

Alignment of

The Creative Curriculum[®] for Preschool



WITH

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

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

References

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Balls Study State: Connecticut Early Learning and Development Standards Subject: Early Childhood Education Grade: Ages 3-5

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Cooperation with Peers in Learning Experiences
INDICATOR	C.48.5.	Help and cooperate in group.
INDICATOR	C.48.5.	Help and cooperate in group. Balls 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 2 Large 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 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 18 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 p. 20 Exploring the Topic Day 4 Large Group p. 20 Exploring the Topic Day 4 Read-Aloud p. 21 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Large-Group Roundup p. 23 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Small Group p. 23 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Small Group p. 23 Exploring the Topic Day 5 Large-Group Roundup p. 23 Exploring the Topic Day 5 Large Group p. 24 Investigation 1 Day 1 Large Group p. 29 Investiga
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STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Cooperation with Peers in Learning Experiences
GRADE LEVEL EXPECTATION		develop effective approaches to learning. 4 to 5 years Cooperation with Peers in Learning Experiences Model or teach peers how to use materials or complete a task. Balls 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 2 Choice Time 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 p. 17 Exploring the Topic Day 3 Large-Group Roundup p. 18 Exploring the Topic Day 3 Large-Group Roundup 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 Large-Group Roundup p. 19 Exploring the Topic Day 4 Large Group p. 20 Exploring the Topic Day 4 Choice Time p. 20 Exploring the Topic Day 4 Small Group p. 21 Exploring the Topic Day 4 Samal Group p. 22 Exploring the Topic Day 5 Large-Group Roundup p. 23 Exploring the Topic Day 5 Large-Group Roundup p. 24 Exploring the Topic Day 5 Large-Group Roundup p. 25 Exploring the Topic Day 5 Large-Group Roundup p. 26 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Choic
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STATE FRAMEWORK	С.В.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL	C.48.	3 to 4 years
EXPECTATION	0.40.	
INDICATOR		Attributes, Sorting and Patterns
INDICATOR	C.48.7.	Identify similarities and differences in objects, people, events,
		sounds based on one attribute (e.g., same or different colors, loud or soft sound). <u>Balls Study</u> 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

INDICATOR	C.48.8.	Recognize patterns in routines, objects and/or sounds and replicate
	0.70.0.	sequence using objects or language.
		Balls Study p. 29 Investigation 1 Day 1 Small Group
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STATE FRAMEWORK	С.В.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Problem Solving
INDICATOR	C.48.9.	Think of and try an alternative strategy when a first attempt at solving a problem is unsuccessful.
		Balls Study
		p. 39 Investigation 2 Day 2 Choice Time p. 71 Investigation 5 Day 5 Small Group
STATE FRAMEWORK	С.В.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Symbolic Representation
INDICATOR	C.48.12.	Represent people, places or things through simple drawings,
		movements and three-dimensional construction.
		Pollo Study
		Balls Study p. 18 Exploring the Topic Day 3 Choice Time
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STATE FRAMEWORK	С.В.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Cause and Effect
INDICATOR	C.60.7.	Try multiple uses of same materials and observe differing results.
		Balls Study
		p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud
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STATE FRAMEWORK	С.В.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Attributes, Sorting and Patterns
INDICATOR	C.60.8.	Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less).
		Balls Study p. 39 Investigation 2 Day 2 Choice Time p. 71 Investigation 5 Day 5 Small Group
INDICATOR	C.60.9.	Use familiar patterns to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will).
		Balls Study p. 39 Investigation 2 Day 2 Choice Time
		p. 71 Investigation 5 Day 5 Small Group
INDICATOR	C.60.10.	Begin to question accuracy of information and sources as evidenced by sharing conflicting information from another source (e.g., when the teacher shares information with class, says, "But my dad says…").
		Balls 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 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group
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		p.68 Investigation 5 Day 4 Large Group
		p.84 Celebrating Learning Day 1 Large Groups
STATE FRAMEWORK	С.В.	Strand B: Early learning experiences will support children to use
		logic and reasoning.
GRADE LEVEL	C.60.	4 to 5 years
EXPECTATION		
INDICATOR		Problem Solving
INDICATOR	C.60.11.	Try multiple strategies to solve a problem and draw on multiple
		resources (e.g., look at what a peer is doing for ideas).
		Balls Study
		p. 39 Investigation 2 Day 2 Choice Time
		p. 71 Investigation 5 Day 5 Small Group
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use
		logic and reasoning.
GRADE LEVEL	C.60.	4 to 5 years
EXPECTATION		
INDICATOR		Symbolic Representation
INDICATOR	C.60.14.	Represent people, places or things through drawings, movements
	0.00.17.	and/or three-dimensional constructions that are increasingly
		abstract (e.g., may draw a map that includes an "X" that marks the
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		Less the state of the two seconds
		location of the treasure).
		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
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		p. 67 Investigation 5 Day 3 Small Group
		p. 69 Investigation 5 Day 4 Read-Aloud
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to
		strengthen executive function.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Cognitive Flexibility
INDICATOR	C.48.15.	With adult assistance, stop and consider alternatives when
		encountering a problem.
		Balls Study
		p. 39 Investigation 2 Day 2 Choice Time
		p. 71 Investigation 5 Day 5 Small Group
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to
		strengthen executive function.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Working Memory
INDICATOR	C.48.16.	Engage in games that involve remembering (e.g., memory).
		Balls Study
		p. 17 Exploring the Topic Day 2 Large-Group Roundup p. 51 Investigation 4 Day 1 Small Group
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to
		strengthen executive function.
GRADE LEVEL	C.48.	3 to 4 years
EXPECTATION INDICATOR		Regulation of Attention and Impulses
INDICATOR	C.48.18.	With adult reminders can briefly inhibit initial response (e.g., stop
	C.40.10.	imitating inappropriate behaviors of peers, wait turn to respond to
		question or prompt in group setting).
		,
		Balls Study
		p. 23 Exploring the Topic Day 5 Small Group
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		p. 63 Investigation 5 Day 1 Small Group
		p. 87 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL	C.60.	4 to 5 years
EXPECTATION INDICATOR		Cognitive Elevibility
	C.60.17.	Cognitive Flexibility Generate or seek out multiple solutions to a problem.
	0.00.17.	
		Balls Study
		p. 39 Investigation 2 Day 2 Choice Time

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

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

p. 20 Exploring the Topic Day 4 Choice Timep. 23 Exploring the Topic Day 5 Choice Timep. 29 Investigation 1 Day 1 Choice Timep. 31 Investigation 1 Day 2 Choice Timep. 46 Investigation 3 Day 2 Large Groupp. 61 Investigation 5 Outdoor Experiencesp. 63 Investigation 5 Day 1 Mighty Minutesp. 64 Investigation 5 Day 2 Choice Timep. 64 Investigation 5 Day 3 Choice Timep. 67 Investigation 5 Day 3 Choice TimeSTATE FRAMEWORKPH.A.Strand A: Early learning experiences will support children to develop gross motor skills.GRADE LEVELPH.48.3 to 4 years	
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 Choice Time p. 64 Investigation 5 Day 2 Large Group p. 67 Investigation 5 Day 3 Choice TimeSTATE FRAMEWORKPH.A.Strand A: Early learning experiences will support children to develop gross motor skills.GRADE LEVELPH.48.3 to 4 years	
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 TimeSTATE FRAMEWORKPH.A.Strand A: Early learning experiences will support children to develop gross motor skills.GRADE LEVELPH.48.3 to 4 years	
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 TimeSTATE FRAMEWORKPH.A.Strand A: Early learning experiences will support children to develop gross motor skills.GRADE LEVELPH.48.3 to 4 years	
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 STATE FRAMEWORK PH.A. Strand A: Early learning experiences will support children to develop gross motor skills. GRADE LEVEL PH.48.	
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 TimeSTATE FRAMEWORKPH.A.Strand A: Early learning experiences will support children to develop gross motor skills.GRADE LEVELPH.48.3 to 4 years	
p. 64 Investigation 5 Day 2 Choice Time p. 64 Investigation 5 Day 2 Large Group p. 67 Investigation 5 Day 3 Choice Time STATE FRAMEWORK PH.A. Strand A: Early learning experiences will support children to develop gross motor skills. GRADE LEVEL PH.48.	
p. 64 Investigation 5 Day 2 Large Group p. 67 Investigation 5 Day 3 Choice Time STATE FRAMEWORK PH.A. Strand A: Early learning experiences will support children to develop gross motor skills. GRADE LEVEL PH.48.	
p. 67 Investigation 5 Day 3 Choice Time STATE FRAMEWORK PH.A. Strand A: Early learning experiences will support children to develop gross motor skills. GRADE LEVEL PH.48.	
STATE FRAMEWORK PH.A. Strand A: Early learning experiences will support children to develop gross motor skills. GRADE LEVEL PH.48. 3 to 4 years	
develop gross motor skills. GRADE LEVEL PH.48. 3 to 4 years	
GRADE LEVEL PH.48. 3 to 4 years	
EXPECTATION	
INDICATOR Large Muscle Movement and Coordination	
INDICATOR PH.48.2. Combine several gross motor skills in an organized way, suc	h as
moving through an obstacle course or participating in a crea	tive
movement activity following directives.	
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. 43 Investigation 3 Outdoor Experiences	
p. 44 Investigation 3 Day 1 Large Group	
p. 45 Investigation 3 Day 1 Choice Time	
p. 46 Investigation 3 Day 2 Large Group	
p. 61 Investigation 5 Outdoor Experiences	
INDICATOR PH.48.3. Hop on one foot.	
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	
INDICATOR PH.48.4. Kick ball at target a short distance away with accuracy and s	peea.
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 1 Day 3 Small Group	
p. 36 Investigation 2 Day 1 Choice Time	
p. 36 Investigation 2 Day 1 Large Group	
p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup	
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. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup	

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

		 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 3 Choice Time p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Large-Group Roundup p. 43 Investigation 2 Day 3 Large-Group Roundup p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Choice Time p. 45 Investigation 3 Day 1 Choice Time p. 45 Investigation 3 Day 1 Choice Time p. 45 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Choice Time p. 47 Investigation 3 Day 2 Choice Time p. 47 Investigation 3 Day 2 Small Group p. 51 Investigation 4 Day 4 Choice Time p. 55 Investigation 4 Day 4 Choice Time p. 56 Investigation 4 Day 5 Choice Time p. 57 Investigation 4 Day 5 Choice Time p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 50 Investigation 4 Day 5 Large Group p. 51 Investigation 5 Day 1 Large Group p. 61 Investigation 5 Day 1 Choice Time p. 62 Investigation 5 Day 1 Choice Time p. 63 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 2 Choice Time p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Large Group p. 64 Investigation 5 Day 2 Large Group p. 64 Investigation 5 Day 2 Large Group p. 64 Investigation 5 Day 3 Large Group p. 64 Investigation 5 Day 3 Large Group p. 65 Investigation 5 Day 3 Large Group p. 64 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 4 L
STATE FRAMEWORK	PH.A.	p.70 Investigation 5 Day 5 Choice Time Strand A: Early learning experiences will support children to
		develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Mobility
INDICATOR	PH.60.1.	Alternate direction while running and stop easily without losing balance. <u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Choice Time p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 61 Investigation 5 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

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

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

	1 40 4	The loss ten have been been also a few all been setting and be build be attailed at
INDICATOR	L.48.1.	Understand words or signs for objects, actions and visible attributes found frequently in both real and symbolic contexts.
		Palle Study
		Balls Study p. 21 Exploring the Topic Day 4 Small Group
		p. 23 Exploring the Topic Day 5 Choice Time
		p. 23 Exploring the Topic Day 5 Small Group
		p. 27 Investigation 1 Outdoor Experiences
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 31 Investigation 1 Day 2 Small Group
		p. 32 Investigation 1 Day 3 Choice Time
		p. 35 Investigation 2 Outdoor Experiences
		p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group
		p. 43 Investigation 3 Outdoor Experiences
		p. 44 Investigation 3 Day 1 Large Group
		p. 45 Investigation 3 Day 1 Large-Group Roundup
		p. 45 Investigation 3 Day 1 Small Group
		p. 49 Investigation 4 Outdoor Experience
		p. 50 Investigation 4 Day 1 Large Group
		p. 53 Investigation 4 Day 2 Large-Group Roundup
		p. 61 Investigation 5 Outdoor Experiences
		p. 63 Investigation 5 Day 1 Read-Aloud
		p. 64 Investigation 5 Day 2 Large Group
		p. 66 Investigation 5 Day 3 Large Group p. 83 Celebrating Learning Outdoor Experience
		p. 87 Celebrating Learning Day 2 Small Group
		p.53 Investigation 4 Day 2 Small Group
STATE FRAMEWORK	L.A.	
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Language Comprehension
INDIGATOR		Language comprehension
INDICATOR	L.48.2.	Understand increasingly complex sentences that include 2 - 3 concepts (e.g., "Put the blue paper under the box.").
	L.48.2.	Understand increasingly complex sentences that include 2 - 3 concepts (e.g., "Put the blue paper under the box.").
	L.48.2.	Understand increasingly complex sentences that include 2 - 3 concepts (e.g., "Put the blue paper under the box."). Balls Study
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	L.48.2.	Understand increasingly complex sentences that include 2 - 3 concepts (e.g., "Put the blue paper under the box."). Balls Study p. 18 Exploring the Topic Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group
INDICATOR		Understand increasingly complex sentences that include 2 - 3 concepts (e.g., "Put the blue paper under the box."). <u>Balls Study</u> p. 18 Exploring the Topic Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group
	L.48.2.	Understand increasingly complex sentences that include 2 - 3 concepts (e.g., "Put the blue paper under the box."). <u>Balls Study</u> p. 18 Exploring the Topic Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group Strand A: Early learning experiences will support children to
INDICATOR	L.A.	Understand increasingly complex sentences that include 2 - 3 concepts (e.g., "Put the blue paper under the box.").Balls Study p. 18 Exploring the Topic Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large GroupStrand A: Early learning experiences will support children to understand language (receptive language).
INDICATOR		Understand increasingly complex sentences that include 2 - 3 concepts (e.g., "Put the blue paper under the box."). <u>Balls Study</u> p. 18 Exploring the Topic Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group Strand A: Early learning experiences will support children to
INDICATOR STATE FRAMEWORK GRADE LEVEL	L.A.	Understand increasingly complex sentences that include 2 - 3 concepts (e.g., "Put the blue paper under the box.").Balls Study p. 18 Exploring the Topic Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large GroupStrand A: Early learning experiences will support children to understand language (receptive language).
INDICATOR STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	L.A. L.60.	Understand increasingly complex sentences that include 2 - 3 concepts (e.g., "Put the blue paper under the box."). Balls Study p. 18 Exploring the Topic Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 58 Investigation 4 Day 5 Large Group data A: Early learning experiences will support children to understand language (receptive language). 4 to 5 years Word Comprehension
INDICATOR STATE FRAMEWORK GRADE LEVEL EXPECTATION	L.A.	Understand increasingly complex sentences that include 2 - 3 concepts (e.g., "Put the blue paper under the box."). Balls Study p. 18 Exploring the Topic Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group Strand A: Early learning experiences will support children to understand language (receptive language). 4 to 5 years
INDICATOR STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	L.A. L.60.	Understand increasingly complex sentences that include 2 - 3 concepts (e.g., "Put the blue paper under the box."). Balls Study p. 18 Exploring the Topic Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 58 Investigation 4 Day 5 Large Group g. 60 Understand language (receptive language). 4 to 5 years Word Comprehension Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts.
INDICATOR STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	L.A. L.60.	Understand increasingly complex sentences that include 2 - 3 concepts (e.g., "Put the blue paper under the box."). Balls Study p. 18 Exploring the Topic Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 58 Investigation 4 Day 5 Large Group Strand A: Early learning experiences will support children to understand language (receptive language). 4 to 5 years Word Comprehension Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts. Balls Study
INDICATOR STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	L.A. L.60.	Understand increasingly complex sentences that include 2 - 3 concepts (e.g., "Put the blue paper under the box."). Balls Study p. 18 Exploring the Topic Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 5 Large Group p. 58 Investigation 4 Day 5 Large Group Strand A: Early learning experiences will support children to understand language (receptive language). 4 to 5 years Word Comprehension Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts. Balls Study p. 21 Exploring the Topic Day 4 Small Group
INDICATOR STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	L.A. L.60.	Understand increasingly complex sentences that include 2 - 3 concepts (e.g., "Put the blue paper under the box."). Balls Study p. 18 Exploring the Topic Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 56 Investigation 4 Day 5 Large Group p. 58 Investigation 4 Day 5 Large Group Strand A: Early learning experiences will support children to understand language (receptive language). 4 to 5 years Word Comprehension Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts. Balls Study p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Choice Time
INDICATOR STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	L.A. L.60.	Understand increasingly complex sentences that include 2 - 3 concepts (e.g., "Put the blue paper under the box."). Balls Study p. 18 Exploring the Topic Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 58 Investigation 4 Day 5 Large Group Strand A: Early learning experiences will support children to understand language (receptive language). 4 to 5 years Word Comprehension Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts. Balls Study p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Small Group
INDICATOR STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	L.A. L.60.	Understand increasingly complex sentences that include 2 - 3 concepts (e.g., "Put the blue paper under the box."). Balls Study p. 18 Exploring the Topic Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 4 Large Group p. 56 Investigation 4 Day 5 Large Group p. 58 Investigation 4 Day 5 Large Group p. 58 Investigation 4 Day 5 Large Group Strand A: Early learning experiences will support children to understand language (receptive language). 4 to 5 years Word Comprehension Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts. Balls Study p. 21 Exploring the Topic Day 4 Small Group 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. 27 Investigation 1 Outdoor Experiences
INDICATOR STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	L.A. L.60.	Understand increasingly complex sentences that include 2 - 3 concepts (e.g., "Put the blue paper under the box."). Balls Study p. 18 Exploring the Topic Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 58 Investigation 4 Day 5 Large Group p. 58 Investigation 4 Day 5 Large Group Strand A: Early learning experiences will support children to understand language (receptive language). 4 to 5 years Word Comprehension Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts. Balls Study p. 21 Exploring the Topic Day 4 Small Group p. 23 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 Read-Aloud
INDICATOR STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	L.A. L.60.	Understand increasingly complex sentences that include 2 - 3 concepts (e.g., "Put the blue paper under the box."). Balls Study p. 18 Exploring the Topic Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 58 Investigation 4 Day 5 Large Group p. 58 Investigation 4 Day 5 Large Group Strand A: Early learning experiences will support children to understand language (receptive language). 4 to 5 years Word Comprehension Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts. Balls Study p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Small Group
INDICATOR STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	L.A. L.60.	Understand increasingly complex sentences that include 2 - 3 concepts (e.g., "Put the blue paper under the box."). Balls Study p. 18 Exploring the Topic Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 58 Investigation 4 Day 5 Large Group p. 58 Investigation 4 Day 5 Large Group Strand A: Early learning experiences will support children to understand language (receptive language). 4 to 5 years Word Comprehension Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts. Balls Study p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 32 Investigation 1 Day 3 Choice Time
INDICATOR STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	L.A. L.60.	Understand increasingly complex sentences that include 2 - 3 concepts (e.g., "Put the blue paper under the box."). Balls Study p. 18 Exploring the Topic Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group Strand A: Early learning experiences will support children to understand language (receptive language). 4 to 5 years Word Comprehension Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts. Balls Study p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 23 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 3 Choice Time p. 35 Investigation 1 Day 3 Choice Time p. 35 Investi
INDICATOR STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	L.A. L.60.	Understand increasingly complex sentences that include 2 - 3 concepts (e.g., "Put the blue paper under the box."). Balls Study p. 18 Exploring the Topic Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group strand A: Early learning experiences will support children to understand language (receptive language). 4 to 5 years Word Comprehension Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts. Balls 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. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 35 Investigation 1 Day 3 Choice Time

		 p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group p. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group p. 53 Investigation 4 Day 2 Large-Group Roundup p. 61 Investigation 5 Outdoor Experiences p. 63 Investigation 5 Day 1 Read-Aloud p. 64 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 3 Large Group p. 83 Celebrating Learning Outdoor Experience p. 87 Celebrating Learning Day 2 Small Group p.53 Investigation 4 Day 2 Small Group
INDICATOR	L.60.2.	Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects. Balls Study p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 35 Investigation 2 Outdoor Experiences p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 43 Investigation 3 Day 1 Small Group p. 43 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large Group p. 49 Investigation 4 Day 2 Large-Group Roundup p. 61 Investigation 5 Day 1 Read-Aloud p. 61 Investigation 5 Day 1 Read-Aloud p. 63 Investigation 5 Day 2 Large Group p. 64 Investigation 5 Day 2 Large Group p. 64 Investigation 5 Day 3 Large Group p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 3 Large Group p. 66 Investigation 5 Day 3 Large Group p. 61 Investigation 5 Day 3 Large Group p. 63 Investigation 4 Day 2 Large Group p. 64 Investigation 5 Day 3 Large Group p. 65 Investigation 4 Day 2 Small Group p. 63 Investigation 4 Day 2 Small Group p. 53 Investigation 4 Day 2 Small Group p. 53 Investigation 4 Day 2 Small Group
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Language Comprehension
INDICATOR	L.60.3.	Understand increasingly complex sentences that include 3-4 concepts (e.g., "Plants are living things that will not survive without soil, sunlight and water."). <u>Balls Study</u> p. 18 Exploring the Topic Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Vocabulary
INDICATOR	L.48.3.	Use accepted words for objects, actions and attributes encountered

	1	fraguently in both real and symbolic contexts
		frequently in both real and symbolic contexts. <u>Balls Study</u> p. 23 Exploring the Topic Day 5 Small Group p. 37 Investigation 2 Day 1 Small Group p. 45 Investigation 3 Day 1 Large-Group Roundup p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	L.48.5.	Begin to use some words that are not a part of everyday conversational speech but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race or jog). 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. 33 Investigation 2 Day 2 Read-Aloud p. 51 Investigation 4 Day 3 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Expression of Ideas, Feelings and Needs
INDICATOR	L.48.6.	Communicate about current or removed events and/or objects. Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 2 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 Large Group p. 17 Exploring the Topic Day 3 Large-Group Roundup p. 18 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Kead-Aloud p. 19 Exploring the Topic Day 4 Large Group p. 20 Exploring the Topic Day 4 Large 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 Large-Group Roundup 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 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 24 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group

