanding that different forms of print, such as signs, letters, menus, storybooks, and magazines have different functions.
GRADE LEVEL EXPECTATION	LL.2.1.b.	Demonstrates and understands that print conveys meaning and that each spoken word can be written and read. Mighty Minutes MM08: Clap the Missing Word MM10: Words in Motion
GRADE LEVEL EXPECTATION	LL.2.1.c.	Recognizes that letters are grouped to form words. Mighty Minutes MM47: Step Up
CONCEPT / STANDARD	LL.2.	EMERGENT LITERACY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.2.2.	Book Handling Skills: The child demonstrates how to handle books appropriately and with care.
OBJECTIVE / GRADE LEVEL EXPECTATION		It is important to provide young children with many opportunities to interact with and care for books in all environments. Young children need to have access to a variety of fiction and nonfiction books throughout the day, including those that reflect diverse cultures. Through these experiences, children learn to hold books right side up and to turn the pages one at a time in order to view the illustrations and to gain a sense of the story or content.
GRADE LEVEL EXPECTATION	LL.2.2.a.	Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality. Mighty Minutes MM08: Clap the Missing Word MM10: Words in Motion MM37: Little Ball MM87: One, Two, Buckle My Shoe
GRADE LEVEL EXPECTATION	LL.2.2.b.	Identifies where in the book to begin reading. Mighty Minutes MM08: Clap the Missing Word MM37: Little Ball MM87: One, Two, Buckle My Shoe
CONCEPT / STANDARD	LL.2.	EMERGENT LITERACY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.2.3.	Phonological Awareness: The child develops awareness that language can be broken in words, syllables, and smaller units of sounds (phonemes).
OBJECTIVE / GRADE LEVEL EXPECTATION		awareness is the foundation of young children's abilities to hear and discriminate different sounds in words (phonological awareness). Research indicates how quickly and how easily children learn to read often depends on how much phonological awareness they have. Children's abilities to play with or manipulate the smallest units of speech (phonemes) are demonstrated in a variety of ways, including using rhymes, alliteration, and experimenting with beginning and ending sounds. Phonological awareness and phonemic awareness are the foundations that enable preschool children to later match sounds to their letters (phonics). Phonological awareness can be taught in the dark as it requires just listening for and manipulating sounds.

GRADE LEVEL	LL.2.3.a.	Differentiates between sounds that are the same and different (e.g.,
EXPECTATION		environmental sounds, animal sounds, phonemes).
		Mighty Minutes
		MM04: Riddle Dee Dee
		MM08: Clap the Missing Word
		MM100: La, La, La
		MM12: Ticky Ricky
		MM14: Scat Singing
		MM17: Leaping Sounds
		MM24: Dinky Do
		MM27: Diddle, Diddle, Dumpling
		MM29: Baa, Baa, Black Sheep
		MM33: Thumbs Up
		MM35: My Name, Too!
		MM37: Little Ball
		MM40: Clap a Friend's Name
		MM44: Two Plump Armadillos
		MM50: 1, 2, 3, What Do I See?
		MM51: High in the Tree
		MM54: The Green Grass Grows
		MM55: Mr. Forgetful
		MM56: I Had a Little Nut Tree
		MM58: A-Hunting We Will Go
		MM59: Clap the Beat
		MM60: The Name Dance
		MM79: Here Is the Beehive
		MM80: Hickory, Dickory Dock
		MM81: Humpty Dumpty
		MM84: Let's Make Letters
		MM85: Listen For Your Name
		MM87: One, Two, Buckle My Shoe
I and the second		Ministry Disappearing Ruymes
		MM88: Disappearing Rhymes
		MM95: Sorting Syllables
		MM95: Sorting Syllables MM96: The Old Man
GRADE LEVEL	LL.2.3.b.	MM95: Sorting Syllables
GRADE LEVEL EXPECTATION	LL.2.3.b.	MM95: Sorting Syllables MM96: The Old Man With modeling and support, identifies rhyming words.