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

		 p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 5 Large Group p. 70 Investigation 5 Day 5 Large Group Roundup 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. 86 Celebrating Learning Day 2 Choice Time p. 86 Celebrating Learning Day 2 Large-Group Roundup p. 87 Celebrating Learning Day 2 Small Group p. 47 Investigation 3 Day 2 Large-Group Roundup p. 53 Investigation 5 Day 1 Small Group p. 68 Investigation 5 Day 2 Small Group p. 71 Investigation 5 Day 4 Large Group Roundup p. 72 Celebrating Learning Day 2 Large-Group Roundup p. 73 Exploring the Topic Day 1 Small Group p. 74 Investigation 5 Day 2 Large-Group Roundup p. 75 Investigation 5 Day 2 Large-Group Roundup p. 70 Investigation 5 Day 3 Large-Group Roundup p. 70 Investigation 5 Day 5 Choice Time
STATE FRAMEWORK	L.B.	p.84 Celebrating Learning Day 1 Large Groups Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Language Structure
INDICATOR	L.48.8.	Use basic grammar rules including irregular past tense and questions. <u>Balls Study</u> p. 16 Exploring the Topic Day 2 Choice Time p. 17 Exploring the Topic Day 2 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 44 Investigation 3 Day 1 Large Group p. 52 Investigation 4 Day 2 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 67 Investigation 5 Day 3 Small Group
INDICATOR	L.48.9.	Use speech that is mostly intelligible to familiar and unfamiliar adults. <u>Balls Study</u> p. 23 Exploring the Topic Day 5 Small Group p. 37 Investigation 2 Day 1 Small Group p. 45 Investigation 3 Day 1 Large-Group Roundup p. 87 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Vocabulary
INDICATOR	L.60.5.	Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs). 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

		a 04 Evaluation the Test's Day 4 Day 1 Alay 1
		 p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Language Structure
INDICATOR	L.60.8.	Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts. Balls Study 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
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Conventions of Conversation
INDICATOR	L.48.10.	Maintain a topic of conversation over the course of several turns. Balls 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. 16 Exploring the Topic Day 2 Choice Time 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 3 Large-Group Roundup 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 Large-Group Roundup p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 20 Exploring the Topic Day 4 Large 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 Large Group p. 22 Exploring the Topic Day 4 Large-Group Roundup p. 23 Exploring the Topic Day 5 Large-Group Roundup p. 24 Exploring the Topic Day 5 Large-Group Roundup p. 25 Exploring the Topic Day 5 Large-Group Roundup p. 26 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 Large-Group Roundup p. 30 Investigation 1 Day 2 Large Group p. 30 Investigation 1 Day 2 Large Group

p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 33 Investigation 1 Day 3 Read-Aloud p. 33 Investigation 1 Day 3 Small Group p. 35 Investigation 2 Outdoor Experiences p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Choice Time p. 39 Investigation 2 Day 2 Large-Group Roundup p. 39 Investigation 2 Day 2 Read-Aloud p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Large-Group Roundup p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Choice Time p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 47 Investigation 3 Day 2 Small Group p. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Choice Time p. 51 Investigation 4 Day 1 Large-Group Roundup p. 51 Investigation 4 Day 1 Read-Aloud p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Choice Time p. 53 Investigation 4 Day 2 Large-Group Roundup p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Choice Time p. 55 Investigation 4 Day 3 Large-Group Roundup p. 55 Investigation 4 Day 3 Read-Aloud p. 55 Investigation 4 Day 3 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 56 Investigation 4 Day 4 Large Group p. 57 Investigation 4 Day 4 Large-Group Roundup p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Large Group Roundup p. 59 Investigation 4 Day 5 Read-Aloud p. 59 Investigation 4 Day 5 Small Group p. 61 Investigation 5 Outdoor Experiences p. 62 Investigation 5 Day 1 Choice Time p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Large-Group Roundup p. 63 Investigation 5 Day 1 Small Group p. 64 Investigation 5 Day 2 Choice Time p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Large-Group Roundup p. 65 Investigation 5 Day 2 Small Group p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Choice Time p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Choice Time

		 p. 69 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group p. 71 Investigation 5 Day 5 Large-Group Roundup p. 71 Investigation 5 Day 5 Small Group p. 83 Celebrating Learning Outdoor Experience p. 84 Celebrating Learning Day 1 Choice Time p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Choice Time p. 87 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Large-Group Roundup p. 87 Celebrating Learning Day 2 Small Group p. 76 Celebrating Learning Day 2 Large-Group Roundup p. 87 Celebrating Learning Day 2 Small Group p. 76 Investigation 3 Day 2 Large-Group Roundup p. 75 Investigation 5 Day 3 Large-Group Roundup p. 67 Investigation 5 Day 3 Large Group p. 70 Investigation 5 Day 3 Large Group p. 70 Investigation 5 Day 4 Large Group p. 70 Investigation 5 Day 3 Large Group p. 70 Investigation 5 Day 4 Large Group p. 70 Investigation 5 Day 4 Large Group p. 70 Investigation 5 Day 5 Choice Time p. 84 Celebrating Learning Day 1 Large Groups
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Language for Interaction
INDICATOR	L.48.11.	Answer simple who, what, where and why questions. Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 4 Small Group p. 21 Exploring the Topic Day 5 Large Group p. 22 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. 23 Investigation 1 Day 1 Choice Time p. 30 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 32 Investigation 2 Day 1 Large Group p. 34 Investigation 2 Day 1 Large Group p. 35 Investigation 2 Day 1 Large Group p. 36 Investigation 3 Day 1 Large Group p. 38 Investigation 3 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 3 Day 1 Large Group p. 51 Investigation 4 Day 1 Large Group p. 52 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. 55 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 4 Large Group p. 55 Investigation 4 Day 4 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 5 Small Group p. 59 Investigation

STATE FRAMEWORK	L.C.	 p. 62 Investigation 5 Day 1 Choice Time p. 62 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Read-Aloud p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group p. 86 Celebrating Learning Day 2 Large Group p. 70 Investigation 5 Day 4 Large Group p. 70 Investigation 5 Day 4 Large Group p. 86 Celebrating Learning Day 1 Large Group Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Conventions of Conversation
INDICATOR	L.60.9.	Initiate, maintain and end conversations by repeating what other person says and/or by asking questions. Balls 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 Choice Time 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 p. 17 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 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. 22 Exploring the Topic Day 4 Large Group p. 23 Exploring the Topic Day 5 Large-Group Roundup p. 24 Exploring the Topic Day 5 Large Group p. 25 Exploring the Topic Day 5 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 23 Exploring the Topic Day 5 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 Large-Group Roundup p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Large-Group Roundup p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 3 Large-Group Roundup p. 33 Investigation 1 Day 3 Large-Grou

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

STATE FRAMEWORK	L.C.	 p. 87 Celebrating Learning Day 2 Large-Group Roundup p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group p.47 Investigation 3 Day 2 Large-Group Roundup p.53 Investigation 4 Day 2 Small Group p.67 Investigation 5 Day 3 Large-Group Roundup p.68 Investigation 5 Day 4 Large Group p.70 Investigation 5 Day 5 Choice Time p.84 Celebrating Learning Day 1 Large Groups
GRADE LEVEL	L.60.	language for social interaction. 4 to 5 years
EXPECTATION		
INDICATOR INDICATOR	L.60.10.	Language for Interaction Use language to share ideas and gain information.
		Balls Studyp. 16 Exploring the Topic Day 2 Choice Timep. 17 Exploring the Topic Day 2 Small Groupp. 22 Exploring the Topic Day 5 Large Groupp. 44 Investigation 3 Day 1 Large Groupp. 52 Investigation 4 Day 2 Large Groupp. 54 Investigation 4 Day 3 Large Groupp. 56 Investigation 4 Day 4 Large Groupp. 58 Investigation 4 Day 5 Large Groupp. 67 Investigation 5 Day 3 Small Groupp. 71 Investigation 5 Day 5 Large-Group Roundup
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Interest and Engagement with Books
INDICATOR	L.48.12.	Select fiction and nonfiction books to be read and attend with interest. Balls Study p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 23 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 2 Outdoor Experiences p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 3 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 43 Investigation 3 Outdoor Experiences p. 45 Investigation 3 Day 1 Read-Aloud p. 45 Investigation 3 Day 1 Small Group p. 47 Investigation 4 Day 1 Read-Aloud p. 49 Investigation 4 Day 2 Read-Aloud p. 51 Investigation 4 Day 2 Read-Aloud p. 51 Investigation 4 Day 2 Read-Aloud 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 3 Read-Aloud p. 57 Investigation 4 Day 3 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 57 Investigation 4 Day 3 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 57 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 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 3 Read-Aloud p. 69 Investigation 5 Day 4 Read-Aloud p. 71 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Small Group p. 83 Celebrating Learning Outdoor Experience p. 87 Celebrating Learning Day 2 Read-Aloud
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)
INDICATOR	L.48.13.	Docks/s Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text. Balls Study p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Mighty Minutes p. 17 Exploring the Topic Day 3 Read-Aloud p. 17 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 20 Exploring the Topic Day 4 Read-Aloud p. 21 Exploring the Topic Day 4 Large Group p. 22 Investigation 1 Day 1 Large Group p. 23 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Nighty Minutes p. 33 Investigation 2 Day 1 Read-Aloud p. 33 Investigation 2 Day 1 Large Group p. 33 Investigation 2 Day 1 Large Group p. 33 Investigation 2 Day 1 Large Group p. 33 Investigation 2 Day 1 Read-Aloud p. 33 Investigation 2 Day 2 Large Group p. 33 Investigation 2 Day 2 Large Group p. 34 Investigation 2 Day 2 Large Group p. 35 Investigation 3 Day 1 Large Group p. 36 Investigation 3 Day 1 Large Group p. 37 Investigation 3 Day 1 L

		p. 71 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Read-Aloud p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes p.15 Exploring the Topic Day 1 Small Group
		p.68 Investigation 5 Day 4 Large Group p.84 Celebrating Learning Day 1 Large Groups
INDICATOR	L.48.14.	
		p.70 Investigation 5 Day 5 Choice Time p.84 Celebrating Learning Day 1 Large Groups
INDICATOR	L.48.15.	Make predictions and/or ask questions about the text by examining the title, cover, pictures.

		Balls Studyp. 15 Exploring the Topic Day 1 Read-Aloudp. 17 Exploring the Topic Day 2 Read-Aloudp. 19 Exploring the Topic Day 3 Read-Aloudp. 21 Exploring the Topic Day 4 Small Groupp. 23 Exploring the Topic Day 5 Read-Aloudp. 29 Investigation 1 Day 1 Read-Aloudp. 31 Investigation 1 Day 2 Read-Aloudp. 33 Investigation 1 Day 3 Read-Aloud
		p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud
		 p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 5 Day 1 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Interest and Engagement with Books
INDICATOR	L.60.11.	Independently choose to "read" books and select a variety of texts including fiction and nonfiction.
STATE FRAMEWORK	L.D.	Balls Studyp. 14 Exploring the Topic Day 1 Large Groupp. 15 Exploring the Topic Day 1 Large-Group Roundupp. 15 Exploring the Topic Day 1 Choice Timep. 15 Exploring the Topic Day 1 Read-Aloudp. 17 Exploring the Topic Day 2 Read-Aloudp. 19 Exploring the Topic Day 3 Read-Aloudp. 21 Exploring the Topic Day 4 Read-Aloudp. 23 Exploring the Topic Day 5 Read-Aloudp. 29 Investigation 1 Day 1 Read-Aloudp. 41 Investigation 2 Day 2 Read-Aloudp. 45 Investigation 3 Day 1 Read-Aloudp. 52 Investigation 4 Day 2 Read-Aloudp. 53 Investigation 4 Day 2 Read-Aloudp. 57 Investigation 5 Day 4 Read-Aloudp. 58 Celebrating Learning Day 1 Read-Aloudp. 57 Celebrating Learning Day 2 Read-Aloudp. 57 Investigation 5 Day 4 Read-Aloudp. 57 Celebrating Learning Day 2 Read-Aloudp. 50 Strand D: Early learning experiences will support children to gainbook appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)
INDICATOR	L.60.12.	With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text. <u>Balls Study</u> p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 28 Investigation 1 Day 1 Large Group

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

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

Instrume Instrume Balls Study p. 33 Investigation 2 Day 2 Small Group p. 44 Investigation 2 Day 3 Small Group p. 46 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 59 Investigation 4 Day 5 Small Group p. 50 Investigation 4 Day 5 Small Group p. 50 Investigation 4 Day 5 Small Group p. 70 Investigation 4 Day 5 Small Group p. 70 Investigation 5 Day 5 Choice Time INDICATOR L60.19. Begin to use awareness of letter sounds along with pictures to react words in text. Balls Study p. 11 Exploring the Topic Day 2 Small Group p. 21 Exploring the Topic Day 2 Small Group p. 21 Exploring the Topic Day 4 Small Group p. 21 Exploring the Topic Day 4 Small Group p. 21 Exploring the Topic Day 4 Small Group 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. 31 Investigation 1 Day 1 Large Group p. 31 Investigation 1 Day 3 Small Group p. 33 Investigation 2 Day 1 Small Group p. 33 Investigation 1 Day 3 Small Group p. 33 Investigation 1 Day 2 Large Group p. 33 Investigation 1 Day 3 Small Group p. 44 Investigation 3 Day 1 Large Group Roundup p. 44 Investigation 4 Day 2 Large Group p. 44 Inve	INDICATOR		Print Concepts
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p. 39 Investigation 2 bay 2 Small Group p. 44 Investigation 2 bay 4 Small Group p. 45 Investigation 4 bay 5 Small Group p. 59 Investigation 4 bay 2 Small Group p. 50 Investigation 4 bay 2 Small Group p. 51 Investigation 5 bay 5 Choice Time Begin to use awareness of letter sounds along with pictures to reac words in text. Balls Study p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Read-Aloud p. 17 Exploring the Topic Day 4 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group 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 Mighty Minutes p. 24 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 4 Small Group p. 31 Investigation 1 Day 1 Large Group p. 31 Investigation 2 Day 1 Small Group p. 31 Investigation 2 Day 2 Small Group p			
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knowledge of print and its uses. GRADE LEVEL EXPECTATION			
EXPECTATION	STATE FRAMEWORK	L.E.	
INDICATOR Letter Recognition	GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
	INDICATOR		Letter Recognition
INDICATOR L.60.20. Recognize and name known letters of the alphabet in familiar and	INDICATOR	L.60.20.	Recognize and name known letters of the alphabet in familiar and

		unfamiliar words. <u>Balls Study</u> p. 15 Exploring the Topic Day 1 Mighty Minutes p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Mighty Minutes p. 21 Exploring the Topic Day 4 Mighty Minutes p. 23 Exploring the Topic Day 5 Mighty Minutes p. 31 Investigation 1 Day 2 Mighty Minutes p. 33 Investigation 1 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group p. 47 Investigation 3 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large 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
INDICATOR	L.60.21.	Make some letter-sound connections.
		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 2 Day 5 Small Group
		p. 56 Investigation 4 Day 4 Choice Time
		p. 57 Investigation 4 Day 4 Read-Aloud
		p. 57 Investigation 4 Day 4 Small Group
		p. 59 Investigation 4 Day 5 Small Group p. 63 Investigation 5 Day 1 Small Group
		p. 65 Investigation 5 Day 2 Small Group
		p. 67 Investigation 5 Day 3 Small Group
		p.15 Exploring the Topic Day 1 Small Group
		p.70 Investigation 5 Day 5 Choice Time
STATE FRAMEWORK	L.F.	Strand F: Early learning experiences will support children to develop phonological awareness.
GRADE LEVEL	L.48.	3 to 4 years
EXPECTATION		
		Phonological Awareness
INDICATOR	L.48.20.	Recognize rhyming words in songs, chants or poems. 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
L		p. or investigation 5 Day 5 mignly 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
INDICATOR	L.48.21.	Identify when initial sounds in words are the same.
		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 3 Large Group
		p. 69 Investigation 5 Day 4 Mighty Minutes
		p. 70 Investigation 5 Day 5 Large Group
		p. 71 Investigation 5 Day 5 Mighty Minutes
		p. 85 Celebrating Learning Day 1 Mighty Minutes
		p.15 Exploring the Topic Day 1 Small Group
		p.68 Investigation 5 Day 4 Large Group
INDICATOR	L.48.22.	Distinguish individual words in a sentence.
		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
STATE FRAMEWORK	L.F.	Strand F: Early learning experiences will support children to develop
		phonological awareness.
GRADE LEVEL	L.60.	4 to 5 years
EXPECTATION		
INDICATOR		Phonological Awareness
INDICATOR	L.60.22.	Produce rhyming words or words that have same initial sound.
		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 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 Mighty Minutes
		p. 29 Investigation 1 Day 1 Small Group
		p. 31 Investigation 1 Day 2 Mighty Minutes
		p. 33 Investigation 1 Day 3 Mighty Minutes
		p. 36 Investigation 2 Day 1 Large Group
		p. 37 Investigation 2 Day 1 Mighty Minutes
		p. 37 Investigation 2 Day 1 Read-Aloud
	11	
		p. 39 Investigation 2 Day 2 Mighty Minutes
		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. 51 Investigation 4 Day 1 Mighty Minutes p. 55 Investigation 4 Day 3 Mighty Minutes p. 63 Investigation 5 Day 1 Mighty Minutes
		p. 65 Investigation 5 Day 2 Small Group p. 66 Investigation 5 Day 3 Large Group
		p. 67 Investigation 5 Day 3 Mighty Minutes
		p. 69 Investigation 5 Day 4 Mighty Minutes
		p. 70 Investigation 5 Day 5 Large Group p. 71 Investigation 5 Day 5 Mighty Minutes
		p. 85 Celebrating Learning Day 1 Mighty Minutes
		p. 85 Celebrating Learning Day 1 Read-Aloud
		p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud
		p. 87 Celebrating Learning Day 2 Nead-Aloud p. 87 Celebrating Learning Day 2 Mighty Minutes
		p.15 Exploring the Topic Day 1 Small Group
		p.68 Investigation 5 Day 4 Large Group p.84 Celebrating Learning Day 1 Large Groups
INDICATOR	L.60.23.	Recognize which words in a set of words 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 Large Group
		p. 41 Investigation 2 Day 3 Small Group
		p. 45 Investigation 3 Day 1 Mighty Minutes p. 47 Investigation 3 Day 2 Mighty Minutes
		p. 63 Investigation 5 Day 1 Mighty Minutes
		p. 65 Investigation 5 Day 2 Small Group
		p. 66 Investigation 5 Day 3 Large Group p. 69 Investigation 5 Day 4 Mighty Minutes
		p. 70 Investigation 5 Day 5 Large Group
		p. 71 Investigation 5 Day 5 Mighty Minutes
		p. 85 Celebrating Learning Day 1 Mighty Minutes p.15 Exploring the Topic Day 1 Small Group
		p.68 Investigation 5 Day 4 Large Group
INDICATOR	L.60.24.	Distinguish 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
STATE FRAMEWORK	L.G.	Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Drawing and Writing
INDICATOR	L.48.23.	Draw or "write" to convey an idea, event or story. "Writing" involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others).
		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
INDICATOR	L.48.24.	Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms. Balls Study p. 41 Investigation 2 Day 3 Small Group p. 57 Investigation 4 Day 4 Read-Aloud p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group
		p. 67 Investigation 5 Day 3 Small Group
STATE FRAMEWORK	L.G.	Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Drawing and Writing
INDICATOR	L.60.25.	Draw original stories with a beginning, middle and end.
		Balls Studyp. 18 Exploring the Topic Day 3 Choice Timep. 21 Exploring the Topic Day 4 Small Groupp. 39 Investigation 2 Day 2 Small Groupp. 52 Investigation 4 Day 2 Large Groupp. 57 Investigation 4 Day 4 Read-Aloudp. 57 Investigation 4 Day 4 Small Groupp. 58 Investigation 4 Day 5 Large Groupp. 59 Investigation 4 Day 5 Choice Timep. 59 Investigation 4 Day 5 Small Groupp. 67 Investigation 5 Day 3 Small Groupp. 69 Investigation 5 Day 4 Read-Aloud
INDICATOR	L.60.26.	Use early developmental spelling. May use one letter for the initial or final sound to represent whole word. Balls Study p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Music
INDICATOR	CA.48.1.	Adapt to changes in the basic qualities of music and move in more organized ways to same/different qualities of music. Balls Study p. 29 Investigation 1 Day 1 Small Group
INDICATOR	CA.48.2.	Imitate or spontaneously sing an entire verse of song. <u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group

	p. 29 Investigation 1 Day 1 Mighty Minutes
	p. 29 Investigation 1 Day 1 Small Group
	p. 30 Investigation 1 Day 2 Large Group
	p. 32 Investigation 1 Day 3 Large Group
	p. 36 Investigation 2 Day 1 Large Group
	p. 38 Investigation 2 Day 2 Large Group
	p. 39 Investigation 2 Day 2 Mighty Minutes
	p. 40 Investigation 2 Day 3 Large Group
	p. 44 Investigation 3 Day 1 Large Group
	p. 46 Investigation 3 Day 2 Large Group
	p. 50 Investigation 4 Day 1 Large Group
	p. 52 Investigation 4 Day 2 Large Group
	p. 54 Investigation 4 Day 3 Large Group
	p. 55 Investigation 4 Day 3 Mighty Minutes p. 56 Investigation 4 Day 4 Large Group
	p. 58 Investigation 4 Day 5 Large Group p. 62 Investigation 5 Day 1 Large Group
	p. 64 Investigation 5 Day 2 Large Group
	p. 65 Investigation 5 Day 2 Mighty Minutes
	p. 65 Investigation 5 Day 2 Small Group
	p. 66 Investigation 5 Day 3 Large Group
	p. 69 Investigation 5 Day 4 Mighty Minutes
	p. 70 Investigation 5 Day 5 Large Group
	p. 85 Celebrating Learning Day 1 Mighty Minutes
	p. 85 Celebrating Learning Day 1 Small Group
	p. 86 Celebrating Learning Day 2 Large Group
	p. 87 Celebrating Learning Day 2 Mighty Minutes
	p.15 Exploring the Topic Day 1 Small Group
	p.68 Investigation 5 Day 4 Large Group
	p.84 Celebrating Learning Day 1 Large Groups
INDICATOR CA.48.3.	Initiate new musical activities with voices or instruments (e.g., apply words, initiate their own listening and movement experiences with
	some adult assistance).
	some addit assistance).
	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. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group
	p. 20 Exploring the Topic Day 4 Large Group
	p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group
	p. 20 Exploring the Topic Day 4 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. 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. 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. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Large Group
	 p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group
	 p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large Group
	 p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large Group p. 40 Investigation 2 Day 3 Large Group
	 p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large Group p. 40 Investigation 2 Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group
	 p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large Group 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. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large Group 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. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large Group p. 40 Investigation 2 Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 46 Investigation 4 Day 1 Large Group p. 50 Investigation 4 Day 2 Large Group p. 52 Investigation 4 Day 2 Large Group
	 p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 3 Large Group p. 40 Investigation 2 Day 2 Mighty Minutes p. 46 Investigation 3 Day 1 Large Group p. 50 Investigation 4 Day 1 Large Group p. 54 Investigation 4 Day 3 Large Group
	 p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 3 Large Group p. 40 Investigation 2 Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 50 Investigation 4 Day 3 Large Group p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Mighty Minutes
	 p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large Group p. 40 Investigation 2 Day 3 Large Group p. 46 Investigation 3 Day 1 Large Group p. 50 Investigation 4 Day 3 Large Group p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Mighty Minutes p. 56 Investigation 4 Day 4 Large Group
	 p. 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. 30 Investigation 1 Day 3 Large Group p. 32 Investigation 2 Day 1 Large Group p. 36 Investigation 2 Day 2 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 3 Large Group p. 40 Investigation 2 Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 50 Investigation 4 Day 3 Large Group p. 50 Investigation 4 Day 2 Large Group p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Mighty Minutes p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group
	 p. 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. 30 Investigation 1 Day 3 Large Group p. 32 Investigation 2 Day 1 Large Group p. 36 Investigation 2 Day 2 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large Group p. 40 Investigation 2 Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 50 Investigation 4 Day 3 Large Group p. 52 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 4 Large Group p. 58 Investigation 5 Day 1 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. 30 Investigation 1 Day 3 Large Group p. 32 Investigation 2 Day 1 Large Group p. 36 Investigation 2 Day 2 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large Group p. 40 Investigation 2 Day 3 Large Group p. 40 Investigation 3 Day 1 Large Group p. 50 Investigation 4 Day 2 Large Group p. 52 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 5 Day 1 Large Group p. 56 Investigation 5 Day 1 Large Group p. 56 Investigation 5 Day 2 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. 30 Investigation 1 Day 3 Large Group p. 32 Investigation 2 Day 1 Large Group p. 36 Investigation 2 Day 2 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large Group p. 40 Investigation 2 Day 3 Large Group p. 40 Investigation 3 Day 1 Large Group p. 50 Investigation 4 Day 2 Large Group p. 52 Investigation 4 Day 3 Large Group p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 2 Large Group p. 56 Investigation 4 Day 2 Large Group p. 56 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 3 Large Group p. 56 Investigation 5 Day 4 Large Group p. 56 Investigation 5 Day 1 Large Group p. 62 Investigation 5 Day 2 Large Group p. 64 Investigation 5 Day 2 Large Group p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 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 2 Large Group p. 30 Investigation 1 Day 3 Large Group p. 30 Investigation 2 Day 1 Large Group 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 Large Group p. 40 Investigation 2 Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 50 Investigation 4 Day 1 Large Group p. 52 Investigation 4 Day 2 Large Group p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 2 Large Group p. 56 Investigation 5 Day 2 Large Group p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 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. 30 Investigation 1 Day 3 Large Group p. 32 Investigation 2 Day 1 Large Group 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 Large Group p. 44 Investigation 2 Day 3 Large Group p. 46 Investigation 3 Day 1 Large Group p. 50 Investigation 4 Day 2 Large Group p. 52 Investigation 4 Day 3 Large Group p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 3 Large Group p. 58 Investigation 4 Day 3 Large Group p. 58 Investigation 4 Day 3 Large Group p. 56 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Small Group p. 65 Investigation 5 Day 2 Small Group p. 66 Investigation 5 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. 30 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Large Group 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. 40 Investigation 3 Day 1 Large Group p. 44 Investigation 3 Day 1 Large Group p. 50 Investigation 4 Day 1 Large Group p. 50 Investigation 4 Day 2 Large Group p. 51 Investigation 4 Day 3 Large Group p. 52 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. 58 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Large Group p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Large Group p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Large Group p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Mighty Minutes p. 65 Investigation 5 Day 2 Mighty Minutes p. 65 Investigation 5 Day 2 Mighty Minutes p. 66 Investigation 5 Day 3 Large Group p. 69 Investigation 5 Day 3 Large Group p. 69 Investigation 5 Day 4 Mighty Minutes
	 p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 30 Investigation 1 Day 3 Large Group p. 32 Investigation 2 Day 1 Large Group 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 Large Group p. 44 Investigation 2 Day 3 Large Group p. 46 Investigation 3 Day 1 Large Group p. 50 Investigation 4 Day 2 Large Group p. 52 Investigation 4 Day 3 Large Group p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 3 Large Group p. 58 Investigation 4 Day 3 Large Group p. 58 Investigation 4 Day 3 Large Group p. 56 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Small Group p. 65 Investigation 5 Day 2 Small Group p. 66 Investigation 5 Day 3 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
		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
	0.4.0.4	
INDICATOR	CA.48.4.	Spontaneously sing songs and/or participate in songs with gestures.
		gestures.
		Balls Study
		p. 14 Exploring the Topic Day 1 Large Group
		p. 15 Exploring the Topic Day 1 Mighty Minutes
		p. 16 Exploring the Topic Day 2 Large Group
		p. 18 Exploring the Topic Day 3 Large Group
		p. 20 Exploring the Topic Day 4 Large Group
		p. 21 Exploring the Topic Day 4 Small Group
		p. 22 Exploring the Topic Day 5 Large Group p. 27 Investigation 1 Outdoor Experiences
		p. 28 Investigation 1 Day 1 Large Group
		p. 29 Investigation 1 Day 1 Mighty Minutes
		p. 29 Investigation 1 Day 1 Small Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Small Group
		p. 32 Investigation 1 Day 3 Large Group
		p. 36 Investigation 2 Day 1 Choice Time
		p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group
		p. 39 Investigation 2 Day 2 Mighty Minutes
		p. 40 Investigation 2 Day 3 Large Group
		p. 44 Investigation 3 Day 1 Large Group
		p. 46 Investigation 3 Day 2 Large Group
		p. 49 Investigation 4 Outdoor Experience
		p. 50 Investigation 4 Day 1 Large Group
		p. 51 Investigation 4 Day 1 Small Group
		p. 52 Investigation 4 Day 2 Large Group
		p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Mighty Minutes
		p. 56 Investigation 4 Day 4 Large Group
		p. 58 Investigation 4 Day 5 Large Group
		p. 61 Investigation 5 Outdoor Experiences
		p. 62 Investigation 5 Day 1 Large Group
		p. 64 Investigation 5 Day 2 Large Group
		p. 65 Investigation 5 Day 2 Mighty Minutes
		p. 65 Investigation 5 Day 2 Small Group
		p. 66 Investigation 5 Day 3 Large Group
		p. 69 Investigation 5 Day 4 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group
		p. 71 Investigation 5 Day 5 Small Group
		p. 85 Celebrating Learning Day 1 Mighty Minutes
		p. 85 Celebrating Learning Day 1 Small Group
		p. 86 Celebrating Learning Day 2 Large Group
		p. 87 Celebrating Learning Day 2 Mighty Minutes
		p.15 Exploring the Topic Day 1 Small Group
		p.53 Investigation 4 Day 2 Small Group p.68 Investigation 5 Day 4 Large Group
		p.70 Investigation 5 Day 5 Choice Time
		p.84 Celebrating Learning Day 1 Large Groups
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL	CA.48.	3 to 4 years
EXPECTATION	07.40.	
INDICATOR		Visual Arts
INDICATOR	CA.48.5.	Use different materials and techniques to make art creations that
	UA.40.J.	use unrerent materials and techniques to make art creations that

		reflect thoughts, feelings, experiences, knowledge. <u>Balls Study</u> p. 18 Exploring the Topic Day 3 Choice Time p. 33 Investigation 1 Day 3 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Small Group p. 47 Investigation 3 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group
		 p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 4 Read-Aloud p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group p.68 Investigation 5 Day 4 Large Group
STATE FRAMEWORK	CA.A.	p.70 Investigation 5 Day 5 Choice Time Strand A: Early learning experiences will support children to engage
GRADE LEVEL EXPECTATION	CA.48.	in and enjoy the arts. 3 to 4 years
INDICATOR		Drama
INDICATOR	CA.48.6.	Act out simple scenarios, taking on a familiar role for brief periods during dramatic play. 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 Large Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large Group p. 33 Investigation 2 Day 1 Large Group p. 34 Investigation 2 Day 1 Large Group p. 35 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 Mighty Minutes p. 44 Investigation 3 Day 1 Read-Aloud p. 45 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 3 Mighty Minutes p. 54 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Large Group p. 58 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Sarge Group
		 p. 65 Investigation 5 Day 2 Mighty Minutes p. 66 Investigation 5 Day 2 Mighty Minutes p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Mighty Minutes p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Mighty Minutes p. 71 Investigation 5 Day 5 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes p.68 Investigation 5 Day 4 Large Group p.84 Celebrating Learning Day 1 Large Groups

STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Dance
INDICATOR	CA.48.7.	Demonstrate increasingly complex dance concepts while learning to move their body in place and through space (e.g., jumping from one place to another, combining several movements like hopping, turning, stamping feet). Balls Study p. 46 Investigation 3 Day 2 Large Group
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Music
INDICATOR	CA.60.1.	Initiate new musical activities with voices/instruments (e.g., apply new words, add instruments to familiar song). 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 4 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 22 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 2 Day 2 Large Group p. 32 Investigation 2 Day 2 Large Group p. 33 Investigation 2 Day 2 Large Group p. 34 Investigation 2 Day 2 Large Group p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large Group p. 50 Investigation 3 Day 1 Large Group p. 55 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 1 Large Group p. 58 Investigation 4 Day 1 Large Group p. 59 Investigation 4 Day 3 Large Group p. 50 Investigation 4 Day 3 Large Group p. 51 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 3 Large Group p. 58 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 Small Group p. 65 Celebrating Learning Day 1 Mighty Minutes p. 85 Celebrating Learning Day 1 Small Group p. 85 Celebrating Learning Day 2 Large Group p. 85 Celebrating Learning Day 2 Large Group p. 85 Celebrating Learning Day 2 Large Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating L
INDICATOR	CA.60.2.	p.84 Celebrating Learning Day 1 Large Groups Invent own music through humming, singing, creating rhythms, etc.). Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group

		p. 18 Exploring the Topic Day 3 Large Group
		p. 20 Exploring the Topic Day 4 Large Group
		p. 22 Exploring the Topic Day 5 Large Group
		p. 28 Investigation 1 Day 1 Large Group
		p. 29 Investigation 1 Day 1 Mighty Minutes
		p. 29 Investigation 1 Day 1 Small Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 32 Investigation 1 Day 3 Large Group
		p. 36 Investigation 2 Day 1 Large Group
		p. 38 Investigation 2 Day 2 Large Group
		p. 39 Investigation 2 Day 2 Mighty Minutes
		p. 40 Investigation 2 Day 3 Large Group
		p. 44 Investigation 3 Day 1 Large Group
		p. 46 Investigation 3 Day 2 Large Group
		p. 50 Investigation 4 Day 1 Large Group
		p. 52 Investigation 4 Day 2 Large Group
		p. 54 Investigation 4 Day 3 Large Group
		p. 55 Investigation 4 Day 3 Mighty Minutes
		p. 56 Investigation 4 Day 4 Large Group
		p. 58 Investigation 4 Day 5 Large Group
		p. 62 Investigation 5 Day 1 Large Group
		p. 64 Investigation 5 Day 2 Large Group
		p. 65 Investigation 5 Day 2 Mighty Minutes
		p. 65 Investigation 5 Day 2 Small Group
		p. 66 Investigation 5 Day 3 Large Group
		p. 69 Investigation 5 Day 4 Mighty Minutes
		p. 70 Investigation 5 Day 5 Large Group
		p. 85 Celebrating Learning Day 1 Mighty Minutes
		p. 85 Celebrating Learning Day 1 Small Group
		p. 86 Celebrating Learning Day 2 Large Group
		p. 87 Celebrating Learning Day 2 Mighty Minutes
		p.15 Exploring the Topic Day 1 Small Group
		p.68 Investigation 5 Day 4 Large Group
		p.84 Celebrating Learning Day 1 Large Groups
	CA.60.3.	p.84 Celebrating Learning Day 1 Large Groups
	CA.60.3.	p.84 Celebrating Learning Day 1 Large Groups Play with familiar rhythms and patterns in a novel way e.g., explore,
	CA.60.3.	p.84 Celebrating Learning Day 1 Large Groups Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics
	CA.60.3.	p.84 Celebrating Learning Day 1 Large Groups Play with familiar rhythms and patterns in a novel way e.g., explore,
	CA.60.3.	p.84 Celebrating Learning Day 1 Large Groups Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft).
	CA.60.3.	p.84 Celebrating Learning Day 1 Large Groups Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft). Balls Study
	CA.60.3.	p.84 Celebrating Learning Day 1 Large Groups Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft). Balls Study p. 14 Exploring the Topic Day 1 Large Group
INDICATOR	CA.60.3.	 p.84 Celebrating Learning Day 1 Large Groups Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft). <u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group
INDICATOR	CA.60.3.	 p.84 Celebrating Learning Day 1 Large Groups Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft). 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
INDICATOR	CA.60.3.	 p.84 Celebrating Learning Day 1 Large Groups Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft). 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
INDICATOR	CA.60.3.	 p.84 Celebrating Learning Day 1 Large Groups Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft). 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
INDICATOR	CA.60.3.	 p.84 Celebrating Learning Day 1 Large Groups Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft). 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
INDICATOR	CA.60.3.	 p.84 Celebrating Learning Day 1 Large Groups Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft). 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
INDICATOR	CA.60.3.	 p.84 Celebrating Learning Day 1 Large Groups Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft). 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 Small Group
INDICATOR	CA.60.3.	 p.84 Celebrating Learning Day 1 Large Groups Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft). 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 Small Group p. 30 Investigation 1 Day 2 Large Group
INDICATOR	CA.60.3.	 p.84 Celebrating Learning Day 1 Large Groups Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft). 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 2 Large Group p. 30 Investigation 1 Day 3 Large Group
INDICATOR	CA.60.3.	 p.84 Celebrating Learning Day 1 Large Groups Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft). Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 14 Exploring the Topic Day 2 Large Group p. 16 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 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group
INDICATOR	CA.60.3.	 p.84 Celebrating Learning Day 1 Large Groups Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft). 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 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
INDICATOR	CA.60.3.	 p.84 Celebrating Learning Day 1 Large Groups Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft). 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 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group
INDICATOR	CA.60.3.	 p.84 Celebrating Learning Day 1 Large Groups Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft). 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 Mighty Minutes p. 30 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large Group
INDICATOR	CA.60.3.	 p.84 Celebrating Learning Day 1 Large Groups Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft). 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 Small Group p. 30 Investigation 1 Day 2 Large Group p. 36 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. 30 Investigation 2 Day 2 Large Group p. 30 Investigation 2 Day 1 Large Group p. 30 Investigation 2 Day 1 Large Group p. 40 Investigation 2 Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group
INDICATOR	CA.60.3.	 p.84 Celebrating Learning Day 1 Large Groups Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft). 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 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 36 Investigation 2 Day 2 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large Group p. 40 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 2 Large Group
INDICATOR	CA.60.3.	 p.84 Celebrating Learning Day 1 Large Groups Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft). 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 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 2 Day 2 Large Group p. 38 Investigation 2 Day 3 Large Group p. 39 Investigation 2 Day 1 Large Group p. 30 Investigation 2 Day 2 Large Group p. 30 Investigation 2 Day 1 Large Group p. 30 Investigation 2 Day 1 Large Group p. 40 Investigation 2 Day 2 Large Group p. 44 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 1 Large Group
INDICATOR	CA.60.3.	 p.84 Celebrating Learning Day 1 Large Groups Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft). 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. 20 Exploring the Topic Day 5 Large Group p. 22 Exploring the Topic Day 1 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 2 Day 2 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 1 Large Group p. 39 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large Group p. 30 Investigation 2 Day 2 Large Group p. 30 Investigation 2 Day 1 Large Group p. 30 Investigation 2 Day 2 Large Group p. 30 Investigation 2 Day 2 Large Group p. 30 Investigation 2 Day 2 Large Group p. 30 Investigation 3 Day 1 Large Group p. 40 Investigation 3 Day 1 Large Group p. 44 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 1 Large Group p. 50 Investigation 4 Day 1 Large Group
INDICATOR	CA.60.3.	 p.84 Celebrating Learning Day 1 Large Groups Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft). 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. 20 Exploring the Topic Day 5 Large Group p. 22 Exploring the Topic Day 1 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 2 Large Group p. 30 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 2 Large Group p. 38 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 3 Day 1 Large Group p. 50 Investigation 4 Day 1 Large Group
INDICATOR	CA.60.3.	 p.84 Celebrating Learning Day 1 Large Groups Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft). 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. 20 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. 31 Investigation 2 Day 2 Large Group p. 32 Investigation 2 Day 3 Large Group p. 33 Investigation 2 Day 2 Large Group p. 34 Investigation 2 Day 2 Large Group p. 35 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 1 Large Group p. 46 Investigation 4 Day 1 Large Group p. 52 Investigation 4 Day 3 Large Group
INDICATOR	CA.60.3.	 p.84 Celebrating Learning Day 1 Large Groups Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft). 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. 20 Exploring the Topic Day 5 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 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 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. 40 Investigation 3 Day 1 Large Group p. 41 Investigation 3 Day 1 Large Group p. 41 Investigation 4 Day 1 Large Group p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 3 Large Group
INDICATOR	CA.60.3.	 p.84 Celebrating Learning Day 1 Large Groups Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft). 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 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 2 Day 2 Large Group p. 33 Investigation 2 Day 2 Large Group p. 34 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. 50 Investigation 4 Day 3 Large Group p. 50 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 3 Mighty Minutes p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group
INDICATOR	CA.60.3.	 p.84 Celebrating Learning Day 1 Large Groups Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft). Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 14 Exploring the Topic Day 2 Large Group p. 16 Exploring the Topic Day 3 Large Group p. 18 Exploring the Topic Day 4 Large Group p. 20 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 2 Day 2 Large Group p. 32 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. 30 Investigation 2 Day 2 Large Group p. 44 Investigation 3 Day 1 Large Group p. 40 Investigation 3 Day 1 Large Group p. 50 Investigation 4 Day 3 Large Group p. 51 Investigation 4 Day 1 Large Group p. 52 Investigation 4 Day 1 Large Group p. 54 Investigation 4 Day 1 Large Group p. 55 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 4 Large Group p. 55 Investigation 4 Day 5 Large Group p. 56 Investigation 4 Day 5 Large Group p. 58 Investigation 4 Day 5 Large Group p. 58 Investigation 4 Day 5 Large Group p. 58 Investigation 5 Day 1 Large Group
INDICATOR	CA.60.3.	 p.84 Celebrating Learning Day 1 Large Groups Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft). Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 14 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. 20 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 30 Investigation 2 Day 2 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 1 Large Group p. 30 Investigation 2 Day 1 Large Group p. 30 Investigation 2 Day 2 Large Group p. 30 Investigation 2 Day 1 Large Group p. 30 Investigation 2 Day 2 Large Group p. 30 Investigation 2 Day 2 Large Group p. 44 Investigation 2 Day 2 Large Group p. 44 Investigation 3 Day 1 Large Group p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Large Group p. 52 Investigation 4 Day 1 Large Group p. 54 Investigation 4 Day 1 Large Group p. 55 Investigation 4 Day 1 Large Group p. 55 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 3 Large Group p. 56 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 1 Large Group
INDICATOR	CA.60.3.	 p.84 Celebrating Learning Day 1 Large Groups Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft). Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 14 Exploring the Topic Day 2 Large Group p. 16 Exploring the Topic Day 3 Large Group p. 18 Exploring the Topic Day 4 Large Group p. 20 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 2 Day 2 Large Group p. 32 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. 30 Investigation 2 Day 2 Large Group p. 44 Investigation 2 Day 2 Large Group p. 44 Investigation 3 Day 1 Large Group p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Large Group p. 52 Investigation 4 Day 1 Large Group p. 54 Investigation 4 Day 1 Large Group p. 55 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 4 Large Group p. 55 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 4 Large Group p. 55 Investigation 4 Day 5 Large Group p. 56 Investigation 4 Day 5 Large Group p. 58 Investigation 4 Day 5 Large Group p. 58 Investigation 4 Day 5 Large Group p. 58 Investigation 5 Day 1 Large Group

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

		in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Drama
INDICATOR	CA.60.6.	Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time). Balls Study p. 17 Exploring the Topic Day 2 Mighty Minutes p. 20 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 Large Group p. 31 Investigation 1 Day 3 Large Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 2 Day 1 Large Group p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 2 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 3 Day 1 Large Group p. 44 Investigation 3 Day 1 Read-Aloud p. 45 Investigation 3 Day 1 Read-Aloud p. 46 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 3 Large Group p. 53 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Large Group p. 56 Investigation 5 Day 1 Large Group p. 61 Investigat
INDICATOR	CA.60.7.	Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play. <u>Balls Study</u> p. 17 Exploring the Topic Day 2 Mighty Minutes p. 19 Exploring the Topic Day 3 Mighty Minutes p. 20 Exploring the Topic Day 4 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 3 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. 37 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 1 Large Group p. 39 Investigation 2 Day 1 Large Group p. 39 Investigation 2 Day 2 Large Group p. 39 Investigation 3 Day 2 Large Group p. 44 Investigation 3 Day 1 Mighty Minutes p. 45 Investigation 3 Day 1 Nighty Minutes p. 45 Investigation 3 Day 1 Read-Aloud p. 46 Investigation 3 Day 2 Large Group p. 53 Investigation 4 Day 2 Mighty Minutes

		 p. 55 Investigation 4 Day 3 Choice Time p. 55 Investigation 4 Day 3 Mighty Minutes p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Small Group p. 65 Investigation 5 Day 2 Mighty Minutes p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Small Group p. 71 Investigation 5 Day 5 Small Group
		p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes p.68 Investigation 5 Day 4 Large Group p.84 Celebrating Learning Day 1 Large Groups
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Dance
INDICATOR	CA.60.8.	Use multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., use movement to represent leaves falling off trees – sway arms, wiggle fingers, stretch, fall to ground). Balls Study
		p. 46 Investigation 3 Day 2 Large Group
STATE FRAMEWORK	CA.B.	Strand B: Early learning experiences will support children to explore and respond to creative works.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Appreciation of the Arts
INDICATOR	CA.48.8.	Respond to the materials, techniques, ideas and emotions of artworks (2- and 3-dimensional (e.g. explain a picture or sculpture including several details). Balls Study p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 3 Small Group p. 17 Exploring the Topic Day 4 Read-Aloud p. 21 Exploring the Topic Day 4 Small Group p. 21 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. 30 Investigation 1 Day 2 Small Group p. 31 Investigation 1 Day 2 Large Group p. 35 Investigation 2 Outdoor Experiences p. 37 Investigation 2 Day 1 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Day 1 Large Group p. 43 Investigation 4 Day 2 Large Group p. 44 Investigation 4 Day 1 Small Group p. 51 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Choice Time p. 53 Investigation 4 Day 3 Large Group p. 54 Investigation 4 Day 3 Small Group <

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

		 p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Small Group p. 21 Exploring the Topic Day 4 Read-Aloud p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 2 Large Group p. 30 Investigation 1 Day 2 Small Group p. 31 Investigation 2 Day 1 Read-Aloud p. 35 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 41 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Day 1 Large Group p. 43 Investigation 4 Day 1 Small Group p. 44 Investigation 4 Day 1 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. 53 Investigation 4 Day 2 Choice Time p. 53 Investigation 4 Day 2 Choice Time p. 53 Investigation 4 Day 3 Small Group p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 4 Large Group p. 56 Investigation 4 Day 4 Large Group p. 57 Investigation 4 Day 4 Small Group p. 57 Investigation 4 Day 4 Small Group p. 56 Investigation 4 Day 4 Small Group p. 57 Investigation 5 Day 5 Small Group p. 57 Investigation 5 Day 5 Small Group p. 58 Investigation 5 Day 2 Small Group p. 59 Investigation 5 Day 2 Small Group p. 51 Investigation 5 Day 2 Small Group p. 51 Investigation 5 Day 2 Small Group p. 51 Investigation 5 Day 3 Small Group p. 51 Investigation 5 Day 2 Small Group p. 57 Investigation 5 Day 3 Small Group p. 57 Investigation 5 Day 3 Small Group p. 57 Investigation 5 Day 3 Small Group p. 67 Investigation 5 Day 4 Small Group p. 67 Invest
DOMAIN / CONTENT STANDARD	CT.M.	Mathematics
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Number Names
INDICATOR	M.48.1.	Say or sign the number sequence up to at least 10. Balls Study p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 31 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 38 Investigation 2 Day 1 Small Group p. 38 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 p. 45 Investigation 3 Day 1 Large Group p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 2 Mighty Minutes p. 57 Investigation 4 Day 4 Large-Group Roundup p. 57 Investigation 4 Day 5 Mighty Minutes p. 59 Investigation 4 Day 4 Large-Group Roundup p. 57 Investigation 4 Day 2 Mighty Minutes p. 59 Investigation 4 Day 4 Large-Group Roundup p. 59 Investigation 4 Day 5 Mighty Minutes p. 64 Investigation 5 Day 2 Large Group

		n CO Investigation E Day A Small Organi
		p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group
		p.68 Investigation 5 Day 4 Large Group
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Cardinality
INDICATOR	M.48.2.	Count up to at least five objects using one-to-one correspondence, using the number name of the last object counted to represent the total number of objects in a set. <u>Balls Study</u> p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes
		 p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 41 Investigation 2 Day 3 Mighty Minutes p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group p. 57 Investigation 4 Day 4 Large-Group Roundup p. 57 Investigation 5 Day 2 Large Group p. 64 Investigation 5 Day 2 Large Group p. 64 Investigation 5 Day 5 Meall 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
INDICATOR	M.48.3.	Count out a set of objects up to four. 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 Large-Group Roundup 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 p. 45 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 4 Large-Group Roundup p. 57 Investigation 4 Day 4 Mighty Minutes p. 57 Investigation 4 Day 4 Large-Group Roundup p. 57 Investigation 4 Day 2 Mighty Minutes p. 59 Investigation 4 Day 4 Large-Group Roundup p. 57 Investigation 5 Day 5 Mighty Minutes p. 64 Investigation 5 Day 5 Mighty Minutes p. 64 Investigation 5 Day 5 Small Group p. 69 Investigation 5 Day 5 Read-Aloud 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.68 Investigation 5 Day 4 Large Group
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Written Numerals
INDICATOR	M.48.4.	Recognize written numerals up to at least five. Balls Study p. 71 Investigation 5 Day 5 Small Group
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Comparison
INDICATOR	M.48.6.	Compare sets of 1 to 5 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same. <u>Balls Study</u> p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 41 Investigation 2 Day 3 Mighty Minutes p. 44 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 2 Mighty Minutes p. 57 Investigation 4 Day 4 Large-Group Roundup p. 57 Investigation 4 Day 4 Large-Group Roundup p. 57 Investigation 4 Day 4 Large-Group Roundup p. 57 Investigation 5 Day 4 Large Group p. 64 Investigation 5 Day 5 Mighty Minutes p. 64 Investigation 5 Day 5 Might Group p. 85 Celebrating Learning Day 1 Small Group p. 85 Celebrating Learning Day 2 Large Group p. 86 Celebrating Learning Day 2 Large Group p. 68 Investigation 5 Day 4 Large Group
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Number Names
INDICATOR	M.60.1.	Say or sign the number sequence up to at least 20. <u>Balls Study</u> p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 71 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years