	LL.2.3.b.	MM95: Sorting Syllables MM96: The Old Man With modeling and support, identifies rhyming words. Mighty Minutes
	LL.2.3.b.	MM95: Sorting Syllables MM96: The Old Man With modeling and support, identifies rhyming words. Mighty Minutes MM03: Purple Pants
	LL.2.3.b.	MM95: Sorting Syllables MM96: The Old Man With modeling and support, identifies rhyming words. Mighty Minutes MM03: Purple Pants MM04: Riddle Dee Dee
	LL.2.3.b.	MM95: Sorting Syllables MM96: The Old Man With modeling and support, identifies rhyming words. Mighty Minutes MM03: Purple Pants MM04: Riddle Dee Dee MM12: Ticky Ricky
	LL.2.3.b.	MM95: Sorting Syllables MM96: The Old Man With modeling and support, identifies rhyming words. Mighty Minutes MM03: Purple Pants MM04: Riddle Dee Dee MM12: Ticky Ricky MM14: Scat Singing
	LL.2.3.b.	MM95: Sorting Syllables MM96: The Old Man With modeling and support, identifies rhyming words. Mighty Minutes MM03: Purple Pants MM04: Riddle Dee Dee MM12: Ticky Ricky MM14: Scat Singing MM15:Say It, Show It
	LL.2.3.b.	MM95: Sorting Syllables MM96: The Old Man With modeling and support, identifies rhyming words. Mighty Minutes MM03: Purple Pants MM04: Riddle Dee Dee MM12: Ticky Ricky MM14: Scat Singing MM15:Say It, Show It MM18: I'm Thinking Of
	LL.2.3.b.	MM95: Sorting Syllables MM96: The Old Man With modeling and support, identifies rhyming words. Mighty Minutes 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
	LL.2.3.b.	MM95: Sorting Syllables MM96: The Old Man With modeling and support, identifies rhyming words. Mighty Minutes 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
	LL.2.3.b.	MM95: Sorting Syllables MM96: The Old Man With modeling and support, identifies rhyming words. Mighty Minutes 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
	LL.2.3.b.	MM95: Sorting Syllables MM96: The Old Man With modeling and support, identifies rhyming words. Mighty Minutes 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
	LL.2.3.b.	MM95: Sorting Syllables MM96: The Old Man With modeling and support, identifies rhyming words. Mighty Minutes 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
	LL.2.3.b.	MM95: Sorting Syllables MM96: The Old Man With modeling and support, identifies rhyming words. Mighty Minutes 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
	LL.2.3.b.	MM95: Sorting Syllables MM96: The Old Man With modeling and support, identifies rhyming words. Mighty Minutes 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
	LL.2.3.b.	MM95: Sorting Syllables MM96: The Old Man With modeling and support, identifies rhyming words. Mighty Minutes 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
	LL.2.3.b.	MM95: Sorting Syllables MM96: The Old Man With modeling and support, identifies rhyming words. Mighty Minutes 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
	LL.2.3.b.	MM95: Sorting Syllables MM96: The Old Man With modeling and support, identifies rhyming words. Mighty Minutes 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
	LL.2.3.b.	MM95: Sorting Syllables MM96: The Old Man With modeling and support, identifies rhyming words. Mighty Minutes 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?
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	LL.2.3.b.	MM95: Sorting Syllables MM96: The Old Man With modeling and support, identifies rhyming words. Mighty Minutes 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?
	LL.2.3.b.	MM95: Sorting Syllables MM96: The Old Man With modeling and support, identifies rhyming words. Mighty Minutes 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
	LL.2.3.b.	MM95: Sorting Syllables MM96: The Old Man With modeling and support, identifies rhyming words. Mighty Minutes 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
	LL.2.3.b.	MM95: Sorting Syllables MM96: The Old Man With modeling and support, identifies rhyming words. Mighty Minutes 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
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	LL.2.3.b.	MM95: Sorting Syllables MM96: The Old Man With modeling and support, identifies rhyming words. Mighty Minutes 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
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-	LL.2.3.b.	MM95: Sorting Syllables MM96: The Old Man With modeling and support, identifies rhyming words. Mighty Minutes 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

		MM96: The Old Man
CRADE LEVEL	11 220	
GRADE LEVEL EXPECTATION	LL.2.3.c.	Mighty Minutes 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? MM79: Here Is the Beehive MM80: Hickory, Dickory Dock MM81: Humpty Dumpty MM82: Let's Clean Up! MM83: Let's Make a Cake MM85: Disappearing Rhymes MM86: The Old Man
GRADE LEVEL EXPECTATION	LL.2.3.d.	With modeling and support, recognizes spoken words that begin with the same sound. Mighty Minutes 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 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 MM55: Mr. Forgetful MM75: Busy Bees MM76: Describing Things MM88: Disappearing Rhymes MM95: Sorting Syllables
GRADE LEVEL EXPECTATION	LL.2.3.f.	With modeling and support, identifies and discriminates syllables in words. Mighty Minutes MM100: La, La, La
		MM17: Leaping Sounds

		MM40: Clap a Friend's Name MM55: Mr. Forgetful MM59: Clap the Beat MM60: The Name Dance MM85: Listen For Your Name MM95: Sorting Syllables
GRADE LEVEL EXPECTATION	LL.2.3.h.	With modeling and support, repeats words and identifies the common final sound. Mighty Minutes 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
CONCEPT / STANDARD	LL.2.	EMERGENT LITERACY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.2.4.	Alphabet Knowledge: The child demonstrates knowledge of the alphabet.
OBJECTIVE / GRADE LEVEL EXPECTATION		Young children begin to recognize some printed alphabet letters, especially those letters found in their own names. To support young learners' knowledge of letters, adults need to provide children with easy and repeated meaningful interactions with written letters and words within the context of daily experiences. Activities are presented in fun and interesting ways that engage children.
GRADE LEVEL EXPECTATION	LL.2.4.a.	Mighty Minutes 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
GRADE LEVEL EXPECTATION	LL.2.4.b.	Matches and recognizes similarities and differences in letters, with modeling and support. Mighty Minutes 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
GRADE LEVEL EXPECTATION	LL.2.4.c.	Recognizes as many as 10 letters, especially those in own name, family and friends. Mighty Minutes 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
GRADE LEVEL EXPECTATION	LL.2.4.d.	Uses letter-sound knowledge identifying the sounds of a few letters and producing the correct sounds for as many as 10 letters, with modeling and support. Mighty Minutes MM47: Step Up
CONCEPT / STANDARD	LL.2.	EMERGENT LITERACY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.2.5.	Comprehension: The child shows an interest in books and comprehends books read aloud with increasing text complexity.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children gain understanding about language and reading through their interactions with verbal language, print, and daily routines. In addition, children learn about reading concepts by experiencing a learning environment rich in signs, symbols, words, numbers, and art that reflect diverse cultures. When children are read to regularly and encouraged to intentionally interact with printed materials, they

		develop an interest in books and other printed materials.
GRADE LEVEL EXPECTATION	LL.2.5.a.	Takes an active role in reading activities. Mighty Minutes
		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 MM90: Little Miss Muffet
GRADE LEVEL EXPECTATION	LL.2.5.j.	With modeling and support, demonstrates reading fluency by use of phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.
		Mighty Minutes MM37: Little Ball
CONCEPT / STANDARD	LL.3.	EMERGENT WRITING
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	LL.3.1.	Early Writing, Writing Processes, and Writing Applications: The child uses writing materials to communicate ideas.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children begin to recognize the relationship between spoken and written messages by engaging in writing, drawing, and related activities that have meaning and purpose for them. Children receive powerful messages about literacy's pleasures and rewards by observing others reading and writing. Children develop as writers when they are encouraged to write in an environment that has readily accessible writing materials.
GRADE LEVEL EXPECTATION	LL.3.1.a.	Early Writing: Uses a variety of writing tools, materials, and surfaces to create drawings or symbols. Mighty Minutes MM64: Paper Towel Rap
GRADE LEVEL EXPECTATION	LL.3.1.e.	Writing Applications: Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas or to tell a story; e.g., signing artwork, captioning, labeling, creating lists, making notes. Mighty Minutes MM64: Paper Towel Rap
STRAND	AZ.EC.MA.	MATHEMATICS
CONCEPT / STANDARD	MA.1.	COUNTING AND CARDINALITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.1.1.	Counts Out Loud: The child counts out loud and uses number words in daily conversations.
OBJECTIVE / GRADE LEVEL EXPECTATION		To build an understanding of counting, children need environments that are rich in mathematical language and provide varied opportunities to count in ways that are personally meaningful, challenging, and fun.
GRADE LEVEL EXPECTATION	MA.1.1.a.	Mighty Minutes 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
GRADE LEVEL EXPECTATION	MA.1.1.b.	Mighty Minutes MM05: Silly Willy Walking MM07: Hippity, Hoppity, How Many? MM10: Words in Motion MM28: Counting Calisthenics MM29: Baa, Baa, Black Sheep MM37: Little Ball MM42: Come Play With Me MM79: Here Is the Beehive MM87: One, Two, Buckle My Shoe MM89: We Like Clapping MM95: Sorting Syllables MM96: The Old Man
CONCEPT / STANDARD	MA.1.	COUNTING AND CARDINALITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.1.2.	Knows Number Names and Symbols: The child identifies numerals and uses number words in daily activities.
OBJECTIVE / GRADE LEVEL EXPECTATION		To build an understanding of number names and symbols children need number rich environments that allow them to explore and play with numbers and numerals throughout the day and across the curriculum.
GRADE LEVEL EXPECTATION	MA.1.2.b.	Uses and creates symbols to represent numbers. Mighty Minutes MM07: Hippity, Hoppity, How Many?
GRADE LEVEL EXPECTATION	MA.1.2.c.	Identifies numerals one to 10. Mighty Minutes MM80: Hickory, Dickory Dock
CONCEPT / STANDARD	MA.1.	COUNTING AND CARDINALITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.1.3.	Counts to Tell Number of Objects: The child uses number words and counting to identify quantity.
OBJECTIVE / GRADE LEVEL EXPECTATION		Learning the meaning of numbers begins with hands-on experiences using a variety of objects found in the home, the classroom and nature. To build an understanding of "how much" and to explore number relationships, children need daily experiences involving counting in ways that are personally meaningful, challenging, and fun.
GRADE LEVEL EXPECTATION	MA.1.3.a.	Counts groups of objects using one-to-one correspondence (one object for each number word). Mighty Minutes 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
GRADE LEVEL	MA.1.3.b.	Counts a collection of up to 10 items using the last counting word to
EXPECTATION	WIA. 1.3.D.	tell, "How many?"
		Mighty Minutes 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
CONCEPT / STANDARD	MA.2.	OPERATIONS AND ALGEBRAIC THINKING
PERFORMANCE	MA.2.1.	Explores Addition and Subtraction: The child combines and
OBJECTIVE / PROFICIENCY LEVEL		separates groups of objects and names how many.
OBJECTIVE / GRADE		Learning the meaning of a number begins with hands-on
LEVEL EXPECTATION		experiences using a variety of objects found in the home, the classroom, and nature. To build an understanding of numbers and
		to discover number relationships, children need opportunities to
		describe the changes that result from putting sets of objects (e.g.,
		blocks, animals, toy people) together or taking them apart.
GRADE LEVEL EXPECTATION	MA.2.1.a.	Demonstrates an understanding that adding increases the number of objects in a group.