INDICATOR		Cardinality
INDICATOR	M.60.2.	Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set.
		Balls Studyp. 21 Exploring the Topic Day 4 Small Groupp. 23 Exploring the Topic Day 5 Small Groupp. 33 Investigation 1 Day 3 Mighty Minutesp. 36 Investigation 2 Day 1 Large Groupp. 37 Investigation 2 Day 1 Large-Group Roundupp. 37 Investigation 2 Day 1 Small Groupp. 38 Investigation 2 Day 2 Large-Group Roundupp. 39 Investigation 2 Day 2 Large Groupp. 41 Investigation 2 Day 3 Mighty Minutesp. 44 Investigation 3 Day 1 Large-Group Roundupp. 53 Investigation 3 Day 1 Large-Group Roundupp. 54 Investigation 4 Day 2 Mighty Minutesp. 54 Investigation 4 Day 4 Large-Groupp. 57 Investigation 4 Day 4 Large-Groupp. 57 Investigation 4 Day 4 Mighty Minutesp. 56 Investigation 4 Day 5 Mighty Minutesp. 57 Investigation 4 Day 6 Mighty Minutesp. 57 Investigation 4 Day 6 Mighty Minutesp. 57 Investigation 4 Day 6 Mighty Minutesp. 58 Investigation 4 Day 6 Mighty Minutesp. 59 Investigation 4 Day 6 Mighty Minutesp. 50 Investigation 4 Day 6 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
INDICATOR	M.60.3.	Count out a set of objects up to five. 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 2 Large-Group Roundup p. 41 Investigation 2 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 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 5 Mighty Minutes p. 64 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 68 Investigation 5 Day 4 Large Group
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Written Numerals
INDICATOR	M.60.4.	Recognize written numerals up to at least 10. <u>Balls Study</u>

		p. 71 Investigation 5 Day 5 Small Group
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Recognition of Quantity
INDICATOR	M.60.5.	Quickly recognize and name, without counting, the number of objects in collections of up to at least five items. Balls Study p. 71 Investigation 5 Day 5 Small Group
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Comparison
INDICATOR	M.60.6.	Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same. <u>Balls Study</u> p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 41 Investigation 2 Day 3 Mighty Minutes p. 44 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Large-Group Roundup p. 54 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 2 Mighty Minutes p. 57 Investigation 4 Day 4 Large-Group Roundup p. 57 Investigation 4 Day 4 Large Group p. 59 Investigation 4 Day 5 Mighty Minutes p. 64 Investigation 5 Day 2 Large Group p. 61 Investigation 5 Day 5 Large Group p. 63 Investigation 5 Day 5 Mighty Minutes p. 64 Investigation 5 Day 5 Large Group p. 65 Celebrating Learning Day 1 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 68 Investigation 5 Day 4 Large Group
STATE FRAMEWORK	М.В.	Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Number Operations
INDICATOR	M.48.7.	Understand that adding to (or taking away) one or more objects from a group will increase or decrease the objects in the group. <u>Balls Study</u> p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group

STATE FRAMEWORK	М.В.	Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Number Operations
INDICATOR	M.60.7.	Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five. <u>Balls Study</u> p. 38 Investigation 2 Day 2 Large Group
		 p. 30 Investigation 2 Day 2 Large Group Roundup p. 39 Investigation 2 Day 2 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group
INDICATOR	M.60.8.	Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects).
		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
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Measurement
INDICATOR	M.48.8.	Recognize measurable attribute of an object such as length, weight or capacity.
		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 Choice Time p. 45 Investigation 3 Day 1 Small Group p. 63 Investigation 5 Day 1 Small Group p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group
STATE FRAMEWORK	M.C.	p. 27 Investigation 1 Outdoor Experiencesp. 30 Investigation 1 Day 2 Large Groupp. 31 Investigation 1 Day 2 Small Groupp. 40 Investigation 2 Day 3 Choice Timep. 45 Investigation 3 Day 1 Choice Timep. 45 Investigation 3 Day 1 Large-Group Roundupp. 45 Investigation 3 Day 1 Small Groupp. 63 Investigation 5 Day 1 Mighty Minutesp. 69 Investigation 5 Day 5 Large GroupStrand C: Early learning experiences will support children tounderstand the attributes and relative properties of objects(measurement and data).
STATE FRAMEWORK GRADE LEVEL EXPECTATION	M.C. M.48.	 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 Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects
GRADE LEVEL		p. 27 Investigation 1 Outdoor Experiencesp. 30 Investigation 1 Day 2 Large Groupp. 31 Investigation 1 Day 2 Small Groupp. 40 Investigation 2 Day 3 Choice Timep. 45 Investigation 3 Day 1 Choice Timep. 45 Investigation 3 Day 1 Large-Group Roundupp. 45 Investigation 3 Day 1 Small Groupp. 63 Investigation 5 Day 1 Mighty Minutesp. 69 Investigation 5 Day 5 Large GroupStrand C: Early learning experiences will support children tounderstand the attributes and relative properties of objects(measurement and data).
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		 p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 33 Investigation 1 Day 3 Large-Group Roundup p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 64 Investigation 5 Day 2 Choice Time p. 67 Investigation 5 Day 3 Choice Time p. 84 Celebrating Learning Day 1 Choice Time p.67 Investigation 5 Day 3 Large-Group Roundup
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Sorting and Classifying
INDICATOR	M.48.10.	Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape). Balls Study 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. 84 Celebrating Learning Day 1 Choice Time p. 84 Celebrating Learning Day 1 Choice Time p. 67 Investigation 5 Day 3 Large-Group Roundup
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Measurement
INDICATOR	M.60.9.	Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount). <u>Balls Study</u> p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Large-Group Roundup p. 40 Investigation 3 Day 1 Choice Time p. 45 Investigation 3 Day 1 Choice Time p. 45 Investigation 3 Day 1 Choice Time 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
INDICATOR	M.60.10.	 Begin to use strategies to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools. <u>Balls Study</u> p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 40 Investigation 2 Day 3 Choice Time

		p. 45 Investigation 3 Day 1 Choice Time p. 45 Investigation 3 Day 1 Large-Group Roundup
		p. 45 Investigation 3 Day 1 Small Group
		p. 63 Investigation 5 Day 1 Mighty Minutes
		p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to
		understand the attributes and relative properties of objects
		(measurement and data).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Sorting and Classifying
INDICATOR	M.60.12.	Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute. Balls Study p. 29 Investigation 1 Day 1 Choice Time
		p. 31 Investigation 1 Day 2 Choice Time p. 33 Investigation 1 Day 3 Large-Group Roundup
		p. 37 Investigation 2 Day 1 Large-Group Roundup
		p. 37 Investigation 2 Day 1 Small Group
		p. 64 Investigation 5 Day 2 Choice Time
		p. 67 Investigation 5 Day 3 Choice Time p. 84 Celebrating Learning Day 1 Choice Time
		p.67 Investigation 5 Day 3 Large-Group Roundup
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to
		understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Spatial Relationships
INDICATOR	M.48.11.	Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object. 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
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Identification of Shapes
INDICATOR	M.48.12.	Identify 2-dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes.
		Balls Studyp. 39 Investigation 2 Day 2 Large-Group Roundupp. 39 Investigation 2 Day 2 Small Groupp. 40 Investigation 2 Day 3 Choice Timep. 49 Investigation 4 Outdoor Experiencep. 54 Investigation 4 Day 3 Large Groupp. 63 Investigation 5 Day 1 Mighty Minutesp. 70 Investigation 5 Day 2 Small Groupp.53 Investigation 4 Day 2 Small Group
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to
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		understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Composition of Shapes
INDICATOR	M.48.13.	Combine two or more shapes to create a new shape or to represent an object in the environment. Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Nighty Minutes p. 17 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 4 Large Group p. 19 Exploring the Topic Day 4 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 21 Investigation 1 Day 1 Large Group p. 31 Investigation 1 Day 3 Choice Time p. 32 Investigation 2 Day 1 Large-Group Roundup p. 33 Investigation 2 Day 1 Large-Group Roundup p. 34 Investigation 2 Day 1 Large-Group Roundup p. 35 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large Group Roundup p. 39 Investigation 3 Day 2 Large Group p. 46 Investigation 3 Day 2 Mighty Minutes p. 49 Investigation 4 Day 1 Choice Time p. 41 Investigation 3 Day 2 Large Group p. 43 Investigation 4 Day 1 Choice Time p. 44 Investigation 4 Day 1 Choice Time <
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Spatial Relationships
INDICATOR	M.60.13.	Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object.
		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
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to

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

p. 47 Investigation 3 Day 2 Read-Aloud p. 47 Investigation 3 Day 2 Small Group p. 68 Investigation 3 Day 2 Choice Time p. 64 Investigation 5 Day 2 Choice Time p. 64 Investigation 5 Day 2 Choice Time p. 66 Investigation 5 Day 3 Choice Time p. 66 Investigation 5 Day 3 Choice Time p. 66 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 4 Small Group STATE FRAMEWORK S.A. Strand A: Early learning experiences will support children to apply scientific practices. CRADE LEVEL S.48. Strate FRAMEWORK S.48. Strate Status DIDCATOR NDICATOR NDICATOR NDICATOR S.48.3. Cite examples to support their ideas (e.g., "I think the plant will die because when I forgot to water my plant it died."). Balls Study p. 16 Exploring the Topic Day 1 Choice Time p. 16 Exploring the Topic Day 1 Choice Time p. 18 Exploring the Topic Day 5 Small Group p. 21 Exploring the Topic Day 5 Small Group p. 23 Investigation 1 Day 2 Small Group			
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p. 57 Investigation 4 Day 4 Small Group			
p. 30 investigation 4 Day 5 Large Group			
p. 59 Investigation 4 Day 5 Choice Time			
p. 59 Investigation 4 Day 5 Small Group			
p. 62 Investigation 5 Day 1 Choice Time			
p. 62 Investigation 5 Day 1 Large Group			p. 62 Investigation 5 Day 1 Large Group

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

p. 46 Investigation 3 Day 2 Large Group p. 47 Investigation 3 Day 2 Seed-Aloud p. 47 Investigation 4 Day 4 Choice Time p. 53 Investigation 4 Day 4 Choice Time p. 56 Investigation 4 Day 5 Choice Time p. 58 Investigation 4 Day 5 Choice Time p. 58 Investigation 4 Day 5 Choice Time p. 59 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 1 Large Group Roundup p. 66 Investigation 5 Day 2 Large Group Roundup p. 66 Investigation 5 Day 3 Large Group Roundup p. 67 Investigation 5 Day 4 Large Group Roundup p. 68 Investigation 5 Day 4 Large Group Roundup p. 69 Investigation 5 Day 4 Large Group Roundup p. 67 Investigation 5 Day 4 Large Group Roundup p. 67 Investigation 5 Day 5 Large Group Roundup p. 67 Investigation 5 Day 4 Large Group Roundup p. 67 Investigation 5 Day 4 Large Group Roundup p. 67 Investigation 5 Day 4 Large Group Roundup p. 67 Investigation 5 Day 4 Large Group Roundup p. 67 Investigation 5 Day 4 Large Group p. 84 Celebrating Learning R			
STATE FRAMEWORK S.A. Strand A: Early learning experiences will support children to apply scientific practices. GRADE LEVEL S.60. 4 to 5 years EXPECTATION S.60. 4 to 5 years INDICATOR Using Evidence INDICATOR S.60.5. Begin to distinguish evidence from opinion. Balls Study p. 84 Celebrating Learning Day 1 Choice Time p. 86 Celebrating Learning Day 2 Choice Time p. 86 Celebrating Learning pay 2 Choice Time STATE FRAMEWORK S.B. Strand B: Early learning experiences will support children to engage in the process of engineering. GRADE LEVEL S.48. 3 to 4 years EXPECTATION S.48. 3 to 4 years INDICATOR Design Cycle INDICATOR S.48.4. Identify a problem and, with adult assistance design a solution (e.g., device or process) to address that problem. Balls Study p. 30 Investigation 1 Day 2 Large Group p. 38 Investigation 1 Day 2 Large Group p. 38 Investigation 1 Day 2 Large Group p. 38 Investigation 1 Day 2 Large Group p. 38 Investigation 1 Day 2 Large Group S.60. 4 to 5 years Xears Identify a problem and, with adult assistance, design a solution, test and refine design elements. Balls Study			 p. 47 Investigation 3 Day 2 Read-Aloud p. 47 Investigation 3 Day 2 Small Group p. 53 Investigation 4 Day 2 Choice Time p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 61 Investigation 5 Outdoor Experiences p. 62 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 2 Large Group p. 65 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 3 Large Group p. 68 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 4 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 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 p. 73 Investigation 5 Day 5 Large Group
EXPECTATION Using Evidence INDICATOR Using Evidence INDICATOR S.60.5. Begin to distinguish evidence from opinion. Balls Study p. 84 Celebrating Learning Day 1 Choice Time p. 86 Celebrating Learning Day 2 Choice Time STATE FRAMEWORK S.B. Strand B: Early learning experiences will support children to engage in the process of engineering. GRADE LEVEL S.48. 3 to 4 years EXPECTATION S.48. 3 to 4 years INDICATOR Design Cycle INDICATOR S.48.4. Identify a problem and, with adult assistance design a solution (e.g., device or process) to address that problem. Balls Study p. 30 Investigation 1 Day 2 Large Group p. 30 Investigation 2 Day 2 Large Group STATE FRAMEWORK S.B. Strand B: Early learning experiences will support children to engage in the process of engineering. GRADE LEVEL S.60. 4 to 5 years EXPECTATION Design Cycle INDICATOR Design Cycle INDICATOR Design Cycle INDICATOR S.60.6. Identify a problem and, with adult assistance, design a solution, test and refine design elements. Balls Study p. 30 Investigation 1 Day 2 Large Group	STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply
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understand patterns, process and relationships of living things. GRADE LEVEL S.48. 3 to 4 years		S.60.6.	Identify a problem and, with adult assistance, design a solution, test and refine design elements. Balls Study p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group
	STATE FRAMEWORK		
	-	S.48.	3 to 4 years

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

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

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INDICATOR	S.60.11.	Determine cause and effect of push/pull/collision that make objects, start, stop and change direction.
		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. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group
		p. 37 Investigation 2 Day 1 Large-Group
		p. 37 Investigation 2 Day 1 Small Group
		p. 39 Investigation 2 Day 2 Choice Time
		p. 40 Investigation 2 Day 3 Choice Time
		p. 40 Investigation 2 Day 3 Large Group
		p. 41 Investigation 2 Day 3 Large-Group Roundup
		p. 43 Investigation 3 Outdoor Experiences
		p. 45 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time
		p. 46 Investigation 3 Day 2 Large Group
		p. 47 Investigation 3 Day 2 Read-Aloud
		p. 53 Investigation 4 Day 2 Choice Time
		p. 69 Investigation 5 Day 4 Choice Time
		p.47 Investigation 3 Day 2 Large-Group Roundup
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL	S.60.	4 to 5 years
EXPECTATION		
INDICATOR		Matter and its Properties
INDICATOR	S.60.12.	Evaluate the appropriateness of a material for a given purpose based upon its properties. 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 3 Large Group p. 20 Exploring the Topic Day 4 Choice Time
		p. 23 Exploring the Topic Day 5 Choice Time
		p. 29 Investigation 1 Day 1 Choice Time
		p. 31 Investigation 1 Day 2 Choice Time
		p. 32 Investigation 1 Day 3 Choice Time
		p. 33 Investigation 1 Day 3 Large-Group Roundup
		p. 37 Investigation 2 Day 1 Small Group
		p. 47 Investigation 3 Day 2 Small Group
		p. 51 Investigation 4 Day 1 Choice Time p. 57 Investigation 4 Day 4 Small Group
		p. 59 Investigation 4 Day 4 Small Group
		p. 61 Investigation 5 Outdoor Experiences
		p. 62 Investigation 5 Day 1 Large Group
		p. 63 Investigation 5 Day 1 Mighty Minutes
		p. 64 Investigation 5 Day 2 Choice Time
		p. 64 Investigation 5 Day 2 Large Group
		p. 67 Investigation 5 Day 3 Choice Time p. 69 Investigation 5 Day 4 Small Group
	S 60 12	
INDICATOR	S.60.13.	Observe how heating and cooling cause changes to properties of materials (e.g., Ice melts when we bring it inside. Plastic becomes brittle when it is left outside in the cold.).
		Balls Study
		p. 38 Investigation 2 Day 2 Large Group
STATE FRAMEWORK	S.E.	Strand E: Early learning experiences will support children to understand features of earth.
GRADE LEVEL	S.48.	3 to 4 years
EXPECTATION		

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

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

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Cooperation with Peers in Learning Experiences
INDICATOR	C.48.5.	Help and cooperate in group. 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 2 Large Group
		p. 19 Focus Question 1 Day 2 Choice Time
		p. 19 Focus Question 1 Day 2 Large-Group Roundup
		p. 19 Focus Question 1 Day 2 Small Group
		p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Choice Time
		p. 21 Focus Question 1 Day 3 Choice Time p. 21 Focus Question 1 Day 3 Large-Group Roundup
		p. 21 Focus Question 1 Day 3 Earge-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. 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 Kead-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 Large-Group Roundup p. 31 Focus Question 2 Day 2 Small Group
		p. 32 Focus Question 2 Day 3 Choice Time
		p. 32 Focus Question 2 Day 3 Large Group
		p. 33 Focus Question 2 Day 3 Large-Group Roundup
		p. 33 Focus Question 2 Day 3 Read-Aloud
		p. 33 Focus Question 2 Day 3 Small Group
		p. 36 Focus Question 3 Day 1 Choice Time
		p. 36 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 1 Large-Group Roundup
		p. 37 Focus Question 3 Day 1 Earge-Gloup Roundup
		p. 37 Focus Question 3 Day 1 Small Group
		p. 38 Focus Question 3 Day 2 Choice Time
		p. 38 Focus Question 3 Day 2 Large Group
		p. 39 Focus Question 3 Day 2 Large-Group Roundup
		p. 39 Focus Question 3 Day 2 Small Group
		p. 40 Focus Question 3 Day 3 Choice Time
		p. 40 Focus Question 3 Day 3 Large Group
		p. 41 Focus Question 3 Day 3 Large-Group Roundup p. 41 Focus Question 3 Day 3 Read-Aloud
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p. 41 Focus Question 3 Day 3 Small Group
p. 42 Focus Question 3 Day 4 Choice Time
p. 42 Focus Question 3 Day 4 Large Group
p. 43 Focus Question 3 Day 4 Large-Group Roundup
p. 43 Focus Question 3 Day 4 Small Group
p. 44 Focus Question 3 Day 5 Choice Time
p. 44 Focus Question 3 Day 5 Large Group
p. 45 Focus Question 3 Day Read-Aloud
p. 45 Focus Question 3 Day 5 Large-Group Roundup
p. 45 Focus Question 3 Day 5 Small Group
p. 48 Focus Question 4 Day 1 Large Group
p. 49 Focus Question 4 Day 1 Choice Time
p. 49 Focus Question 4 Day 1 Large-Group Roundup p. 49 Focus Question 4 Day 1 Small Group
p. 50 Focus Question 4 Day 2 Choice Time
p. 50 Focus Question 4 Day 2 Large Group
p. 51 Focus Question 4 Day 2 Large-Group Roundup
p. 51 Focus Question 4 Day 2 Read-Aloud
p. 51 Focus Question 4 Day 2 Small Groupp51
p. 52 Focus Question 4 Day 3 Choice Time
p. 52 Focus Question 4 Day 3 Large Group
p. 53 Focus Question 4 Day 23 Large-Group Roundup
p. 53 Focus Question 4 Day 3 Small Group
p. 56 Focus Question 5 Day 1 Large Group
p. 57 Focus Question 5 Day 1 Choice Time
p. 57 Focus Question 5 Day 1 Large-Group Roundup
p. 57 Focus Question 5 Day 1 Read-Aloud
p. 57 Focus Question 5 Day 1 Small Group
p. 58 Focus Question 5 Day 2 Choice Time
p. 58 Focus Question 5 Day 2 Large Group
p. 59 Focus Question 5 Day 2 Large-Group Roundup
p. 59 Focus Question 5 Day 2 Small Group
p. 60 Focus Question 5 Day 3 Choice Time
p. 60 Focus Question 5 Day 3 Large Group
p. 61 Focus Question 5 Day 3 Large-Group Roundup
p. 61 Focus Question 5 Day 3 Read-Aloud p. 61 Focus Question 5 Day 3 Small Group
p. 62 Focus Question 5 Day 4 Large Group
p. 63 Focus Question 5 Day 4 Choice Time
p. 63 Focus Question 5 Day 4 Large-Group Roundup
p. 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. 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 Earge-Group Roundup
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
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		p. 81 Ministudy Day 1 Large-Group Roundup
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		p. 83 Ministudy Day 2 Choice Time
		p. 83 Ministudy Day 2 Large-Group Roundup
		p. 83 Ministudy Day 2 Read-Aloud
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		p. 84 Ministudy Day 3 Choice Time
		p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Large-Group Roundup
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		p. 86 Ministudy Day 4 Choice Time
		p. 86 Ministudy Day 4 Large Group
		p. 87 Ministudy Day 4 Large-Group Roundup
		p. 87 Ministudy Day 4 Small Group
		p. 88 Ministudy Day 5 Choice Time
		p. 88 Ministudy Day 5 Large Group
		p. 89 Ministudy Day 5 Large-Group Roundup
		p. 89 Ministudy Day 5 Small Group
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Cooperation with Peers in Learning Experiences
INDICATOR	C.60.6.	Model or teach peers how to use materials or complete a task.
		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 2 Large Group
		p. 19 Focus Question 1 Day 2 Choice Time
		p. 19 Focus Question 1 Day 2 Large-Group Roundup p. 19 Focus Question 1 Day 2 Small Group
		p. 20 Focus Question 1 Day 3 Large Group
		p. 21 Focus Question 1 Day 3 Choice Time
		p. 21 Focus Question 1 Day 3 Large-Group Roundup
		p. 21 Focus Question 1 Day 3 Small Group
		p. 22 Focus Question 1 Day 4 Choice Time
		p. 22 Focus Question 1 Day 4 Large Group
		p. 23 Focus Question 1 Day 4 Large-Group Roundup
		p. 23 Focus Question 1 Day 4 Small Group p. 24 Focus Question 1 Day 5 Choice Time
		p. 24 Focus Question 1 Day 5 Choice Time p. 24 Focus Question 1 Day 5 Large Group
		p. 25 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 1 Small Group
		p. 30 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
	11	p. 33 Focus Question 2 Day 3 Large-Group Roundup