		Mighty Minutes MM42: Come Play With Me
GRADE LEVEL EXPECTATION	MA.2.1.c.	Demonstrates an understanding that taking away decreases the number of objects in a group.
		Mighty Minutes MM42: Come Play With Me
		MM51: High in the Tree
		MM53: Three Rowdy Children
CONCEPT / STANDARD	MA.2.	OPERATIONS AND ALGEBRAIC THINKING
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.2.2.	Patterning: The child recognizes, copies, extends, describes and creates patterns.
OBJECTIVE / GRADE		Recognition and investigation of patterns are important components
LEVEL EXPECTATION		of a child's development. A child's ability to work with patterns is
		the precursor to mathematical thinking, especially algebraic processes. Children need frequent opportunities to engage in
		pattern-related activities such as playing with repetitive sounds and
		movement or noticing patterns in textures and pictures.
GRADE LEVEL EXPECTATION	MA.2.2.a.	Recognizes patterns in the real world.
EXPECTATION		Mighty Minutes
		MM19: I Spy With My Little Eye
CONCEPT / STANDARD	MA.3.	MEASUREMENT AND DATA
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.3.1.	Sorts and Classifies: The child sorts and groups objects by a variety of characteristics/attributes.
OBJECTIVE / GRADE		Recognizing relationships between objects allows young children to
LEVEL EXPECTATION		make generalizations and predictions beyond information directly available to them. The ability to think logically and to reason

		(problem solve) extends far beyond mathematical boundaries.
GRADE LEVEL	MA.3.1.b.	Explains how items were sorted into groups.
EXPECTATION	WIA.3.1.D.	Explains now items were softed into groups.
		Mighty Minutes MM02: Just Like Mine
CONCEPT / STANDARD	MA.3.	MEASUREMENT AND DATA
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.3.2.	Data Analysis: The child collects, organizes, displays, and describes relevant data.
OBJECTIVE / GRADE		Children are natural observers and questioners. To build upon this
LEVEL EXPECTATION		strength, adults should facilitate children's opportunities to ask questions, sort and classify objects, collect and display information, and talk about what is meaningful to them.
GRADE LEVEL	MA.3.2.a.	Asks questions to gather information.
EXPECTATION		Mighty Minutes
		MM92: Name Cheer
		MM98: I Have One
CONCEPT / STANDARD	MA.3.	MEASUREMENT AND DATA
PERFORMANCE	MA.3.3.	Measures: The child uses measurement to describe and compare
OBJECTIVE / PROFICIENCY LEVEL		objects in the environment.
OBJECTIVE / GRADE		Starting at a very young age, children compare who is taller or who
LEVEL EXPECTATION		has more. Immersing children in measurement activities provides
		them with opportunities to explore, compare, and discuss the use of measurement in their environment.
GRADE LEVEL	MA.3.3.a.	Compares objects and uses terms such as longer-shorter, hotter-
EXPECTATION	lin doloidi	colder, and faster-slower.
		Mighty Minutes MM19: I Spy With My Little Eye
		MM49: A Tree My Size
		MM75: Busy Bees
GRADE LEVEL	MA.3.3.d.	Orders objects by measurable attributes.
EXPECTATION		Mighty Minutes
		MM19: I Spy With My Little Eye
		MM49: A Tree My Size
		MM75: Busy Bees
CONCEPT / STANDARD	MA.4.	GEOMETRY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.4.1.	Spatial Reasoning: The child uses and demonstrates an understanding of positional terms.
OBJECTIVE / GRADE		Geometry for young children involves observing, playing with, and
LEVEL EXPECTATION		purposefully investigating shapes that are found in their
		environment. Children spontaneously make spatial comparisons.
		This familiarity is a foundation for more complex learning experiences involving shape, position, and orientation in space.
GRADE LEVEL	MA.4.1.a.	Uses and responds to positional terms (e.g., between, inside, under,
EXPECTATION		above, behind).
		Mighty Minutes
		MM19: I Spy With My Little Eye
		MM38: Spatial Patterns
		MM62: Where Can He Be?
ODADE LEVE:	BAA 4 4 L	MM86: Listening Story
GRADE LEVEL EXPECTATION	MA.4.1.b.	Describes the position or location of objects in relation to self or to other objects.
		Mighty Minutes
		mighty millutes

		MM19: I Spy With My Little Eye
		MM32: Walk the Line
		MM38: Spatial Patterns
		MM62: Where Can He Be?
		MM86: Listening Story
CONCEPT / STANDARD	MA.4.	GEOMETRY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	MA.4.2.	Shapes: The child recognizes names and describes common shapes and their properties.
OBJECTIVE / GRADE LEVEL EXPECTATION		Geometry for young children involves observing, playing with, and purposefully investigating shapes that are found in their environment. Beginning in infancy, children compare objects by form and shape. This familiarity is a foundation for more complex learning experiences involving shape, position, and orientation in space.
GRADE LEVEL EXPECTATION	MA.4.2.a.	Recognizes basic two-dimensional shapes.
		Mighty Minutes
		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
GRADE LEVEL EXPECTATION	MA.4.2.d.	Compares and describes attributes of two- and three- dimensional objects in the environment using own vocabulary.
		Mighty Minutes MM19: I Spy With My Little Eye
STRAND	AZ.EC.SC.	SCIENCE
CONCEPT / STANDARD	SC.1.	INQUIRY AND APPLICATION
PERFORMANCE	SC.1. SC.1.1.	INQUIRY AND APPLICATION Exploration, Observations, and Hypotheses: The child asks
	SC.1.1.	
PERFORMANCE OBJECTIVE / PROFICIENCY	SC.1.1.	Exploration, Observations, and Hypotheses: The child asks questions and makes predictions while exploring and observing in
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC.1.1.	Exploration, Observations, and Hypotheses: The child asks questions and makes predictions while exploring and observing in the environment.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION GRADE LEVEL	SC.1.1.	Exploration, Observations, and Hypotheses: The child asks questions and makes predictions while exploring and observing in the environment. Children use their senses to observe by looking, touching, tasting, smelling and listening. Curiosity about the natural world leads children to ask questions. They ask Why? Where? What if? How? Who? Begins to describe the similarities, differences and relationships
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION	SC.1.1.	Exploration, Observations, and Hypotheses: The child asks questions and makes predictions while exploring and observing in the environment. Children use their senses to observe by looking, touching, tasting, smelling and listening. Curiosity about the natural world leads children to ask questions. They ask Why? Where? What if? How? Who? Begins to describe the similarities, differences and relationships between objects, living things and natural events.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION GRADE LEVEL	SC.1.1.	Exploration, Observations, and Hypotheses: The child asks questions and makes predictions while exploring and observing in the environment. Children use their senses to observe by looking, touching, tasting, smelling and listening. Curiosity about the natural world leads children to ask questions. They ask Why? Where? What if? How? Who? Begins to describe the similarities, differences and relationships between objects, living things and natural events. Mighty Minutes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION GRADE LEVEL	SC.1.1.	Exploration, Observations, and Hypotheses: The child asks questions and makes predictions while exploring and observing in the environment. Children use their senses to observe by looking, touching, tasting, smelling and listening. Curiosity about the natural world leads children to ask questions. They ask Why? Where? What if? How? Who? Begins to describe the similarities, differences and relationships between objects, living things and natural events. Mighty Minutes MM19: I Spy With My Little Eye
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION GRADE LEVEL	SC.1.1.	Exploration, Observations, and Hypotheses: The child asks questions and makes predictions while exploring and observing in the environment. Children use their senses to observe by looking, touching, tasting, smelling and listening. Curiosity about the natural world leads children to ask questions. They ask Why? Where? What if? How? Who? Begins to describe the similarities, differences and relationships between objects, living things and natural events. Mighty Minutes MM19: I Spy With My Little Eye MM31: What's Inside the Box?
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION GRADE LEVEL	SC.1.1.	Exploration, Observations, and Hypotheses: The child asks questions and makes predictions while exploring and observing in the environment. Children use their senses to observe by looking, touching, tasting, smelling and listening. Curiosity about the natural world leads children to ask questions. They ask Why? Where? What if? How? Who? Begins to describe the similarities, differences and relationships between objects, living things and natural events. Mighty Minutes MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM48: Feely Box
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	SC.1.1.	Exploration, Observations, and Hypotheses: The child asks questions and makes predictions while exploring and observing in the environment. Children use their senses to observe by looking, touching, tasting, smelling and listening. Curiosity about the natural world leads children to ask questions. They ask Why? Where? What if? How? Who? Begins to describe the similarities, differences and relationships between objects, living things and natural events. Mighty Minutes MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM48: Feely Box MM97: Shape Hunt
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION GRADE LEVEL	SC.1.1.	Exploration, Observations, and Hypotheses: The child asks questions and makes predictions while exploring and observing in the environment. Children use their senses to observe by looking, touching, tasting, smelling and listening. Curiosity about the natural world leads children to ask questions. They ask Why? Where? What if? How? Who? Begins to describe the similarities, differences and relationships between objects, living things and natural events. Mighty Minutes MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM48: Feely Box
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	SC.1.1.d.	Exploration, Observations, and Hypotheses: The child asks questions and makes predictions while exploring and observing in the environment. Children use their senses to observe by looking, touching, tasting, smelling and listening. Curiosity about the natural world leads children to ask questions. They ask Why? Where? What if? How? Who? Begins to describe the similarities, differences and relationships between objects, living things and natural events. Mighty Minutes MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM48: Feely Box MM97: Shape Hunt Asks and responds to questions about relationships of objects, living things, and events in the natural environment. Mighty Minutes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONCEPT / STANDARD	SC.1.1.d. SC.1.1.e.	Exploration, Observations, and Hypotheses: The child asks questions and makes predictions while exploring and observing in the environment. Children use their senses to observe by looking, touching, tasting, smelling and listening. Curiosity about the natural world leads children to ask questions. They ask Why? Where? What if? How? Who? Begins to describe the similarities, differences and relationships between objects, living things and natural events. Mighty Minutes MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM48: Feely Box MM97: Shape Hunt Asks and responds to questions about relationships of objects, living things, and events in the natural environment. Mighty Minutes MM66: Musical Junk INQUIRY AND APPLICATION