 p. 33 Focus Question 2 Day 3 Read-Aloud p. 33 Focus Question 3 Day 1 Choice Time p. 35 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 1 Large Group p. 38 Focus Question 3 Day 1 Large Group p. 38 Focus Question 3 Day 2 Large Group Roundup p. 38 Focus Question 3 Day 2 Large Group Roundup p. 38 Focus Question 3 Day 2 Large Group Roundup p. 38 Focus Question 3 Day 2 Large Group Roundup p. 40 Focus Question 3 Day 2 Large Group Roundup p. 41 Focus Question 3 Day 3 Large Group Roundup p. 44 Focus Question 3 Day 3 Large Group Roundup p. 44 Focus Question 3 Day 3 Large Group Roundup p. 44 Focus Question 3 Day 3 Read-Aloud p. 44 Focus Question 3 Day 3 Read-Aloud p. 44 Focus Question 3 Day 4 Small Group p. 44 Focus Question 3 Day 4 Small Group p. 44 Focus Question 3 Day 4 Small Group p. 44 Focus Question 3 Day 4 Small Group p. 44 Focus Question 3 Day 4 Small Group p. 44 Focus Question 3 Day 5 Large Group Roundup p. 44 Focus Question 3 Day 5 Large Group Roundup p. 44 Focus Question 3 Day 5 Large Group p. 44 Focus Question 3 Day 5 Large Group p. 44 Focus Question 3 Day 5 Large Group p. 44 Focus Question 4 Day 1 Large Group p. 45 Focus Question 4 Day 1 Large Group p. 46 Focus Question 4 Day 1 Large Group p. 47 Focus Question 4 Day 1 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 2 Large Group p. 45 Focus Question 4 Day 2 Large Group Roundup p. 45 Focus Question 4 Day 2 Large Group Roundup p. 45 Focus Question 4 Day 2 Large Group Roundup p. 45 Focus Question 4 Day 2 Large Group Roundup p. 55 Focus Question 4 Day 2 Large Group Roundup p. 55 Focus Question
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		Cause and Effect
INDICATOR	C.48.6.	Manipulate materials and communicate about the impact of own actions. <u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 5 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 3 Day 1 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 2 Read-Aloud p. 43 Focus Question 3 Day 2 Read-Aloud p. 43 Focus Question 3 Day 4 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 2 Read-Aloud p. 53 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 2 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. 64 Ministruk Day 4 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
STATE FRAMEWORK	С.В.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Attributes, Sorting and Patterns
INDICATOR	C.48.7.	Identify similarities and differences in objects, people, events, sounds based on one attribute (e.g., same or different colors, loud or soft sound).
		Beginning the Year p. 38 Focus Question 3 Day 2 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 74 Focus Question 6 Day 5 Large Group p. 85 Ministudy Day 3 Mighty Minutes p. 85 Ministudy Day 3 Small Group
INDICATOR	C.48.8.	Recognize patterns in routines, objects and/or sounds and replicate sequence using objects or language. <u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 18 Focus Question 1 Day 2 Large Group p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 38 Focus Question 3 Day 2 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 41 Focus Question 3 Day 3 Small Group p. 42 Focus Question 3 Day 4 Large Group p. 63 Focus Question 5 Day 4 Mighty Minutes p. 70 Focus Question 6 Day 3 Large Group p. 85 Ministudy Day 3 Small Group p. 88 Ministudy Day 5 Large Group
STATE FRAMEWORK	С.В.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Problem Solving
INDICATOR	C.48.9.	Think of and try an alternative strategy when a first attempt at solving a problem is unsuccessful. <u>Beginning the Year</u> p. 29 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 66 Focus Question 6 Day 1 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 85 Ministudy Day 3 Small Group
STATE FRAMEWORK	С.В.	Strand B: Early learning experiences will support children to use

		logic and reasoning.
GRADE LEVEL	C.48.	3 to 4 years
EXPECTATION		
INDICATOR INDICATOR	C.48.12.	Symbolic Representation Represent people, places or things through simple drawings,
		 movements and three-dimensional construction. 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 Large-Group Roundup p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Large-Group Roundup p. 21 Focus Question 1 Day 3 Large-Group Roundup p. 22 Focus Question 1 Day 4 Large-Group Roundup p. 22 Focus Question 1 Day 4 Large-Group Roundup p. 22 Focus Question 1 Day 4 Large-Group Roundup p. 23 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 Roundup p. 31 Focus Question 2 Day 2 Large-Group Roundup p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 61 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 1 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 83 Ministudy Day 2 Small Group p. 83 Ministudy Day 2 Small Group p. 85 Ministudy Day 4 Large-Group Roundup p. 87 Ministudy Day 4 Large-Group p. 87 Ministudy Day 4 Large Group
STATE FRAMEWORK	С.В.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Cause and Effect
INDICATOR	C.60.7.	Try multiple uses of same materials and observe differing results. 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. 23 Focus Question 1 Day 5 Read-Aloud p. 25 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 2 Read-Aloud p. 43 Focus Question 3 Day 8 Read-Aloud p. 43 Focus Question 3 Day 8 Read-Aloud p. 45 Focus Question 4 Day 1 Read-Aloud p. 55 Focus Question 4 Day 1 Read-Aloud p. 50 Focus Question 4 Day 2 Read-Aloud p. 50 Focus Question 5 Day 1 Read-Aloud p. 50 Focus Question 5 Day 1 Read-Aloud p. 50 Focus Question 5 Day 2 Read-Aloud p. 51 Focus Question 5 Day 2 Read-Aloud p. 50 Focus Question 5 Day 2 Read-Aloud p. 50 Focus Question 5 Day 2 Read-Aloud p. 50 Focus Question 5 Day 2 Read-Aloud p. 51 Focus Question 5 Day 2 Read-Aloud p. 51 Focus Question 5 Day 3 Read-Aloud p. 51 Focus Question 5 Day 3 Read-Aloud p. 51 Focus Question 5 Day 3 Read-Aloud p. 53 Focus Question 5 Day 3 Read-Aloud p. 54 Focus Question 5 Day 3 Read-Aloud p. 55 Focus Question 5 Day 3 Read-Aloud p. 56 Focus Question 5 Day 3 Read-Aloud p. 57 Focus Question 5 Day 3 Read-Aloud p. 59 Focus Question 5 Day 3 Read-Aloud p. 50 Focus Question 5 Day 3 Read-Aloud p. 50 Focus Question 5 Day 3 Read-Aloud p. 51 Focus Question 5 Day 3 Re

		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 4 Read-Aloud
STATE FRAMEWORK	С.В.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Attributes, Sorting and Patterns
INDICATOR	C.60.8.	Compare relative attributes of objects, people, events, sounds (e.g.,
INDICATOR	0.00.0.	louder, more, less).
		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
INDICATOR	C.60.9.	Use familiar patterns to solve problems and reason (e.g., if we go to
INDICATOR	0.00.3.	the library every other day and we went yesterday, today we will).
		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
INDICATOR	C.60.10.	
INDICATOR	C.00.10.	Begin to question accuracy of information and sources as evidenced by sharing conflicting information from another source
		(e.g., when the teacher shares information with class, says, "But my
		dad says…").
		Paginning the Veer
		Beginning the Year p. 17 Focus Question 1 Day 1 Large-Group Roundup
		p. 17 Focus Question 1 Day 1 Large-Group Roundup p. 18 Focus Question 1 Day 2 Large Group
		p. 19 Focus Question 1 Day 2 Choice Time
		p. 19 Focus Question 1 Day 2 Choice Time p. 19 Focus Question 1 Day 2 Large-Group Roundup
		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 3 Large-Gloup 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 4 Earge-Group Roundup
		p. 25 Focus Question 1 Day 5 Large-Group Roundup
		p. 29 Focus Question 2 Day 1 Choice Time
		p. 30 Focus Question 2 Day 2 Large Group
		p. 31 Focus Question 2 Day 2 Large-Group Roundup
		p. 31 Focus Question 2 Day 2 Mighty Minutes
		p. 32 Focus Question 2 Day 3 Large Group
		p. 33 Focus Question 2 Day 3 Large-Group Roundup
		p. 33 Focus Question 2 Day 3 Mighty Minutes
		p. 36 Focus Question 3 Day 1 Large Group
		p. 37 Focus Question 3 Day 1 Large-Group Roundup
	11	
		p. 38 Focus Question 3 Day 2 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. 39 Focus Question 3 Day 2 Small Group p. 41 Focus Question 3 Day 3 Large-Group Roundup 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 Mighty Minutes p. 51 Focus Question 4 Day 2 Small Group51 p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Small Group
		 p. 57 Focus Question 5 Day 1 Large-Group Roundup p. 57 Focus Question 5 Day 1 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 60 Focus Question 5 Day 3 Choice Time p. 61 Focus Question 5 Day 3 Small Group p. 63 Focus Question 5 Day 4 Large-Group Roundup p. 63 Focus Question 5 Day 4 Small Group p. 67 Focus Question 6 Day 1 Choice Time p. 67 Focus Question 6 Day 1 Large-Group Roundup p. 67 Focus Question 6 Day 1 Small Group p. 67 Focus Question 6 Day 2 Choice Time p. 68 Focus Question 6 Day 2 Small Group p. 69 Focus Question 6 Day 2 Small Group
		 p. 70 Focus Question 6 Day 3 Choice Time p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Small Group p. 72 Focus Question 6 Day 4 Large Group p. 73 Focus Question 6 Day 4 Large-Group Roundup p. 73 Focus Question 6 Day 4 Mighty Minutes p. 73 Focus Question 6 Day 4 Read-Aloud p. 75 Focus Question 6 Day 5 Large-Group Roundup p. 80 Ministudy Day 1 Large Group p. 81 Ministudy Day 1 Large-Group Roundup
STATE FRAMEWORK	С.В.	 p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Large-Group Roundup p. 83 Ministudy Day 2 Mighty Minutes p. 83 Ministudy Day 2 Small Group p. 85 Ministudy Day 3 Large-Group Roundup p. 86 Ministudy Day 4 Choice Time p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large-Group Roundup p. 89 Ministudy Day 5 Large-Group Roundup p. 89 Ministudy Day 5 Mighty Minutes
GRADE LEVEL	С.60.	logic and reasoning. 4 to 5 years
EXPECTATION INDICATOR		Problem Solving
INDICATOR	C.60.11.	Try multiple strategies to solve a problem and draw on multiple resources (e.g., look at what a peer is doing for ideas). 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

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

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

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

		p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 73 Focus Question 6 Day 4 Small Group
		p. 74 Focus Question 6 Day 5 Large Group
		p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud
		p. 88 Ministudy Day 5 Choice Time
STATE FRAMEWORK	SE.D.	Strand F: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Personal Preferences
INDICATOR	SE.60.12.	Describe self by referring to preferences, thoughts and feelings. 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 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 73 Focus Question 6 Day 4 Small Group p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 88 Ministudy Day 5 Choice Time
STATE FRAMEWORK	SE.E.	Strand H: Early learning experiences will support children to develop social relationships.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Adult Relationships
INDICATOR	SE.60.15.	Typically use socially appropriate behavior with adults, such as helping, responding to limits, etc. 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. 23 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 2 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 2 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day 2 Read-Aloud p. 45 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 3 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud

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

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

		p. 22 Focus Question 1 Day 4 Large Group
		p. 23 Focus Question 1 Day 4 Large-Group Roundup
		p. 24 Focus Question 1 Day 5 Choice Time
		p. 24 Focus Question 1 Day 5 Large Group
		p. 25 Focus Question 1 Day 5 Large-Group Roundup
		p. 27 Focus Question 2 Outdoor Experiences p. 30 Focus Question 2 Day 2 Large Group
		p. 31 Focus Question 2 Day 2 Choice Time
		p. 32 Focus Question 2 Day 3 Choice Time
		p. 32 Focus Question 2 Day 3 Large Group
		p. 36 Focus Question 3 Day 1 Large Group
		p. 41 Focus Question 3 Day 3 Mighty Minutes
		p. 45 Focus Question 3 Day 5 Large-Group Roundup
		p. 53 Focus Question 4 Day 23 Large-Group Roundup
		p. 53 Focus Question 4 Day 3 Small Group p. 61 Focus Question 5 Day 3 Large-Group Roundup
		p. 67 Focus Question 6 Day 1 Small Group
		p. 69 Focus Question 6 Day 2 Small Group
		p. 70 Focus Question 6 Day 3 Large Group
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 79 Ministudy Outdoor Experiences
		p. 81 Ministudy Day 1 Mighty Minutes
		p. 81 Ministudy Day 1 Small Group
		p. 83 Ministudy Day 2 Small Group
		p. 85 Ministudy Day 3 Read-Aloud
		p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large-Group Roundup
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Visual Motor Integration
INDICATOR	PH.60.3.	Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors).
		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
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Small Muscle Movement and Coordination
INDICATOR	PH.60.4.	Have sufficient control of writing implements to copy simple forms
INDICATOR	FH.00.4.	or geometric shapes and write some letters (e.g., may write own name since these are most familiar).
		Beginning the Year
		Beginning the Year p. 30 Focus Question 2 Day 2 Large Group
		p. 30 Focus Question 2 Day 2 Large Group
		p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group
		p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group

		p. 59 Focus Question 5 Day 2 Small Group
		p. 61 Focus Question 5 Day 3 Small Group
		p. 79 Ministudy Outdoor Experiences
		p. 81 Ministudy Day 1 Mighty Minutes
		p. 81 Ministudy Day 1 Small Group
		p. 83 Ministudy Day 2 Small Group
INDICATOR	PH.60.5.	Use a mature pencil grasp with 3 fingers on writing implement.
		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
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire
		adaptive skills.
GRADE LEVEL	PH.48.	3 to 4 years
EXPECTATION		
INDICATOR		Feeding Routines/Nutrition
INDICATOR	PH.48.8.	Pour liquid from a small pitcher.
		· · · · · · · · · · · · · · · · · · ·
		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
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire
		adaptive skills.
GRADE LEVEL	PH.48.	3 to 4 years
EXPECTATION		
		Safety and Responsibility
INDICATOR		
INDICATOR	PH.48.9.	Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults.
	PH.48.9.	Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring
	PH.48.9.	Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults.
	PH.48.9.	Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults. Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 27 Focus Question 2 Outdoor Experiences
	PH.48.9.	Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults. 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
	PH.48.9.	Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults. Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 27 Focus Question 2 Outdoor Experiences
	PH.48.9.	Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults. <u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group
	PH.48.9.	Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults. 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
	PH.48.9.	Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults. <u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 66 Focus Question 6 Day 1 Large Group Strand C: Early learning experiences will support children to acquire
INDICATOR STATE FRAMEWORK	PH.C.	Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults.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 6 Day 1 Large Group p. 66 Focus Question 6 Day 1 Large GroupStrand C: Early learning experiences will support children to acquire adaptive skills.
INDICATOR STATE FRAMEWORK GRADE LEVEL		Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults. <u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 66 Focus Question 6 Day 1 Large Group Strand C: Early learning experiences will support children to acquire
INDICATOR STATE FRAMEWORK GRADE LEVEL EXPECTATION	PH.C.	Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults. 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 3 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 66 Focus Question 6 Day 1 Large Group Strand C: Early learning experiences will support children to acquire adaptive skills. 4 to 5 years
INDICATOR STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	PH.C. PH.60.	Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults. 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 p. 67 Focus Question 7 Day 1 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 66 Focus Question 6 Day 1 Large Group p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 7 Day 1 Large Group p. 68 Focus Question 7 Day 2 Large Group p. 69 Focus Question 7 Day 3 Large Group p. 60 Focus Question 7 Day 1 Large Group p. 60 Focus Question 7 Day 1 Large Group p. 61 Focus Question 7 Day 1 Large Group p. 62 Focus Question 7 Day 1 Large Group p. 63 Focus Question 7 Day 1 Large Group p. 64 Focus Question 7 Day 1 Large Group P. 65 Focus Question 7 Day 1 Large Group P. 66 Focus Question 7 Day 1 Large Group P. 67 Day 1 Day
INDICATOR STATE FRAMEWORK GRADE LEVEL EXPECTATION	PH.C.	Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults. 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 3 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 66 Focus Question 6 Day 1 Large Group Strand C: Early learning experiences will support children to acquire adaptive skills. 4 to 5 years
INDICATOR STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	PH.C. PH.60.	Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults. 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. 50 Focus Question 4 Day 3 Large Group p. 66 Focus Question 6 Day 1 Large Group p. 66 Focus Question 6 Day 1 Large Group g. 66 Focus Question 6 Day 1 Large Group g. 66 Focus Question 7 Day 1 Large Group g. 66 Focus Question 7 Day 2 Large Group g. 66 Focus Question 7 Day 3 Large Group g. 66 Focus Question 6 Day 1 Large Group g. 66 Focus Question 7 Day 1 Large Group g. 66 Focus Question 7 Day 1 Large Group g. 66 Focus Question 7 Day 1 Large Group g. 66 Focus Question 7 Day 1 Large Group g. 66 Focus Question 7 Day 1 Large Group g. 67 Pocus Question 8 Day 1 Large Group g. 68 Focus Question 9 Day 1 Large Group g. 69 Day 1 Large Group g. 60 Focus Question 6 Day 1 Large Group g. 61 Day 1 Large Group g. 62 Focus Question 6 Day 1 Large Group g. 63 Day 2 Large Group
INDICATOR STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	PH.C. PH.60.	Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults. 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 p. 66 Focus Question 6 Day 1 Large Group p. 52 Focus Question 6 Day 1 Large Group p. 66 Focus Question 6 Day 1 Large Group Strand C: Early learning experiences will support children to acquire adaptive skills. 4 to 5 years Feeding Routines/Nutrition Use butter knife to spread and cut. Open most containers to remove food. Beginning the Year
INDICATOR STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	PH.C. PH.60.	Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults. 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. 50 Focus Question 4 Day 3 Large Group p. 66 Focus Question 6 Day 1 Large Group p. 66 Focus Question 6 Day 1 Large Group g. 66 Focus Question 6 Day 1 Large Group g. 66 Focus Question 6 Day 1 Large Group g. 66 Focus Question 6 Day 1 Large Group g. 66 Focus Question 6 Day 1 Large Group g. 66 Focus Question 7 Day 1 Large Group g. 66 Focus Question 7 Day 1 Large Group g. 66 Focus Question 7 Day 1 Large Group g. 66 Focus Question 7 Day 1 Large Group g. 66 Focus Question 7 Day 1 Large Group g. 66 Focus Question 7 Day 1 Large Group g. 67 Pocus Question 8 Day 1 Large Group g. 68 Focus Question 9 Day 1 Large Group g. 69 Day 1 Large Group g. 60 Focus Question 6 Day 1 Large Group g. 61 Day 1 Large Group g. 62 Focus Question 6 Day 1 Large Group g. 63 Day 2 Large Group

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STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Safety and Responsibility
INDICATOR	PH.60.7.	Understand the reason for most basic safety rules at home, in familiar settings and in the community.
		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
STATE FRAMEWORK	PH.D.	Strand D: Early learning experiences will support children to maintain physical health status and well-being.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Healthy Behaviors
INDICATOR	PH.48.12.	Name examples of healthy practice including hygiene, nutrition and sleep. <u>Beginning the Year</u> p. 39 Focus Question 3 Day 2 Small Group
		p. 58 Focus Question 5 Day 2 Choice Time p. 63 Focus Question 5 Day 4 Small Group
STATE FRAMEWORK	PH.D.	Strand D: Early learning experiences will support children to maintain physical health status and well-being.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Healthy Behaviors
INDICATOR	PH.60.10.	Identify healthy practices including hygiene, nutrition and sleep. <u>Beginning the Year</u> p. 39 Focus Question 3 Day 2 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 63 Focus Question 5 Day 4 Small Group
DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Word Comprehension
INDICATOR	L.48.1.	Understand words or signs for objects, actions and visible attributes found frequently in both real and symbolic contexts. <u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Small Group p. 32 Focus Question 2 Day 3 Large Group p. 35 Focus Question 3 Outdoor Experiences p. 47 Focus Question 4 Outdoor Experiences p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Read-Aloud p. 51 Focus Question 4 Day 2 Small Groupp51

STATE FRAMEWORK	L.A.	 p. 55 Focus Question 5 Outdoor Experiences p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 65 Focus Question 6 Outdoor Experiences p. 66 Focus Question 6 Day 1 Large Group p. 79 Ministudy Outdoor Experiences p. 86 Ministudy Day 4 Choice Time p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Language Comprehension
INDICATOR	L.48.2.	Understand increasingly complex sentences that include 2 - 3 concepts (e.g., "Put the blue paper under the box."). Beginning the Year p. 44 Focus Question 3 Day 5 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Large Group
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Word Comprehension
	L.60.1.	Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts. <u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Small Group p. 32 Focus Question 2 Day 3 Large Group p. 35 Focus Question 3 Outdoor Experiences p. 47 Focus Question 4 Outdoor Experiences p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Read-Aloud p. 51 Focus Question 4 Day 2 Small Groupp51 p. 55 Focus Question 5 Outdoor Experiences p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Small Group p. 61 Focus Question 5 Day 2 Small Group p. 65 Focus Question 5 Day 2 Small Group p. 61 Focus Question 6 Day 3 Small Group p. 65 Focus Question 6 Day 3 Small Group p. 65 Focus Question 6 Day 1 Large Group p. 66 Focus Question 6 Day 1 Large Group p. 79 Ministudy Outdoor Experiences p. 86 Ministudy Day 4 Choice Time p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group
INDICATOR	L.60.2.	Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects. Beginning the Year p. 17 Focus Question 1 Day 1 Small Group p. 32 Focus Question 2 Day 3 Large Group p. 35 Focus Question 3 Outdoor Experiences p. 47 Focus Question 4 Outdoor Experiences p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Read-Aloud p. 51 Focus Question 4 Day 2 Small Groupp51

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STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Language Comprehension
INDICATOR	L.60.3.	Understand increasingly complex sentences that include 3-4 concepts (e.g., "Plants are living things that will not survive without soil, sunlight and water."). Beginning the Year p. 44 Focus Question 3 Day 5 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Large Group
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Vocabulary
INDICATOR	L.48.3.	Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts. <u>Beginning the Year</u> p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Read-Aloud p. 51 Focus Question 4 Day 2 Small Groupp51
INDICATOR	L.48.5.	Begin to use some words that are not a part of everyday conversational speech but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race or jog). <u>Beginning the Year</u> p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 1 Read-Aloud p. 72 Focus Question 6 Day 3 Read-Aloud p. 75 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).

		3 to 4 years
		Expression of Ideas, Feelings and Needs
INDICATOR	L.48.6.	