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	SC.1.1.d. SC.1.1.e. SC.1.2.	Exploration, Observations, and Hypotheses: The child asks questions and makes predictions while exploring and observing in the environment. Children use their senses to observe by looking, touching, tasting, smelling and listening. Curiosity about the natural world leads children to ask questions. They ask Why? Where? What if? How? Who? Begins to describe the similarities, differences and relationships between objects, living things and natural events. Mighty Minutes MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM48: Feely Box MM97: Shape Hunt Asks and responds to questions about relationships of objects, living things, and events in the natural environment. Mighty Minutes MM66: Musical Junk
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY	SC.1.1.d. SC.1.1.e. SC.1.2.	Exploration, Observations, and Hypotheses: The child asks questions and makes predictions while exploring and observing in the environment. Children use their senses to observe by looking, touching, tasting, smelling and listening. Curiosity about the natural world leads children to ask questions. They ask Why? Where? What if? How? Who? Begins to describe the similarities, differences and relationships between objects, living things and natural events. Mighty Minutes MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM48: Feely Box MM97: Shape Hunt Asks and responds to questions about relationships of objects, living things, and events in the natural environment. Mighty Minutes MM66: Musical Junk INQUIRY AND APPLICATION Investigation: The child tests predictions through exploration and experimentation.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC.1.1.d. SC.1.1.e. SC.1.2.	Exploration, Observations, and Hypotheses: The child asks questions and makes predictions while exploring and observing in the environment. Children use their senses to observe by looking, touching, tasting, smelling and listening. Curiosity about the natural world leads children to ask questions. They ask Why? Where? What if? How? Who? Begins to describe the similarities, differences and relationships between objects, living things and natural events. Mighty Minutes MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM48: Feely Box MM97: Shape Hunt Asks and responds to questions about relationships of objects, living things, and events in the natural environment. Mighty Minutes MM66: Musical Junk INQUIRY AND APPLICATION Investigation: The child tests predictions through exploration and

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		knowledge of the world and their environment.
GRADE LEVEL EXPECTATION	SC.1.2.b.	Makes predictions and checks them through hands-on investigation with adult support.
		Mighty Minutes MM66: Musical Junk
CONCEPT / STANDARD	SC.1.	INQUIRY AND APPLICATION
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC.1.3.	Analysis and Conclusion: The child forms conclusions about observations and experimentations.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children form conclusions about their observations and experimentations by collecting and thinking about the information gathered.
GRADE LEVEL EXPECTATION	SC.1.3.b.	Identifies cause and effect relationships. Mighty Minutes MM67: Let's Stick Together
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CONCEPT / STANDARD	SC.1.	INQUIRY AND APPLICATION
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SC.1.4.	Communication: The child discusses and reflects upon the scientific investigation and its findings.
OBJECTIVE / GRADE LEVEL EXPECTATION		Based on past experiences, children use language or an alternate communication system to show recognition of scientific principles and a deeper understanding of their environment. Science incorporates language and literacy skills which are an essential foundation for later reading comprehension.
GRADE LEVEL EXPECTATION	SC.1.4.b.	Mighty Minutes MM10: Words in Motion MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM48: Feely Box MM49: A Tree My Size MM61: Riddle, Riddle, What Is That? MM68: I Have a Secret MM76: Describing Things MM94: Old MacDonald MM97: Shape Hunt
GRADE LEVEL EXPECTATION	SC.1.4.c.	Conducts further investigation based on prior experience and information gained. Mighty Minutes MM66: Musical Junk
STRAND	AZ.EC.SS.	SOCIAL STUDIES
CONCEPT / STANDARD	SS.2.	COMMUNITY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS.2.2.	Rights, Responsibilities and Roles within Community: The child demonstrates a sense of belonging to the community and contributes to its care.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children recognize themselves as part of their home and community. Children are given opportunities to experience choices and to make their own decisions in order to demonstrate their roles as individuals. As children learn to demonstrate respect for ideas and rules, they gain the skills necessary for being contributing members of the family and of a community.
GRADE LEVEL EXPECTATION	SS.2.2.a.	Demonstrates responsible behaviors. Mighty Minutes
		MM69: The Litter Monster
CONCEPT / STANDARD	SS.2.	COMMUNITY

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	SS.2.3.	Geography: The child demonstrates an awareness of locations within and around their community.
OBJECTIVE / GRADE LEVEL EXPECTATION		As young children explore their community and visit a variety of places, they begin to develop a sense of direction and location. While going for rides on the bus or in a car, or while walking in their neighborhoods, children become aware of signs, symbols and other landmarks.
GRADE LEVEL EXPECTATION	SS.2.3.a.	Uses words to describe directionality and/or location within the community. Mighty Minutes MM41: The Imaginary Ball
CTDAND	47 FO DUC	MM62: Where Can He Be?
STRAND CONCEPT / STANDARD	AZ.EC.PHS. PHS.1.	PHYSICAL DEVELOPMENT, HEALTH AND SAFETY PHYSICAL AND MOTOR DEVELOPMENT
PERFORMANCE OBJECTIVE / PROFICIENCY	PHS.1.1.	Gross Motor Development: The child moves with balance, control and coordination.