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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
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p. 57 Focus Question 5 Day 1 Choice Time
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p. 57 Focus Question 5 Day 1 Read-Aloud
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p. 58 Focus Question 5 Day 2 Choice Time
p. 58 Focus Question 5 Day 2 Large Group
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p. 60 Focus Question 5 Day 3 Choice Time
p. 60 Focus Question 5 Day 3 Large Group
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p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud			
p. 45 Focus Question 3 Day Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud			
p. 57 Focus Question 5 Day 1 Read-Aloud			
p. 61 Focus Question 5 Day 3 Read-Aloud			

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

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

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		p. 59 Focus Question 5 Day 2 Large-Group Roundup
		p. 59 Focus Question 5 Day 2 Small Group
		p. 60 Focus Question 5 Day 3 Choice Time 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 Earge-Group Roundup
		p. 65 Focus Question 6 Outdoor Experiences
		p. 66 Focus Question 6 Day 1 Large Group
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		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
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		p. 73 Focus Question 6 Day 4 Large-Group Roundup
		p. 73 Focus Question 6 Day 4 Small Group
		p. 74 Focus Question 6 Day 5 Large Group
		p. 75 Focus Question 6 Day 5 Choice Time p. 75 Focus Question 6 Day 5 Large-Group Roundup
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		p. 80 Ministudy Day 1 Large Group
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		p. 83 Ministudy Day 2 Large-Group Roundup
		p. 83 Ministudy Day 2 Read-Aloud
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		p. 84 Ministudy Day 3 Large Group
		p. 85 Ministudy Day 3 Large-Group Roundup p. 85 Ministudy Day 3 Small Group
		p. 86 Ministudy Day 4 Choice Time
		p. 86 Ministudy Day 4 Large Group
		p. 87 Ministudy Day 4 Large-Group Roundup
		p. 87 Ministudy Day 4 Small Group
		p. 88 Ministudy Day 5 Choice Time
		p. 88 Ministudy Day 5 Large Group p. 89 Ministudy Day 5 Large-Group Roundup
		p. 89 Ministudy Day 5 Small Group
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use
STATE FRAMEWORK	L.U.	language for social interaction.
GRADE LEVEL	L.48.	3 to 4 years
EXPECTATION		
INDICATOR		Language for Interaction
	4	

INDICATOR	L.48.11.	Answer simple who, what, where and why questions. 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 Large Group p. 23 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 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
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		 p. 66 Focus Question 6 Day 1 Hinghly Hindes p. 66 Focus Question 6 Day 1 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. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 73 Focus Question 6 Day 4 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 80 Ministudy Day 1 Large Group p. 83 Ministudy Day 2 Large Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 4 Large Group p. 86 Ministudy Day 4 Large Group
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Conventions of Conversation

INDICATOR	L.60.9.	Initiate, maintain and end conversations by repeating what other
		person says and/or by asking questions.
		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 2 Large Group
		p. 19 Focus Question 1 Day 2 Choice Time
		p. 19 Focus Question 1 Day 2 Large-Group Roundup p. 19 Focus Question 1 Day 2 Small Group
		p. 20 Focus Question 1 Day 3 Large Group
		p. 21 Focus Question 1 Day 3 Choice Time
		p. 21 Focus Question 1 Day 3 Large-Group Roundup
		p. 21 Focus Question 1 Day 3 Small Group
		p. 22 Focus Question 1 Day 4 Choice Time p. 22 Focus Question 1 Day 4 Large Group
		p. 23 Focus Question 1 Day 4 Large-Group Roundup
		p. 23 Focus Question 1 Day 4 Small Group
		p. 24 Focus Question 1 Day 5 Choice Time p. 24 Focus Question 1 Day 5 Large Group
		p. 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 Choice Time
		p. 31 Focus Question 2 Day 2 Small Group
		p. 32 Focus Question 2 Day 3 Choice Time
		p. 32 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Large-Group Roundup
		p. 33 Focus Question 2 Day 3 Read-Aloud
		p. 33 Focus Question 2 Day 3 Small Group
		p. 35 Focus Question 3 Outdoor Experiences
		p. 36 Focus Question 3 Day 1 Choice Time p. 36 Focus Question 3 Day 1 Large Group
		p. 37 Focus Question 3 Day 1 Large-Group Roundup
		p. 37 Focus Question 3 Day 1 Read-Aloud
		p. 37 Focus Question 3 Day 1 Small Group
		p. 38 Focus Question 3 Day 2 Choice Time p. 38 Focus Question 3 Day 2 Large Group
		p. 39 Focus Question 3 Day 2 Large-Group Roundup
		p. 39 Focus Question 3 Day 2 Small Group
		p. 40 Focus Question 3 Day 3 Choice Time
		p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Large-Group Roundup
		p. 41 Focus Question 3 Day 3 Read-Aloud
		p. 41 Focus Question 3 Day 3 Small Group
		p. 42 Focus Question 3 Day 4 Choice Time
		p. 42 Focus Question 3 Day 4 Large Group p. 43 Focus Question 3 Day 4 Large-Group Roundup
		p. 43 Focus Question 3 Day 4 Small Group
		p. 44 Focus Question 3 Day 5 Choice Time
		p. 44 Focus Question 3 Day 5 Large Group
		p. 45 Focus Question 3 Day Read-Aloud
		p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 45 Focus Question 3 Day 5 Small Group
		p. 47 Focus Question 4 Outdoor Experiences

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p. 49 Focus Question 4 Day 1 Choice Time	
p. 49 Focus Question 4 Day 1 Large-Group Roundup	
p. 49 Focus Question 4 Day 1 Small Group	
p. 50 Focus Question 4 Day 2 Choice Time	
p. 50 Focus Question 4 Day 2 Large Group	
p. 51 Focus Question 4 Day 2 Large-Group Roundup	
p. 51 Focus Question 4 Day 2 Read-Aloud	
p. 51 Focus Question 4 Day 2 Small 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	
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p. 58 Focus Question 5 Day 2 Choice Time	
p. 58 Focus Question 5 Day 2 Large Group	
p. 59 Focus Question 5 Day 2 Large-Group Roundup	
p. 59 Focus Question 5 Day 2 Small Group	
p. 60 Focus Question 5 Day 3 Choice Time	
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p. 61 Focus Question 5 Day 3 Large-Group Roundup	
p. 61 Focus Question 5 Day 3 Mighty Minutes	
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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	
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p. 67 Focus Question 6 Day 1 Small Group	
p. 68 Focus Question 6 Day 2 Choice Time	
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p. 69 Focus Question 6 Day 2 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 Earge-Group Roundup	
p. 74 Focus Question 6 Day 4 Sinan Group	
p. 75 Focus Question 6 Day 5 Choice Time	
p. 75 Focus Question 6 Day 5 Choice Time	
p. 75 Focus Question 6 Day 5 Earge-oroup Roundup	
p. 75 Focus Question 6 Day 5 Kead-Aloud	
p. 79 Ministudy Outdoor Experiences	
p. 80 Ministudy Day 1 Large Group	
p. 81 Ministudy Day 1 Choice Time	
p. 81 Ministudy Day 1 Choice Time	
p. 81 Ministudy Day 1 Earge-Group Roundup	
p. 82 Ministudy Day 1 Sinan Group	
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p. 83 Ministudy Day 2 Choice Time p. 83 Ministudy Day 2 Large-Group Roundup	

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STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Language for Interaction
	L.60.10.	Use language to share ideas and gain information. <u>Beginning the Year</u> p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 44 Focus Question 3 Day 5 Large Group p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Large-Group Roundup p. 60 Focus Question 5 Day 3 Large Group p. 68 Focus Question 6 Day 2 Large Group p. 73 Focus Question 6 Day 4 Small Group p. 84 Ministudy Day 3 Large Group
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Interest and Engagement with Books
INDICATOR	L.48.12.	Select fiction and nonfiction books to be read and attend with interest. Beginning the Year p. 15 Focus Question 1 Outdoor Experiences p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Read-Aloud p. 21 Focus Question 1 Day 3 Small Group p. 23 Focus Question 1 Day 5 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud 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 3 Day 2 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 39 Focus Question 3 Day 4 Read-Aloud p. 41 Focus Question 3 Day 2 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 5 Large Group p. 45 Focus Question 3 Day 7 Read-Aloud p. 47 Focus Question 3 Day 7 Read-Aloud p. 47 Focus Question 4 Outdoor Experiences p. 49 Focus Question 4 Day 1 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. 61 Focus Question 5 Day 3 Read-Aloud
		p. 62 Focus Question 5 Day 4 Large Group
		p. 65 Focus Question 6 Outdoor Experiences
		p. 67 Focus Question 6 Day 1 Read-Aloud
		p. 68 Focus Question 6 Day 2 Large Group
		p. 69 Focus Question 6 Day 2 Read-Aloud
		p. 70 Focus Question 6 Day 3 Large Group
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 72 Focus Question 6 Day 4 Choice Time
		p. 72 Focus Question 6 Day 4 Large Group
		p. 73 Focus Question 6 Day 4 Large-Group Roundup
		p. 73 Focus Question 6 Day 4 Read-Aloud
		p. 75 Focus Question 6 Day 5 Read-Aloud
		p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Read-Aloud
		p. 82 Ministudy Day 2 Large Group
		p. 83 Ministudy Day 2 Read-Aloud
		p. 85 Ministudy Day 3 Read-Aloud
		p. 85 Ministudy Day 3 Small Group
		p. 87 Ministudy Day 4 Read-Aloud
		p. 87 Ministudy Day 4 Small Group
		p. 89 Ministudy Day 5 Read-Aloud
		p. 89 Ministudy Day 5 Small Group
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain
		book appreciation and knowledge.
GRADE LEVEL	L.48.	3 to 4 years
EXPECTATION	L.+0.	5 to 4 years
INDICATOR		Understanding of Stories or Information (Stories or information may
INDICATOR		be shared through oral storytelling, sharing of pictures and/or
		books)
INDICATOR	L.48.13.	Demonstrate comprehension through retelling with use of pictures
INDICATOR	L.40.13.	and props, acting out main events or sharing information learned
		from nonfiction text.
		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. 25 Focus Question 1 Day 5 Read-Aloud
		p. 29 Focus Question 2 Day 1 Mighty Minutes
		p. 29 Focus Question 2 Day 1 Read-Aloud p. 30 Focus Question 2 Day 2 Large Group
		p. 33 Focus Question 2 Day 2 Large Group p. 33 Focus Question 2 Day 3 Read-Aloud
		p. 36 Focus Question 3 Day 1 Choice Time
		p. 37 Focus Question 3 Day 1 Read-Aloud
		p. 38 Focus Question 3 Day 2 Choice Time
		p. 38 Focus Question 3 Day 2 Large Group
		p. 39 Focus Question 3 Day 2 Large-Group Roundup
		p. 39 Focus Question 3 Day 2 Read-Aloud
		p. 39 Focus Question 3 Day 2 Small Group
		p. 40 Focus Question 3 Day 3 Large Group
		p. 41 Focus Question 3 Day 3 Read-Aloud
		p. 42 Focus Question 3 Day 4 Large Group

		p. 44 Focus Question 3 Day 5 Choice Time
		p. 44 Focus Question 3 Day 5 Large Group
		p. 45 Focus Question 3 Day Read-Aloud
		p. 45 Focus Question 3 Day 5 Mighty Minutes
		p. 49 Focus Question 4 Day 1 Mighty Minutes
		p. 49 Focus Question 4 Day 1 Small Group
		p. 51 Focus Question 4 Day 2 Mighty Minutes
		p. 51 Focus Question 4 Day 2 Small 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 Mighty Minutes
		p. 56 Focus Question 5 Day 1 Large Group
		p. 57 Focus Question 5 Day 1 Read-Aloud
		p. 58 Focus Question 5 Day 2 Large Group
		p. 59 Focus Question 5 Day 2 Mighty Minutes
		p. 61 Focus Question 5 Day 3 Read-Aloud
		p. 62 Focus Question 5 Day 4 Large Group
		p. 63 Focus Question 5 Day 4 Small Group
		p. 66 Focus Question 6 Day 1 Large Group
		p. 67 Focus Question 6 Day 1 Mighty Minutes
		p. 67 Focus Question 6 Day 1 Read-Aloud
		p. 68 Focus Question 6 Day 2 Large Group
		p. 69 Focus Question 6 Day 2 Mighty Minutes
		p. 70 Focus Question 6 Day 3 Large Group
		p. 71 Focus Question 6 Day 3 Mighty Minutes
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 72 Focus Question 6 Day 4 Choice Time
		p. 72 Focus Question 6 Day 4 Large Group
		p. 73 Focus Question 6 Day 4 Mighty Minutes
		p. 74 Focus Question 6 Day 5 Large Group
		p. 75 Focus Question 6 Day 5 Mighty Minutes
		p. 75 Focus Question 6 Day 5 Read-Aloud
		p. 79 Ministudy Outdoor Experiences
		p. 82 Ministudy Day 2 Large Group
		p. 83 Ministudy Day 2 Read-Aloud
		p. 84 Ministudy Day 3 Large Group
		p. 85 Ministudy Day 3 Small Group
		p. 87 Ministudy Day 4 Mighty Minutes
		p. 87 Ministudy Day 4 Small Group
		p. 89 Ministudy Day 5 Mighty Minutes
		p. 89 Ministudy Day 5 Read-Aloud
		p. 89 Ministudy Day 5 Small Group
INDICATOR	L.48.14.	Ask and answer simple who, what, where and why questions related
		to story or text.
		Device the Man
		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. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large-Group Roundup
		p. 38 Focus Question 3 Day 2 Large Group

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		p. 42 Focus Question 3 Day 4 Large Group
		p. 43 Focus Question 3 Day 4 Large-Group Roundup
		p. 44 Focus Question 3 Day 5 Large Group
		p. 49 Focus Question 4 Day 1 Small Group
		p. 50 Focus Question 4 Day 2 Choice Time
		p. 50 Focus Question 4 Day 2 Large Group
		p. 51 Focus Question 4 Day 2 Small 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 Large-Group Roundup
		p. 59 Focus Question 5 Day 2 Small Group
		p. 60 Focus Question 5 Day 3 Large Group
		p. 61 Focus Question 5 Day 3 Large-Group Roundup
		p. 61 Focus Question 5 Day 3 Small Group
		p. 63 Focus Question 5 Day 4 Large-Group Roundup
		p. 63 Focus Question 5 Day 4 Mighty Minutes
		p. 66 Focus Question 6 Day 1 Large Group
		p. 67 Focus Question 6 Day 1 Choice Time
		p. 67 Focus Question 6 Day 1 Small Group
		p. 68 Focus Question 6 Day 2 Large Group
		p. 69 Focus Question 6 Day 2 Read-Aloud
		p. 69 Focus Question 6 Day 2 Small Group
		p. 70 Focus Question 6 Day 3 Large Group
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 71 Focus Question 6 Day 3 Small Group
		p. 72 Focus Question 6 Day 4 Large Group
		p. 73 Focus Question 6 Day 4 Read-Aloud
		p. 73 Focus Question 6 Day 4 Small Group
		p. 74 Focus Question 6 Day 5 Large Group
		p. 80 Ministudy Day 1 Large Group
		p. 82 Ministudy Day 2 Large Group
		p. 83 Ministudy Day 2 Choice Time
		p. 84 Ministudy Day 2 Choice Time
		p. 84 Ministudy Day 3 Large Group
		p. 85 Ministudy Day 3 Small Group
		p. 86 Ministudy Day 4 Large Group
INDICATOR	L.48.15.	Make predictions and/or ask questions about the text by examining
		the title, cover, pictures.
		the title, cover, pictures.
		the title, cover, pictures. Beginning the Year
		Beginning the Year
		Beginning the Year p. 19 Focus Question 1 Day 2 Read-Aloud
		Beginning the Year p. 19 Focus Question 1 Day 2 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud
		Beginning the Year p. 19 Focus Question 1 Day 2 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud
		Beginning the Year p. 19 Focus Question 1 Day 2 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud
		Beginning the Year p. 19 Focus Question 1 Day 2 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud
		Beginning the Year p. 19 Focus Question 1 Day 2 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud
		Beginning the Year p. 19 Focus Question 1 Day 2 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud
		Beginning the Year p. 19 Focus Question 1 Day 2 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud
		Beginning the Year p. 19 Focus Question 1 Day 2 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud
		Beginning the Year p. 19 Focus Question 1 Day 2 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud
		Beginning the Year p. 19 Focus Question 1 Day 2 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud
		Beginning the Year p. 19 Focus Question 1 Day 2 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day 2 Read-Aloud p. 45 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
		Beginning the Year p. 19 Focus Question 1 Day 2 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud
		Beginning the Year p. 19 Focus Question 1 Day 2 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 2 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud
		Beginning the Year p. 19 Focus Question 1 Day 2 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day 2 Read-Aloud p. 45 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 1 Read-Aloud p. 53 Focus Question 4 Day 2 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 62 Focus Question 5 Day 4 Large Group
		Beginning the Year p. 19 Focus Question 1 Day 2 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day 2 Read-Aloud p. 45 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 5 Day 2 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 62 Focus Question 5 Day 4 Large Group p. 67 Focus Question 6 Day 1 Read-Aloud
		Beginning the Year p. 19 Focus Question 1 Day 2 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 45 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 5 Day 2 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 62 Focus Question 5 Day 4 Large Group p. 67 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud
		Beginning the Year p. 19 Focus Question 1 Day 2 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 45 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 5 Day 1 Read-Aloud p. 50 Focus Question 5 Day 2 Read-Aloud p. 51 Focus Question 5 Day 1 Read-Aloud p. 52 Focus Question 5 Day 2 Read-Aloud p. 53 Focus Question 5 Day 3 Read-Aloud p. 54 Focus Question 5 Day 1 Read-Aloud p. 55 Focus Question 5 Day 3 Read-Aloud p. 61 Focus Question 5 Day 4 Large Group p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 73 Focus Question 6 Day 4 Read-Aloud
		Beginning the Year p. 19 Focus Question 1 Day 2 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 37 Focus Question 3 Day 2 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. 45 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 2 Read-Aloud p. 59 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 2 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 2 Read-Aloud p. 62 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. 73 Focus Question 6 Day 4 Read-Aloud p. 73 Focus Question 6 Day 3 Read-Aloud p. 75 Focus Question 6 Day 4 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud
STATE FRAMEWORK	L.D.	Beginning the Year p. 19 Focus Question 1 Day 2 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 45 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 5 Day 1 Read-Aloud p. 50 Focus Question 5 Day 2 Read-Aloud p. 51 Focus Question 5 Day 1 Read-Aloud p. 52 Focus Question 5 Day 2 Read-Aloud p. 53 Focus Question 5 Day 3 Read-Aloud p. 54 Focus Question 5 Day 1 Read-Aloud p. 55 Focus Question 5 Day 3 Read-Aloud p. 61 Focus Question 5 Day 4 Large Group p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 73 Focus Question 6 Day 4 Read-Aloud

		book appreciation and knowledge.
GRADE LEVEL	L.60.	4 to 5 years
EXPECTATION		
		Interest and Engagement with Books
INDICATOR	L.60.11.	Independently choose to "read" books and select a variety of texts including fiction and nonfiction. 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 Read-Aloud p. 23 Focus Question 1 Day 5 Read-Aloud p. 25 Focus Question 2 Day 1 Read-Aloud p. 37 Focus Question 2 Day 1 Read-Aloud p. 38 Focus Question 2 Day 2 Read-Aloud p. 39 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 2 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 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. 51 Focus Question 4 Day 1 Read-Aloud p. 53 Focus Question 4 Day 2 Read-Aloud p. 54 Focus Question 4 Day 2 Read-Aloud p. 45 Focus Question 3 Day 5 Large Group p. 45 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 1 Read-Aloud p. 53 Focus Question 4 Day 2 Read-Aloud p. 54 Focus Question 5 Day 2 Read-Aloud p. 57 Focus Question 5 Day 2 Read-Aloud p. 57 Focus Question 5 Day 3 Read-Aloud p. 63 Focus Question 5 Day 3 Read-Aloud p. 64 Focus Question 5 Day 4 Read-Aloud p. 67 Focus Question 5 Day 4 Read-Aloud p. 67 Focus Question 6 Day 4 Read-Aloud p. 67 Focus Question 6 Day 4 Read-Aloud p. 71 Focus Question 6 Day 4 Read-Aloud p. 72 Focus Question 6 Day 4 Large Group p. 73 Focus Question 6 Day 4 Read-Aloud p. 83 Ministudy Day 1 Read-Aloud p. 85 Ministudy Day 1 Read-Aloud p. 85 Ministudy Day 3 Read-Aloud p. 85 Ministudy Day 5 Read-Aloud p. 85 Ministudy Day 5 Read-Aloud p. 85 Ministudy Day 5 Read-Aloud p. 80 Mi
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
EXPECTATION	L.60.	4 to 5 years
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)
INDICATOR	L.60.12.	With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text. Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud

		p. 39 Focus Question 3 Day 2 Read-Aloud
		p. 39 Focus Question 3 Day 2 Small Group
		p. 41 Focus Question 3 Day 3 Read-Aloud
		p. 44 Focus Question 3 Day 5 Choice Time
		p. 44 Focus Question 3 Day 5 Large Group
		p. 45 Focus Question 3 Day Read-Aloud
		p. 53 Focus Question 4 Day 23 Large-Group Roundup
		p. 57 Focus Question 5 Day 1 Read-Aloud
		p. 61 Focus Question 5 Day 3 Read-Aloud
		p. 63 Focus Question 5 Day 4 Small Group
		p. 67 Focus Question 6 Day 1 Read-Aloud
		p. 69 Focus Question 6 Day 2 Read-Aloud
		p. 70 Focus Question 6 Day 3 Large Group
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 72 Focus Question 6 Day 4 Choice Time
		p. 72 Focus Question 6 Day 4 Large Group
		p. 75 Focus Question 6 Day 5 Read-Aloud
		p. 83 Ministudy Day 2 Read-Aloud
		p. 87 Ministudy Day 4 Small Group
		p. 89 Ministudy Day 5 Read-Aloud
		p. 89 Ministudy Day 5 Small Group
		p. 69 Ministudy Day 5 Shall Group
INDICATOR	L.60.13.	Identify main components of a story or text (the major plot points of
		a story or the main topic of an informational text).
		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. 87 Ministudy Day 4 Small Group
		p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Read-Aloud
		p. 89 Ministudy Day 5 Read-Aloud
		p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Small Group
INDICATOR	L.60.14.	p. 89 Ministudy Day 5 Read-Aloudp. 89 Ministudy Day 5 Small GroupUse connections between self and character, experience and
INDICATOR	L.60.14.	p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Small Group
INDICATOR	L.60.14.	 p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Small Group Use connections between self and character, experience and emotions to increase comprehension.
INDICATOR	L.60.14.	p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Small Group Use connections between self and character, experience and emotions to increase comprehension. Beginning the Year
INDICATOR	L.60.14.	 p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Small Group Use connections between self and character, experience and emotions to increase comprehension.
INDICATOR	L.60.14.	p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Small Group Use connections between self and character, experience and emotions to increase comprehension. Beginning the Year p. 18 Focus Question 1 Day 2 Large Group
INDICATOR	L.60.14.	 p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Small Group Use connections between self and character, experience and emotions to increase comprehension. Beginning the Year p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Read-Aloud
INDICATOR	L.60.14.	 p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Small Group Use connections between self and character, experience and emotions to increase comprehension. Beginning the Year 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
INDICATOR	L.60.14.	 p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Small Group Use connections between self and character, experience and emotions to increase comprehension. Beginning the Year p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud
INDICATOR	L.60.14.	 p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Small Group Use connections between self and character, experience and emotions to increase comprehension. Beginning the Year p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud
INDICATOR	L.60.14.	 p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Small Group Use connections between self and character, experience and emotions to increase comprehension. Beginning the Year p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 28 Focus Question 2 Day 1 Large Group
INDICATOR	L.60.14.	 p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Small Group Use connections between self and character, experience and emotions to increase comprehension. Beginning the Year p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud
INDICATOR	L.60.14.	 p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Small Group Use connections between self and character, experience and emotions to increase comprehension. Beginning the Year p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 3 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud
INDICATOR	L.60.14.	 p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Small Group Use connections between self and character, experience and emotions to increase comprehension. Beginning the Year p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 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 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud
INDICATOR	L.60.14.	 p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Small Group Use connections between self and character, experience and emotions to increase comprehension. Beginning the Year p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 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 Read-Aloud p. 33 Focus Question 3 Day 1 Read-Aloud p. 37 Focus Question 3 Day 2 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud
INDICATOR	L.60.14.	 p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Small Group Use connections between self and character, experience and emotions to increase comprehension. Beginning the Year p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 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 Read-Aloud p. 33 Focus Question 3 Day 3 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud
INDICATOR	L.60.14.	 p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Small Group Use connections between self and character, experience and emotions to increase comprehension. Beginning the Year p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 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 Read-Aloud p. 33 Focus Question 3 Day 1 Read-Aloud p. 37 Focus Question 3 Day 2 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud
INDICATOR	L.60.14.	 p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Small Group Use connections between self and character, experience and emotions to increase comprehension. Beginning the Year p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 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 Read-Aloud p. 33 Focus Question 3 Day 2 Read-Aloud p. 37 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud
INDICATOR	L.60.14.	 p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Small Group Use connections between self and character, experience and emotions to increase comprehension. Beginning the Year p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 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 Read-Aloud p. 33 Focus Question 3 Day 2 Read-Aloud p. 37 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud
INDICATOR	L.60.14.	 p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Small Group Use connections between self and character, experience and emotions to increase comprehension. Beginning the Year p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 3 Day 1 Read-Aloud p. 37 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 2 Read-Aloud p. 45 Focus Question 3 Day 1 Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud
INDICATOR	L.60.14.	 p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Small Group Use connections between self and character, experience and emotions to increase comprehension. Beginning the Year p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 3 Day 2 Read-Aloud p. 37 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 2 Read-Aloud p. 45 Focus Question 3 Day 2 Read-Aloud p. 45 Focus Question 3 Day 1 Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud
INDICATOR	L.60.14.	 p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Small Group Use connections between self and character, experience and emotions to increase comprehension. Beginning the Year p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 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 Read-Aloud p. 33 Focus Question 3 Day 2 Read-Aloud p. 37 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 2 Read-Aloud p. 45 Focus Question 3 Day 1 Read-Aloud p. 45 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 2 Read-Aloud p. 59 Focus Question 5 Day 3 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud
INDICATOR	L.60.14.	 p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Small Group Use connections between self and character, experience and emotions to increase comprehension. Beginning the Year p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 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 Read-Aloud p. 33 Focus Question 3 Day 2 Read-Aloud p. 37 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 2 Read-Aloud p. 45 Focus Question 3 Day 2 Read-Aloud p. 45 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 2 Read-Aloud p. 59 Focus Question 5 Day 3 Read-Aloud p. 61 Focus Question 5 Day 4 Read-Aloud p. 63 Focus Question 5 Day 4 Read-Aloud
INDICATOR	L.60.14.	 p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Small Group Use connections between self and character, experience and emotions to increase comprehension. Beginning the Year p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 2 Read-Aloud p. 45 Focus Question 4 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 59 Focus Question 5 Day 3 Read-Aloud p. 61 Focus Question 5 Day 4 Read-Aloud p. 63 Focus Question 5 Day 4 Read-Aloud p. 67 Focus Question 5 Day 1 Read-Aloud
INDICATOR	L.60.14.	 p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Small Group Use connections between self and character, experience and emotions to increase comprehension. Beginning the Year p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 1 Read-Aloud p. 37 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 2 Read-Aloud p. 45 Focus Question 4 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 50 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 2 Read-Aloud p. 63 Focus Question 6 Day 1 Read-Aloud p. 69 Focus Question 6 Day 2 Read-Aloud
INDICATOR	L.60.14.	 p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Small Group Use connections between self and character, experience and emotions to increase comprehension. Beginning the Year p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 3 Day 1 Read-Aloud p. 37 Focus Question 3 Day 2 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 2 Read-Aloud p. 45 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 2 Read-Aloud p. 63 Focus Question 5 Day 3 Read-Aloud p. 63 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 3 Large Group
INDICATOR	L.60.14.	 p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Small Group Use connections between self and character, experience and emotions to increase comprehension. Beginning the Year p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 1 Read-Aloud p. 37 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 2 Read-Aloud p. 45 Focus Question 4 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 50 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 2 Read-Aloud p. 63 Focus Question 6 Day 1 Read-Aloud p. 69 Focus Question 6 Day 2 Read-Aloud
INDICATOR	L.60.14.	 p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Small Group Use connections between self and character, experience and emotions to increase comprehension. Beginning the Year p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 3 Day 1 Read-Aloud p. 37 Focus Question 3 Day 2 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 2 Read-Aloud p. 45 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 2 Read-Aloud p. 63 Focus Question 5 Day 3 Read-Aloud p. 63 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 3 Large Group
INDICATOR	L.60.14.	 p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Small Group Use connections between self and character, experience and emotions to increase comprehension. Beginning the Year p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Large Group p. 37 Focus Question 3 Day 1 Read-Aloud p. 37 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 2 Read-Aloud p. 45 Focus Question 3 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 4 Read-Aloud p. 63 Focus Question 6 Day 2 Read-Aloud p. 70 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Choice Time
INDICATOR	L.60.14.	 p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Small Group Use connections between self and character, experience and emotions to increase comprehension. Beginning the Year p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 5 Read-Aloud p. 25 Focus Question 2 Day 1 Read-Aloud p. 28 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 1 Read-Aloud p. 37 Focus Question 3 Day 2 Read-Aloud p. 37 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 2 Read-Aloud p. 45 Focus Question 3 Day 1 Read-Aloud p. 45 Focus Question 5 Day 1 Read-Aloud p. 67 Focus Question 5 Day 2 Read-Aloud p. 63 Focus Question 5 Day 2 Read-Aloud p. 67 Focus Question 6 Day 2 Read-Aloud p. 70 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. 75 Focus Question 6 Day 5 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud
INDICATOR	L.60.14.	 p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Small Group Use connections between self and character, experience and emotions to increase comprehension. Beginning the Year p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Large Group p. 37 Focus Question 3 Day 1 Read-Aloud p. 37 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 2 Read-Aloud p. 45 Focus Question 3 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 4 Read-Aloud p. 63 Focus Question 6 Day 2 Read-Aloud p. 70 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Choice Time

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

INDICATOR	L.60.16.	Know that books have titles, authors, illustrators or photographers.
		Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 43 Focus Question 3 Day 8 Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 57 Focus Question 5 Day 2 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 6 Day 3 Read-Aloud p. 75 Focus Question 6 Day 3 Read-Aloud p. 81 Ministudy Day 1 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud
INDICATOR	L.60.17.	Recognize words as a unit of print and that letters are grouped to form words. Beginning the Year p. 74 Focus Question 6 Day 5 Large Group
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Print Concepts
	L.60.18.	Identify some familiar printed words out of context. Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 39 Focus Question 3 Day 2 Small Group p. 41 Focus Question 3 Day 3 Small Group p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 63 Focus Question 5 Day 4 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Small Group
INDICATOR	L.60.19.	 Begin to use awareness of letter sounds along with pictures to read words in text. 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 3 Large Group p. 20 Focus Question 1 Day 4 Large Group p. 22 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 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 4 Small Group p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 43 Focus Question 3 Day 5 Small Group p. 45 Focus Question 4 Outdoor Experiences p. 47 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 Choice Time p. 51 Focus Question 4 Day 2 Small Groupp p. 52 Focus Question 4 Day 2 Small Groupp p. 53 Focus Question 4 Day 3 Large Group p. 55 Focus Question 5 Day 1 Large Group p. 56 Focus Question 5 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 2 Large Group p. 59 Focus Question 5 Day 2 Large Group p. 61 Focus Question 5 Day 2 Large Group p. 63 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 Large-Group Roundup p. 63 Focus Question 6 Day 1 Large Group p. 64 Focus Question 6 Day 1 Large Group p. 65 Focus Question 6 Day 1 Large Group p. 65 Focus Question 6 Day 1 Large Group p. 66 Focus Question 6 Day 2 Read-Aloud p. 67 Focus Question 6 Day 2 Read-Aloud p. 71 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 2 Small Group p. 81 Ministudy Day 1 Small Group p. 82 Ministudy Day 2 Large Group p. 83 Ministudy Day 3 Small Group p. 84 Ministudy Day 3 Small Group p. 85 Ministudy Day 4 Large Group p. 85 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large Group p
STATE FRAMEWORK	L.E.	p. 89 Ministudy Day 5 Small Group Strand E: Early learning experiences will support children to gain
GRADE LEVEL	L.60.	knowledge of print and its uses. 4 to 5 years
EXPECTATION	L.00.	
INDICATOR		Letter Recognition
INDICATOR	L.60.20.	Recognize and name known letters of the alphabet in familiar and unfamiliar words. 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 5 Day 1 Large Group p. 56 Focus Question 5 Day 2 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 63 Focus Question 5 Day 3 Small Group p. 63 Focus Question 5 Day 1 Mighty Minutes p. 64 Focus Question 5 Day 2 Small Group p. 65 Focus Question 6 Day 1 Mighty Minutes 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. 69 Focus Question 6 Day 2 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Small Group p. 71 Focus Question 6 Day 3 Small Group p. 71 Focus Question 6 Day 3 Small Group p. 71 Focus Question 6 Day 3 Small Group p. 71 Focus Question 6 Day 3 Small Group p. 71 Focus Question 6 Day 3 M

		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
INDICATOR	L.60.21.	Make some letter-sound connections.
		Beginning the Year
		p. 41 Focus Question 3 Day 3 Small Group
		p. 43 Focus Question 3 Day 4 Large-Group Roundup
		p. 59 Focus Question 5 Day 2 Small Group
		p. 61 Focus Question 5 Day 3 Small Group
		p. 67 Focus Question 6 Day 1 Small Group
		p. 69 Focus Question 6 Day 2 Small Group
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 71 Focus Question 6 Day 3 Small Group p. 81 Ministudy Day 1 Small Group
		p. 83 Ministudy Day 2 Small Group
STATE FRAMEWORK	L.F.	Strand F: Early learning experiences will support children to develop
		phonological awareness.
GRADE LEVEL	L.48.	3 to 4 years
EXPECTATION		
INDICATOR		Phonological Awareness
INDICATOR	L.48.20.	Recognize rhyming words in songs, chants or poems.
INDICATOR	L.40.20.	Recognize mynning words in songs, chants of poems.
		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. 22 Focus Question 1 Day 4 Large Group
		p. 25 Focus Question 1 Day 5 Mighty Minutes
		p. 29 Focus Question 2 Day 1 Mighty Minutes
		p. 30 Focus Question 2 Day 2 Large Group
		p. 31 Focus Question 2 Day 2 Mighty Minutes
		p. 32 Focus Question 2 Day 3 Large Group
		p. 33 Focus Question 2 Day 3 Mighty Minutes
		p. 38 Focus Question 3 Day 2 Large Group
		p. 40 Focus Question 3 Day 3 Large Group
		p. 41 Focus Question 3 Day 3 Mighty Minutes
		p. 43 Focus Question 3 Day 4 Mighty Minutes
		p. 45 Focus Question 3 Day 5 Mighty Minutes
		p. 48 Focus Question 4 Day 1 Large Group
		p. 50 Focus Question 4 Day 2 Large Group p. 57 Focus Question 5 Day 1 Mighty Minutes
		p. 59 Focus Question 5 Day 2 Mighty Minutes
		p. 60 Focus Question 5 Day 2 Mighty Minutes
		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
INDICATOR	L.48.21.	Identify when initial sounds in words are the same.
	LTU.21.	מסומוץ שוכח חותמו סטמועס ווי שטועס מוב נווב סמווב.
		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
L.48.22.	Distinguish individual words in a sentence. <u>Beginning the Year</u> p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 74 Focus Question 6 Day 5 Large Group
L.F.	Strand F: Early learning experiences will support children to develop phonological awareness.
L.60.	4 to 5 years
	Phonological Awareness
	Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 4 Large Group p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Mighty Minutes p. 25 Focus Question 1 Day 4 Mighty Minutes p. 25 Focus Question 1 Day 4 Mighty Minutes p. 25 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. 33 Focus Question 3 Day 2 Large Group p. 34 Focus Question 3 Day 2 Large Group p. 35 Focus Question 3 Day 2 Large Group p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Small Group p. 43 Focus Question 3 Day 4 Mighty Minutes p. 43 Focus Question 3 Day 4 Mighty Minutes p. 44 Focus Question 4 Day 1 Large Group p. 45 Focus Question 4 Day 2 Large Group p. 50 Focus Question 5 Day 1 Mighty Minutes p. 57 Focus Question 5 Day 2 Mighty Minutes p. 58 Focus Question 5 Day 2 Mighty Minutes p. 59 Focus Question 5 Day 3 Mighty Minutes p. 61 Focus Question 5 Day 3 Mighty Minutes p. 61 Focus Question 6 Day 1 Mighty Minutes p. 74 Focus Question 6 Day 3 Mighty Minutes
L.60.23.	p. 89 Ministudy Day 5 Mighty Minutes Recognize which words in a set of words begin with the same sound.
	L.60.

		Beginning the Yearp. 23 Focus Question 1 Day 4 Mighty Minutesp. 31 Focus Question 2 Day 2 Mighty Minutesp. 33 Focus Question 2 Day 3 Mighty Minutesp. 41 Focus Question 3 Day 3 Small Groupp. 51 Focus Question 4 Day 2 Mighty Minutesp. 58 Focus Question 5 Day 2 Large Groupp. 73 Focus Question 6 Day 4 Mighty Minutesp. 74 Focus Question 6 Day 5 Large Groupp. 80 Ministudy Day 1 Large Groupp. 86 Ministudy Day 4 Large Groupp. 87 Ministudy Day 4 Large Groupp. 87 Ministudy Day 4 Mighty Minutes
INDICATOR	L.60.24.	 p. 89 Ministudy Day 4 Mighty Minutes p. 89 Ministudy Day 5 Mighty Minutes Distinguish syllables in 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
STATE FRAMEWORK	L.G.	Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Drawing and Writing
	L.48.23.	Draw or "write" to convey an idea, event or story. "Writing" involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others). 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
INDICATOR	L.48.24.	 Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms. 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 2 Day 2 Choice Time p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Large Group p. 71 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
STATE FRAMEWORK	L.G.	Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Drawing and Writing
INDICATOR	L.60.25.	Draw original stories with a beginning, middle and end.Beginning the Yearp. 16 Focus Question 1 Day 1 Large Groupp. 18 Focus Question 1 Day 2 Large Groupp. 19 Focus Question 1 Day 2 Large-Group Roundupp. 20 Focus Question 1 Day 3 Large-Group Roundupp. 21 Focus Question 1 Day 3 Large-Group Roundupp. 22 Focus Question 1 Day 3 Large-Group Roundupp. 22 Focus Question 1 Day 4 Large Groupp. 23 Focus Question 1 Day 4 Large Groupp. 24 Focus Question 1 Day 5 Large-Group Roundupp. 25 Focus Question 1 Day 5 Large-Group Roundupp. 24 Focus Question 1 Day 5 Large-Group Roundupp. 25 Focus Question 1 Day 5 Large-Group Roundupp. 24 Focus Question 1 Day 5 Large-Group Roundupp. 25 Focus Question 2 Day 2 Large Groupp. 31 Focus Question 2 Day 2 Large Groupp. 31 Focus Question 2 Day 2 Large-Group Roundupp. 53 Focus Question 3 Day 5 Large-Group Roundupp. 53 Focus Question 6 Day 1 Small Groupp. 61 Focus Question 6 Day 1 Small Groupp. 63 Focus Question 6 Day 3 Small Groupp. 71 Focus Question 6 Day 3 Small Groupp. 72 Focus Question 6 Day 3 Small Groupp. 73 Ministudy Day 4 Large Groupp. 74 Ministudy Day 4 Large Groupp. 75 Ministudy Day 4 Large Groupp. 81 Ministudy Day 4 Large Groupp. 82 Ministudy Day 4 Large Groupp. 84 Ministudy Day 4 Large Groupp. 85 Ministudy Day
INDICATOR	L.60.26.	Use early developmental spelling. May use one letter for the initial or final sound to represent whole word. <u>Beginning the Year</u> p. 41 Focus Question 3 Day 3 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Music
INDICATOR	CA.48.1.	Adapt to changes in the basic qualities of music and move in more organized ways to same/different qualities of music. <u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences

INDICATOR	CA.48.2.	Imitate or spontaneously sing an entire verse of song.
		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
		p. 30 Focus Question 2 Day 2 Large Group
		p. 32 Focus Question 2 Day 3 Large Group
		p. 36 Focus Question 3 Day 1 Large Group
		p. 37 Focus Question 3 Day 1 Mighty Minutes
		p. 38 Focus Question 3 Day 2 Large Group
		p. 39 Focus Question 3 Day 2 Mighty Minutes
		p. 40 Focus Question 3 Day 3 Large Group
		p. 41 Focus Question 3 Day 3 Large-Group Roundup
		p. 42 Focus Question 3 Day 4 Large Group p. 44 Focus Question 3 Day 5 Large Group
		p. 44 Focus Question 3 Day 5 Large Group p. 48 Focus Question 4 Day 1 Large Group
		p. 49 Focus Question 4 Day 1 Choice Time
		p. 49 Focus Question 4 Day 1 Mighty Minutes
		p. 50 Focus Question 4 Day 2 Large Group
		p. 52 Focus Question 4 Day 3 Large Group
		p. 53 Focus Question 4 Day 3 Mighty Minutes
		p. 55 Focus Question 5 Outdoor Experiences
		p. 56 Focus Question 5 Day 1 Large Group
		p. 58 Focus Question 5 Day 2 Large Group
		p. 59 Focus Question 5 Day 2 Mighty Minutes p. 59 Focus Question 5 Day 2 Read-Aloud
		p. 60 Focus Question 5 Day 3 Large Group
		p. 62 Focus Question 5 Day 4 Large Group
		p. 63 Focus Question 5 Day 4 Mighty Minutes
		p. 63 Focus Question 5 Day 4 Read-Aloud
		p. 65 Focus Question 6 Outdoor Experiences
		p. 66 Focus Question 6 Day 1 Large Group
		p. 67 Focus Question 6 Day 1 Mighty Minutes
		p. 68 Focus Question 6 Day 2 Large Group
		p. 70 Focus Question 6 Day 3 Large Group
		p. 71 Focus Question 6 Day 3 Mighty Minutes p. 72 Focus Question 6 Day 4 Large Group
		p. 74 Focus Question 6 Day 5 Large Group
		p. 75 Focus Question 6 Day 5 Small Group
		p. 80 Ministudy Day 1 Large Group
		p. 82 Ministudy Day 2 Large Group
		p. 84 Ministudy Day 3 Large Group
		p. 85 Ministudy Day 3 Small Group
		p. 86 Ministudy Day 4 Large Group
		p. 88 Ministudy Day 5 Large Group
INDICATOR	CA.48.3.	Initiate new musical activities with voices or instruments (e.g., apply
		words, initiate their own listening and movement experiences with
		some adult assistance).
		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
		p. 30 Focus Question 2 Day 2 Large Group
		p. 32 Focus Question 2 Day 3 Large Group
		p. 35 Focus Question 3 Outdoor Experiences
		p. 36 Focus Question 3 Day 1 Large Group
		p. 37 Focus Question 3 Day 1 Mighty Minutes
		p. 38 Focus Question 3 Day 2 Large Group
		p. 39 Focus Question 3 Day 2 Mighty Minutes
		p. 40 Focus Question 3 Day 3 Large Group
		p. 41 Focus Question 3 Day 3 Large-Group Roundup
		p. 42 Focus Question 3 Day 4 Large Group
		p. 44 Focus Question 3 Day 5 Large Group
		p. 48 Focus Question 4 Day 1 Large Group
		p. 49 Focus Question 4 Day 1 Choice Time
		p. 49 Focus Question 4 Day 1 Mighty Minutes
		p. 50 Focus Question 4 Day 2 Large Group
		p. 52 Focus Question 4 Day 3 Large Group
		p. 53 Focus Question 4 Day 3 Mighty Minutes
		p. 55 Focus Question 5 Outdoor Experiences
		p. 56 Focus Question 5 Day 1 Large Group
		p. 58 Focus Question 5 Day 2 Large Group
		p. 59 Focus Question 5 Day 2 Mighty Minutes
		p. 59 Focus Question 5 Day 2 Read-Aloud
		p. 60 Focus Question 5 Day 3 Large Group
		p. 62 Focus Question 5 Day 4 Large Group
		p. 63 Focus Question 5 Day 4 Mighty Minutes
		p. 63 Focus Question 5 Day 4 Read-Aloud
		p. 65 Focus Question 6 Outdoor Experiences
		p. 66 Focus Question 6 Day 1 Large Group
		p. 67 Focus Question 6 Day 1 Mighty Minutes
		p. 68 Focus Question 6 Day 2 Large Group
		p. 70 Focus Question 6 Day 3 Large Group
		p. 71 Focus Question 6 Day 3 Mighty Minutes
		p. 72 Focus Question 6 Day 4 Large Group p. 74 Focus Question 6 Day 5 Large Group
		p. 75 Focus Question 6 Day 5 Small Group
		p. 80 Ministudy Day 1 Large Group
		p. 82 Ministudy Day 2 Large Group
		p. 84 Ministudy Day 3 Large Group
		p. 85 Ministudy Day 3 Small Group
		p. 86 Ministudy Day 4 Large Group
		p. 88 Ministudy Day 5 Large Group
		p. 86 Ministudy Day 5 Large Group
INDICATOR	CA.48.4.	Spontaneously sing songs and/or participate in songs with gestures.
		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 2 large Group
		p. 21 Focus Question 1 Day 3 Mighty Minutes
		p. 22 Focus Question 1 Day 4 Large Group
		p. 24 Focus Question 1 Day 5 Large Group
		p. 25 Focus Question 1 Day 5 Mighty Minutes
		p. 27 Focus Question 2 Outdoor Experiences
		p. 28 Focus Question 2 Day 1 Large Group
		p. 30 Focus Question 2 Day 2 Large Group
		p. 32 Focus Question 2 Day 3 Large Group
		p. 35 Focus Question 3 Outdoor Experiences
		p. 36 Focus Question 3 Day 1 Large Group
		p. 37 Focus Question 3 Day 1 Mighty Minutes

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		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 Large Group
		p. 41 Focus Question 3 Day 3 Large-Group Roundup p. 41 Focus Question 3 Day 3 Small Group
		p. 42 Focus Question 3 Day 4 Large Group
		p. 44 Focus Question 3 Day 5 Large 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 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. 57 Focus Question 5 Day 1 Small Group
		p. 58 Focus Question 5 Day 2 Large Group
		p. 59 Focus Question 5 Day 2 Large-Group Roundup
		p. 59 Focus Question 5 Day 2 Mighty Minutes
		p. 59 Focus Question 5 Day 2 Read-Aloud p. 59 Focus Question 5 Day 2 Small Group
		p. 60 Focus Question 5 Day 2 Small Group
		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 Mighty Minutes
		p. 63 Focus Question 5 Day 4 Read-Aloud
		p. 63 Focus Question 5 Day 4 Small Group
		p. 65 Focus Question 6 Outdoor Experiences
		p. 66 Focus Question 6 Day 1 Large Group
		p. 67 Focus Question 6 Day 1 Mighty Minutes
		p. 68 Focus Question 6 Day 2 Large Group
		p. 70 Focus Question 6 Day 3 Large Group
		p. 71 Focus Question 6 Day 3 Mighty Minutes
		p. 72 Focus Question 6 Day 4 Large Group
		p. 74 Focus Question 6 Day 5 Large Group
		p. 75 Focus Question 6 Day 5 Small Group
		p. 80 Ministudy Day 1 Large Group
		p. 82 Ministudy Day 2 Large Group
		p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group
		p. 86 Ministudy Day 4 Large Group
		p. 88 Ministudy Day 5 Large Group
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage
		in and enjoy the arts.
GRADE LEVEL	CA.48.	3 to 4 years
EXPECTATION		
INDICATOR		Visual Arts
INDICATOR	CA.48.5.	Use different materials and techniques to make art creations that
		reflect thoughts, feelings, experiences, knowledge.
		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 Roundup
		p. 24 Focus Question 1 Day 5 Choice Time
		p. 24 Focus Question 1 Day 5 Large Group