LEVEL		
OBJECTIVE / GRADE LEVEL EXPECTATION		Children are in constant motion. This movement develops young children's large muscles as they run, jump, and play in both structured and unstructured settings. Children increase their ability to control their bodies and learn that regular physical activity can enhance their overall physical, social and mental health.
GRADE LEVEL EXPECTATION	PHS.1.1.d.	Mighty Minutes MM10: Words in Motion MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM48: Feely Box MM49: A Tree My Size MM67: Let's Stick Together MM68: I Have a Secret MM75: Busy Bees MM76: Describing Things
CONCEPT / STANDARD	PHS.1.	PHYSICAL AND MOTOR DEVELOPMENT
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	PHS.1.2.	Fine Motor Development: The child uses fingers, hands and wrists to manipulate tools and materials.
OBJECTIVE / GRADE LEVEL EXPECTATION		Developing fine motor skills is an important foundation for other developmental areas such as cognitive development, artistic expression, daily living skills and handwriting. Children begin to demonstrate an increased amount of strength, dexterity, and stamina to perform fine motor tasks using a variety of manipulatives and tools. When children are engaged in appropriate activities and experiences, they develop the ability to gain fine motor control, which leads to independence.
GRADE LEVEL EXPECTATION	PHS.1.2.a.	Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware). Mighty Minutes MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey

GRADE LEVEL EXPECTATION	PHS.1.2.b.	Uses eye-hand coordination to perform simple tasks. Mighty Minutes MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey
GRADE LEVEL EXPECTATION	PHS.1.2.c.	Manipulates smaller objects, tools and instruments that require wrist and squeezing motions. Mighty Minutes MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey
GRADE LEVEL EXPECTATION	PHS.1.2.d.	Uses fine motor skills in daily living. Mighty Minutes MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey
CONCEPT / STANDARD	PHS.3.	SAFETY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	PHS.3.1.	Safety and Injury Prevention: Child demonstrates knowledge of personal safety practices and routines.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children demonstrate awareness and understanding of personal and environmental safety rules and how to keep themselves safe. These principles should be relevant to Arizona and to the community/region in which the child lives.
GRADE LEVEL EXPECTATION	PHS.3.1.c.	Enforces personal boundaries (safety, self-advocacy and boundary awareness). Mighty Minutes MM10: Words in Motion MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM34: The Wave MM48: Feely Box MM49: A Tree My Size MM67: Let's Stick Together MM68: I Have a Secret MM75: Busy Bees MM76: Describing Things
STRAND	AZ.EC.FA.	FINE ARTS
CONCEPT / STANDARD	FA.1.	VISUAL ARTS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	FA.1.1.	Creates and Understands Visual Arts: The child uses a wide variety of materials, media, tools, techniques and processes to explore, create and understand art.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children communicate ideas, experiences and feelings by leaving their mark with crayons, markers, paints, modeling and construction of masterpieces. Children discover that they and others are artists. Children begin to develop vocabulary to share their opinions about

		artistic creations and experiences. They reflect upon and describe the characteristics and qualities of their work and the work of others.
GRADE LEVEL EXPECTATION	FA.1.1.a.	Uses a variety of materials/media, tools and techniques to create original works of art (e.g., paper, rocks, sand, clay; tools such as cotton swabs, small/large brushes, drinking straws, and techniques such as drawing, painting, sculpting).
		Mighty Minutes MM64: Paper Towel Rap
GRADE LEVEL EXPECTATION	FA.1.1.b.	Creates art work with details which represent creative and personal choices, ideas, experiences and feelings.
		Mighty Minutes MM64: Paper Towel Rap
GRADE LEVEL EXPECTATION	FA.1.1.c.	Creates art in two and three dimensions. Mighty Minutes MM64: Paper Towel Rap
GRADE LEVEL EXPECTATION	FA.1.1.d.	Seeks an understanding of artwork by self or others by commenting on or questioning the artwork.
		Mighty Minutes MM59: Clap the Beat MM64: Paper Towel Rap MM97: Shape Hunt
CONCEPT / STANDARD	FA.2.	MUSIC AND CREATIVE MOVEMENT
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	FA.2.1.	Creates and Understands Music, Movement and Dance: The child uses a wide variety of instruments, movements, techniques and music to explore and create.
OBJECTIVE / GRADE LEVEL EXPECTATION		Singing, dancing, making music and moving to sounds/rhythms are fundamental musical activities of young children. These activities help young children explore and demonstrate self-expression, creativity, body awareness and nurtures appreciation of the arts. Children begin to develop a vocabulary to share opinions about musical/movement creations and experiences.
GRADE LEVEL EXPECTATION	FA.2.1.a.	Experiments with a variety of instruments, vocalizations, sounds or creative movements.
		Mighty Minutes MM66: Musical Junk
GRADE LEVEL EXPECTATION	FA.2.1.b.	Mighty Minutes MM01: The People in Your Neighborhood MM03: Purple Pants MM06: This Is the Way MM08: Clap the Missing Word MM100: La, La, La MM11: What Is My Job? MM14: Scat Singing MM20: I Can Make a Circle MM23: Hi-Ho, the Derry-O MM24: Dinky Do MM29: Baa, Baa, Black Sheep MM30: Bounce, Bounce, Bounce MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM42: Come Play With Me

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		MM45: I'm a Sturdy Oak Tree
		MM49: A Tree My Size
		MM52: Walk Around the Shapes
		MM53: Three Rowdy Children
		MM54: The Green Grass Grows
		MM56: I Had a Little Nut Tree
		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
GRADE LEVEL	FA.2.1.c.	Uses familiar songs, rhymes or chants to create their own
EXPECTATION	FA.2.1.C.	Uses familiar songs, rhymes or chants to create their own musical/movement improvisations.
LAFLCTATION		musical/movement improvisations.
		Mighty Minutes
		Mighty Minutes
		MM01: The People in Your Neighborhood
		MM03: Purple Pants
		MM06: This Is the Way
		MM08: Clap the Missing Word
		MM100: La, La, La
		MM11: What Is My Job?
		MM14: Scat Singing
		MM20: I Can Make a Circle
		MM23: Hi-Ho, the Derry-O
		MM24: Dinky Do
		MM29: Baa, Baa, Black Sheep
	II.	
		MM30: Bounce, Bounce
		MM37: Little Ball
		MM37: Little Ball MM38: Spatial Patterns
		MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend
		MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name
		MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM42: Come Play With Me
		MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM42: Come Play With Me MM43: Bouncing Big Brown Balls
		MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree
		MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size
		MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM52: Walk Around the Shapes
		MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM52: Walk Around the Shapes MM53: Three Rowdy Children
		MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows
		MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM56: I Had a Little Nut Tree
		MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM56: I Had a Little Nut Tree MM58: A-Hunting We Will Go
		MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM56: I Had a Little Nut Tree MM58: A-Hunting We Will Go MM60: The Name Dance
		MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM56: I Had a Little Nut Tree MM58: A-Hunting We Will Go MM60: The Name Dance MM64: Paper Towel Rap
		MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM56: I Had a Little Nut Tree MM58: A-Hunting We Will Go MM60: The Name Dance
		MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM56: I Had a Little Nut Tree MM58: A-Hunting We Will Go MM60: The Name Dance MM64: Paper Towel Rap
		MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM56: I Had a Little Nut Tree MM58: A-Hunting We Will Go MM60: The Name Dance MM64: Paper Towel Rap MM66: Musical Junk
		MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM56: I Had a Little Nut Tree MM58: A-Hunting We Will Go MM60: The Name Dance MM64: Paper Towel Rap MM66: Musical Junk MM69: The Litter Monster
		MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM56: I Had a Little Nut Tree 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
		MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM56: I Had a Little Nut Tree 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
		MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM56: I Had a Little Nut Tree 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
		MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM52: Walk Around the Shapes MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM56: I Had a Little Nut Tree MM58: A-Hunting We Will Go MM60: The Name Dance MM60: The Name Dance 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
		MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM56: I Had a Little Nut Tree 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

GRADE LEVEL EXPECTATION	FA.2.1.d.	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 Responds to different types of music, (e.g., rock, classical, jazz, spirituals, reggae, Native American chants, gospel, bluegrass, lullabies, marches and country music).
GRADE LEVEL	FA.2.1.e.	Mighty Minutes MM66: Musical Junk Uses creative movement and dance to interpret the mood of various
EXPECTATION		types of music and stories. Mighty Minutes MM66: Musical Junk
CONCEPT / STANDARD	FA.3.	DRAMA
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	FA.3.1.	Creates Dramatic Activities: The child uses the portrayal of events, characters, or stories through acting and using props and language to explore and create.
OBJECTIVE / GRADE LEVEL EXPECTATION		Children use the richness of their daily activities to create pretend play, assuming different roles and characters. These experiences contribute to children's ability to self-regulate, communicate more effectively and engage in cooperative activity with peers while practicing roles of others.
GRADE LEVEL EXPECTATION	FA.3.1.a.	Assumes roles from daily activities using a variety of props. Mighty Minutes 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 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 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
CDADE LEVEL	EA 2.4 b	Takes on more than one dramatic play role at a time
GRADE LEVEL	FA.3.1.b.	Takes on more than one dramatic play role at a time.
EXPECTATION		Ballingh to Balling of a c
		Mighty Minutes
		MM10: Words in Motion
		MM11: What Is My Job?
		MM12: Ticky Ricky
		MM16: Nothing, Nothing, Something
		MM17: Leaping Sounds
		MM25: Freeze
		MM30: 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?
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		MANAGO TI - OLI Mari
		MM96: The Old Man
		MM97: Shape Hunt MM99: Let's All Follow
	5 0 4	
GRADE LEVEL EXPECTATION	FA.3.1.c.	Pretends an object exists without using a prop.
EXPECTATION		Mighty Minutes
		MM10: Words in Motion
		MM11: What Is My Job?
		MM12: Ticky Ricky
		MM16: Nothing, Nothing, Something
		MM17: Leaping Sounds
		MM25: Freeze
		MM30: 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
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		MM79: Here Is the Beehive
		MM81: Humpty Dumpty
		MM83: Let's Make a Cake
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		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
GRADE LEVEL	FA.3.1.e.	Adds details and new elements to dramatic play situations.
EXPECTATION	. A.J. I.E.	nado detano and new elemento to diamane piay situations.
-A LOTATION		Mighty Minutes
		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