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		 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. 38 Focus Question 3 Day 2 Large Group p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 53 Focus Question 5 Day 3 Small Group p. 61 Focus Question 6 Day 1 Small Group p. 70 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 Roundup p. 75 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Large Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 85 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large-Group Roundup
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL	CA.48.	3 to 4 years
EXPECTATION		
		Drama
INDICATOR	CA.48.6.	Act out simple scenarios, taking on a familiar role for brief periods during dramatic play. 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 3 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 4 Large Group p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 5 Large Group p. 23 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Large Group p. 25 Focus Question 2 Day 1 Mighty Minutes p. 29 Focus Question 2 Day 2 Large Group p. 30 Focus Question 3 Day 2 Large Group p. 36 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. 40 Focus Question 3 Day 2 Large Group p. 41 Focus Question 3 Day 4 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. 45 Focus Question 3 Day 4 Large Group p. 45 Focus Question 3 Day 4 Mighty Minutes p. 49 Focus Question 4 Day 1 Mighty Minutes p. 49 Focus Question 4 Day 1 Mighty Minutes p. 51 Focus Question 4 Day 2 Small Group p. 53 Focus Question 4 Day 2 Small Group p. 53 Focus Question 4 Day 2 Mighty Minutes p. 54 Focus Question 5 Day 1 Large Group p. 55 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. 56 Focus Question 5 Day 2 Large Group p. 56 Focus Question 5 Day 2 Large Group p. 56 Focus Question 6 Day 1 Large Group p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Large Group p. 68 Focus Question 6 Day 1 Large Group p. 68 Focus Question 6 Day 1 Large Group p. 68 Focus Question 6 Day 1 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. 85 Ministudy Day 3 Small Group p. 87 Ministudy Day 4 Mighty Minutes p. 89 Ministudy Day 5 Mighty Minutes
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Dance
INDICATOR	CA.48.7.	Demonstrate increasingly complex dance concepts while learning to move their body in place and through space (e.g., jumping from one place to another, combining several movements like hopping, turning, stamping feet). Beginning the Year p. 35 Focus Question 3 Outdoor Experiences
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Music
INDICATOR	CA.60.1.	Initiate new musical activities with voices/instruments (e.g., apply new words, add instruments to familiar song). Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 2 Large Group p. 18 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 4 Large Group p. 22 Focus Question 1 Day 5 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 25 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 1 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 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. 39 Focus Question 3 Day 1 Large Group p. 40 Focus Question 3 Day 2 Large Group p. 41 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Large Group p. 44 Focus Question 3 Day 4 Large Group p. 44 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. 44 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. 50 Focus Question 4 Day 1 Large Group p. 50 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Large Group p. 53 Focus Question 5 Dutdoor Experiences p. 56 Focus Question 5 Dutdoor Experiences p. 56 Focus Question 5 Dutdoor Experiences p. 56 Focus Question 5 Day 1 Large Group

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

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

		p. 88 Ministudy Day 5 Large Group
INDICATOR	CA.60.4.	Create music using their voices and/or a variety of instruments and materials.
		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 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 5 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 3 Day 1 Mighty Minutes p. 38 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. 41 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 4 Large Group p. 44 Focus Question 4 Day 1 Choice Time p. 49 Focus Question 4 Day 1 Large Group p. 44 Focus Question 4 Day 1 Large Group p. 45 Focus Question 4 Day 1 Large Group p. 44 Focus Question 3 Day 5 Large Group p. 44 Focus Question 4 Day 1 Large Group p. 45 Focus Question 4 Day 1 Large Group p. 52 Focus Question 5 Day 2 Large Group <
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Visual Arts
INDICATOR	CA.60.5.	Use a variety of tools and materials to represent ideas through the visual arts.

		Beginning the Year p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Drama
INDICATOR	CA.60.6.	Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time). 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 3 Large Group p. 21 Focus Question 1 Day 4 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 5 Large Group p. 23 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 20 Focus Question 1 Day 5 Mighty Minutes p. 24 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 1 Large Group p. 36 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. 38 Focus Question 3 Day 2 Large Group p. 40 Focus Question 3 Day 2 Large Group p. 41 Focus Question 3 Day 4 Large Group p. 42 Focus Question 3 Day 4 Large Group p. 43 Focus Question 3 Day 4 Large Group p. 43 Focus Question 3 Day 4 Large Group p. 43 Focus Question 3 Day 4 Mighty Minutes p. 49 Focus Question 4 Day 1 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 Small Group p. 51 Focus Question 5 Day 2 Large Group p. 53 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. 59 Focus Question 6 Day 1 Large Group p. 68 Focus Question 6 Day 1 Large Group p. 68 Focus Question 6 Day 1 Large Group p. 68 Focus Question 6 Day 1 Large Group p. 69 Focus Question 6 Day 2 Large Group p. 61 Focus Question 6 Day 2 Large Group p. 63 Focus Question 6 Day 3 Large Group p. 64 Focus Question 6 Day 4 Large Group p. 71 Focus Question 6 Day 3 Large Group p. 73 Focus Question 6 Day 4 Large Group p. 74 Focus Question 6 Day 4 Large Group p. 73 Focus Question 6 Day
INDICATOR	CA.60.7.	Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play. Beginning the Year

p. 49 Focus Question 4 Day 1 Mighty Minutesp. 49 Focus Question 4 Day 2 Mighty Minutesp. 51 Focus Question 4 Day 2 Mighty Minutesp. 53 Focus Question 4 Day 3 Large Groupp. 53 Focus Question 5 Day 1 Large Groupp. 55 Focus Question 5 Day 1 Large Groupp. 55 Focus Question 5 Day 2 Large Groupp. 56 Focus Question 6 Day 1 Mighty Minutesp. 66 Focus Question 6 Day 1 Large Groupp. 67 Focus Question 6 Day 1 Large Groupp. 68 Focus Question 6 Day 1 Large Groupp. 67 Focus Question 6 Day 1 Large Groupp. 67 Focus Question 6 Day 1 Mighty Minutesp. 70 Focus Question 6 Day 2 Large Groupp. 71 Focus Question 6 Day 2 Large Groupp. 72 Focus Question 6 Day 2 Large Groupp. 73 Focus Question 6 Day 3 Mighty Minutesp. 74 Focus Question 6 Day 3 Mighty Minutesp. 75 Focus Question 6 Day 3 Mighty Minutesp. 76 Focus Question 6 Day 3 Mighty Minutesp. 77 Focus Question 6 Day 3 Mighty Minutesp. 78 Focus Question 6 Day 3 Mighty Minutesp. 78 Focus Question 6 Day 3 Mighty Minutesp. 78 Ministudy Day 3 Large Groupp. 78 Ministudy Day 3 Mighty Minutesp. 88 Ministudy Day 3 Mighty Minutesp. 88 Ministudy Day 3 Mighty Minutesp. 89 Ministudy Day 3 Mighty Minutesp. 80 Ministudy Day 4 Mighty Minutesp. 80 Ministudy Day 5 Mighty Minutesp. 80 Ministudy Day 4 Mighty Minutesp. 80 Ministudy Day 5 Mighty Minutesp. 80 Ministudy			 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 4 Large Group p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 5 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Large Group p. 30 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 3 Day 2 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 p. 30 Focus Question 3 Day 2 Large Group p. 34 Focus Question 3 Day 4 Large Group p. 35 Focus Question 3 Day 4 Large Group p. 36 Focus Question 3 Day 5 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. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 4 Large Group p. 42 Focus Question 3 Day 4 Large Group p. 43 Focus Question 3 Day 4 Large Group p. 43 Focus Question 3 Day 5 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes
in and enjoy the arts. GRADE LEVEL EXPECTATION CA.60. INDICATOR Dance INDICATOR CA.60.8. Use multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., use movement to represent leaves falling off trees – sway arms, wiggle fingers, stretch, fall to ground). Beginning the Year p. 35 Focus Question 3 Outdoor Experiences STATE FRAMEWORK CA.8. Strand B: Early learning experiences will support children to explore and respond to creative works. GRADE LEVEL CA.48. 3 to 4 years INDICATOR CA.48.8. Respond to the materials, techniques, ideas and emotions of			 p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Mighty Minutes p. 51 Focus Question 4 Day 3 Large Group p. 52 Focus Question 4 Day 3 Mighty Minutes 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 Large Group p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Large Group p. 68 Focus Question 6 Day 1 Large Group p. 69 Focus Question 6 Day 2 Large Group p. 67 Focus Question 6 Day 2 Large Group p. 70 Focus Question 6 Day 2 Large Group p. 71 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 4 Large Group p. 73 Focus Question 6 Day 4 Large Group p. 74 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Large Group p. 75 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. 79 Ministudy Outdoor Experiences p. 82 Ministudy Day 2 Large Group p. 84 Ministudy Day 3 Small Group p. 87 Ministudy Day 5 Mighty Minutes p. 89 Ministudy Day 5 Mighty Minutes
EXPECTATION Dance INDICATOR Dance INDICATOR CA.60.8. Use multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., use movement to represent leaves falling off trees – sway arms, wiggle fingers, stretch, fall to ground). Beginning the Year p. 35 Focus Question 3 Outdoor Experiences STATE FRAMEWORK CA.B. Strand B: Early learning experiences will support children to explore and respond to creative works. GRADE LEVEL CA.48. 3 to 4 years INDICATOR CA.48.8. Respond to the materials, techniques, ideas and emotions of			in and enjoy the arts.
INDICATOR CA.60.8. Use multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., use movement to represent leaves falling off trees – sway arms, wiggle fingers, stretch, fall to ground). Beginning the Year p. 35 Focus Question 3 Outdoor Experiences STATE FRAMEWORK CA.B. Strand B: Early learning experiences will support children to explore and respond to creative works. GRADE LEVEL EXPECTATION CA.48. INDICATOR CA.48.8. Respond to the materials, techniques, ideas and emotions of		CA.60.	4 to 5 years
ideas and feelings (e.g., use movement to represent leaves falling off trees – sway arms, wiggle fingers, stretch, fall to ground). Beginning the Year p. 35 Focus Question 3 Outdoor Experiences STATE FRAMEWORK CA.B. Strand B: Early learning experiences will support children to explore and respond to creative works. GRADE LEVEL EXPECTATION CA.48. INDICATOR CA.48.8. Respond to the materials, techniques, ideas and emotions of			
and respond to creative works. GRADE LEVEL EXPECTATION INDICATOR INDICATOR CA.48.8. Respond to the materials, techniques, ideas and emotions of	INDICATOR		ideas and feelings (e.g., use movement to represent leaves falling off trees – sway arms, wiggle fingers, stretch, fall to ground). Beginning the Year p. 35 Focus Question 3 Outdoor Experiences
EXPECTATION Appreciation of the Arts INDICATOR CA.48.8. Respond to the materials, techniques, ideas and emotions of	STATE FRAMEWORK		and respond to creative works.
INDICATOR CA.48.8. Respond to the materials, techniques, ideas and emotions of	-	CA.48.	3 to 4 years
INDICATOR CA.48.8. Respond to the materials, techniques, ideas and emotions of	INDICATOR		Appreciation of the Arts
	INDICATOR	CA.48.8.	Respond to the materials, techniques, ideas and emotions of

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		including several details).
		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. 20 Focus Question 1 Day 3 Large Group
		p. 22 Focus Question 1 Day 4 Large Group
		p. 24 Focus Question 1 Day 5 Large Group
		p. 27 Focus Question 2 Outdoor Experiences
		p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group
		p. 32 Focus Question 2 Day 3 Large Group
		p. 36 Focus Question 3 Day 1 Choice Time
		p. 37 Focus Question 3 Day 1 Large-Group Roundup
		p. 39 Focus Question 3 Day 2 Small Group
		p. 41 Focus Question 3 Day 3 Small Group
		p. 43 Focus Question 3 Day 4 Large-Group Roundup
		p. 43 Focus Question 3 Day 4 Small Group
		p. 45 Focus Question 3 Day 5 Small Group
		p. 47 Focus Question 4 Outdoor Experiences
		p. 48 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 1 Small Group
		p. 50 Focus Question 4 Day 2 Choice Time
		p. 51 Focus Question 4 Day 2 Read-Aloud
		p. 51 Focus Question 4 Day 2 Mead-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. 71 Focus Question 6 Day 3 Read-Aloud
		p. 71 Focus Question 6 Day 3 Small Group
		p. 75 Focus Question 6 Day 5 Small Group
		p. 82 Ministudy Day 2 Large Group
		p. 84 Ministudy Day 3 Large Group
		p. 85 Ministudy Day 3 Small Group
		p. 86 Ministudy Day 4 Large Group
		p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group
INDICATOR	CA.48.9.	Demonstrate increased appreciation of the work of others and
		identify preferences.
		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. 20 Focus Question 1 Day 3 Large Group
		p. 22 Focus Question 1 Day 4 Large Group
		p. 24 Focus Question 1 Day 5 Large Group
		p. 27 Focus Question 2 Outdoor Experiences
		p. 28 Focus Question 2 Day 1 Large Group
		p. 30 Focus Question 2 Day 2 Large Group
		p. 32 Focus Question 2 Day 3 Large Group
		p. 36 Focus Question 3 Day 1 Choice Time p. 37 Focus Question 3 Day 1 Large-Group Roundup
		p. or i ocus question o day i 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 5 Small Group p. 45 Focus Question 4 Dutdoor 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 Choice Time p. 51 Focus Question 4 Day 2 Small Group p. 52 Focus Question 4 Day 2 Choice Time 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. 53 Focus Question 5 Day 1 Large Group p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Large Group p. 61 Focus Question 5 Day 2 Large 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 Large-Group Roundup p. 63 Focus Question 5 Day 4 Large-Group Roundup p. 63 Focus Question 5 Day 4 Large-Group Roundup p. 63 Focus Question 6 Day 1 Large Group p. 64 Focus Question 6 Day 1 Large Group p. 65 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Large 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 2 Small Group p. 71 Focus Question 6 Day 3 Small Group p. 75 Focus Question 6 Day 3 Small Group p. 75 Focus Question 6 Day 3 Small Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 4 Large Group p. 86 Ministudy Day 4 Small Group p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group p. 80 Ministudy Day 5 Small Group p. 80 Ministudy Day 5 Small Group
STATE FRAMEWORK	CA.B.	Strand B: Early learning experiences will support children to explore and respond to creative works.
GRADE LEVEL	CA.60.	4 to 5 years
EXPECTATION		
INDICATOR		Appreciation of the Arts
INDICATOR	CA.60.9.	Describe the attributes of various arts media (e.g., used a lot of colors and the paint is thick, sculpture is bumpy). <u>Beginning the Year</u> p. 15 Focus Question 1 Outdoor Experiences p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 3 Large Group p. 20 Focus Question 1 Day 4 Large Group p. 22 Focus Question 1 Day 5 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 3 Day 1 Large Group p. 36 Focus Question 3 Day 1 Large-Group Roundup p. 39 Focus Question 3 Day 4 Large-Group Roundup p. 41 Focus Question 3 Day 4 Small Group p. 43 Focus Question 3 Day 4 Small Group

		 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 Large-Group Roundup p. 65 Focus Question 6 Day 4 Small Group p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Large Group p. 69 Focus Question 6 Day 2 Small Group p. 69 Focus Question 6 Day 2 Read-Aloud p. 69 Focus Question 6 Day 2 Small Group
DOMAIN / CONTENT	CT.M.	 p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 75 Focus Question 6 Day 5 Small Group p. 82 Ministudy Day 2 Large Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group Mathematics
STANDARD		
STATE FRAMEWORK	М.А.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Number Names
INDICATOR	M.48.1.	Say or sign the number sequence up to at least 10. 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 Mighty Minutes p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 5 Small Group p. 83 Ministudy Day 2 Read-Aloud p. 84 Ministudy Day 3 Small Group
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Cardinality
INDICATOR	M.48.2.	Count up to at least five objects using one-to-one correspondence, using the number name of the last object counted to represent the total number of objects in a set.

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

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

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

		(operations and algebraic thinking).
GRADE LEVEL	M.48.	3 to 4 years
EXPECTATION		
INDICATOR		Number Operations
INDICATOR	M.48.7.	Understand that adding to (or taking away) one or more objects from a group will increase or decrease the objects in the group. <u>Beginning the Year</u> p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Mighty Minutes p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 5 Small Group p. 85 Ministudy Day 3 Small Group
STATE FRAMEWORK	М.В.	Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).
GRADE LEVEL	M.60.	4 to 5 years
EXPECTATION		
		Number Operations
INDICATOR	M.60.7.	Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five. <u>Beginning the Year</u> p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Mighty Minutes p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 5 Small Group p. 85 Ministudy Day 3 Small Group
INDICATOR	M.60.8.	Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects). 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
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL	M.48.	3 to 4 years
		Manual
	M 40.0	Measurement
INDICATOR	M.48.8.	Recognize measurable attribute of an object such as length, weight or capacity. <u>Beginning the Year</u> p. 23 Focus Question 1 Day 4 Mighty Minutes p. 39 Focus Question 3 Day 2 Small Group p. 53 Focus Question 4 Day 3 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Choice Time p. 63 Focus Question 5 Day 4 Small Group p. 81 Ministudy Day 1 Choice Time

STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Data
INDICATOR	M.48.9.	Sort objects into two groups, count, and compare the quantity of the groups formed (e.g., indicate which is more). <u>Beginning the Year</u> p. 53 Focus Question 4 Day 3 Small Group p. 85 Ministudy Day 3 Mighty Minutes
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Sorting and Classifying
INDICATOR	M.48.10.	Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape). Beginning the Year p. 53 Focus Question 4 Day 3 Small Group p. 85 Ministudy Day 3 Mighty Minutes
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL	M.60.	4 to 5 years
EXPECTATION		
INDICATOR		Measurement
	M.60.9.	Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount). 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
INDICATOR	M.60.10.	 Begin to use strategies to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools. 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 3 Choice Time p. 60 Focus Question 5 Day 4 Small Group p. 61 Focus Question 5 Day 4 Small Group p. 63 Focus Question 5 Day 4 Small Group
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).

GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Data
INDICATOR	M.60.11.	Represent data using a concrete object or picture graph according to one attribute. Beginning the Year p. 89 Ministudy Day 5 Read-Aloud
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Sorting and Classifying
INDICATOR	M.60.12.	Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute. <u>Beginning the Year</u> p. 53 Focus Question 4 Day 3 Small Group p. 85 Ministudy Day 3 Mighty Minutes
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Spatial Relationships
INDICATOR	M.48.11.	Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object. <u>Beginning the Year</u> p. 43 Focus Question 3 Day 4 Small Group p. 45 Focus Question 3 Day 5 Small Group p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Large-Group Roundup p. 51 Focus Question 4 Day 2 Small Group51 p. 82 Ministudy Day 2 Large Group p. 85 Ministudy Day 3 Small Group
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Identification of Shapes
INDICATOR	M.48.12.	Identify 2-dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes. 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
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Composition of Shapes
INDICATOR	M.48.13.	Combine two or more shapes to create a new shape or to represent

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

EXPECTATION		
INDICATOR		Investigating
INDICATOR	S.48.2.	Investigating Intentionally vary actions in order to observe the effect of these actions on materials. Beginning the Year p. 17 Focus Question 1 Day 1 Small Group p. 17 Focus Question 1 Day 2 Small Group p. 21 Focus Question 1 Day 3 Small Group p. 21 Focus Question 1 Day 4 Small Group p. 22 Focus Question 1 Day 5 Small Group p. 23 Focus Question 1 Day 5 Small Group p. 25 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 3 Day 1 Small Group p. 35 Focus Question 3 Day 1 Choice Time p. 35 Focus Question 3 Day 1 Choice Time p. 36 Focus Question 3 Day 1 Choice Time p. 37 Focus Question 3 Day 2 Small Group p. 38 Focus Question 3 Day 2 Small Group p. 39 Focus Question 3 Day 2 Small Group p. 40 Focus Question 3 Day 2 Choice Time p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 4 Day 3 Small Group p. 57 Focus Question 5 Day 2 Choice Time p. 58 Focus Question 5 Day 1 Small Group p. 57 Focus Question 5 Day 2 Choice Time p. 58 Focus Question 5 Day 4 Choice Time p. 57 Focus Question 5 Day 4 Choice Time
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Using Evidence
INDICATOR	S.48.3.	Cite examples to support their ideas (e.g., "I think the plant will die because when I forgot to water my plant it died."). <u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Choice Time p. 17 Focus Question 1 Day 2 Choice Time 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

		n 20 Fears Augetian 2 Day 4 Chains Time
		p. 29 Focus Question 2 Day 1 Choice Time p. 29 Focus Question 2 Day 1 Small Group
		p. 31 Focus Question 2 Day 2 Small Group
		p. 32 Focus Question 2 Day 3 Choice Time
		p. 32 Focus Question 2 Day 3 Large Group
		p. 33 Focus Question 2 Day 3 Small Group
		p. 35 Focus Question 3 Outdoor Experiences
		p. 36 Focus Question 3 Day 1 Choice Time
		p. 36 Focus Question 3 Day 1 Large Group
		p. 37 Focus Question 3 Day 1 Mighty Minutes
		p. 37 Focus Question 3 Day 1 Small Group
		p. 39 Focus Question 3 Day 2 Mighty Minutes
		p. 39 Focus Question 3 Day 2 Small Group
		p. 40 Focus Question 3 Day 3 Choice Time
		p. 41 Focus Question 3 Day 3 Mighty Minutes
		p. 43 Focus Question 3 Day 4 Large-Group Roundup
		p. 44 Focus Question 3 Day 5 Choice Time
		p. 49 Focus Question 4 Day 1 Choice Time p. 50 Focus Question 4 Day 2 Choice Time
		p. 52 Focus Question 4 Day 2 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
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL	S.60.	4 to 5 years
EXPECTATION		
INDICATOR		Investigating
INDICATOR	S.60.2.	Engage in collaborative investigations to describe phenomena or to explore cause and affect relationships.
		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. 22 Focus Question 1 Day 3 Small Group p. 22 Focus Question 1 Day 4 Choice Time
		p. 22 1 9003 Question 1 Day + Onoice Time

		 p. 23 Focus Question 1 Day 4 Small Group p. 25 Focus Question 2 Day 1 Choice Time p. 29 Focus Question 2 Day 2 Small Group p. 31 Focus Question 2 Day 3 Large Group p. 32 Focus Question 3 Day 1 Choice Time p. 33 Focus Question 3 Day 1 Choice Time p. 35 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 1 Small Group p. 37 Focus Question 3 Day 1 Small Group p. 38 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 1 Small Group p. 37 Focus Question 3 Day 2 Small Group p. 39 Focus Question 3 Day 2 Small Group p. 40 Focus Question 3 Day 2 Small Group p. 44 Focus Question 3 Day 5 Choice Time p. 45 Focus Question 4 Day 5 Choice Time p. 49 Focus Question 4 Day 1 Choice Time p. 50 Focus Question 4 Day 3 Choice Time p. 52 Focus Question 4 Day 3 Choice Time p. 53 Focus Question 5 Day 1 Small Group p. 57 Focus Question 5 Day 1 Small Group p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 2 Large Group p. 63 Focus Question 5 Day 3 Choice Time p. 63 Focus Question 5 Day 3 Choice Time p. 63 Focus Question 5 Day 3 Choice Time p. 63 Focus Question 5 Day 3 Choice Time p. 64 Focus Question 5 Day 3 Choice Time p. 65 Focus Question 5 Day 3 Large Group p. 63 Focus Question 5 Day 1 Choice Time p. 64 Focus Question 6 Day 1 Choice Time p. 67 Focus Question 6 Day 1 Choice Time p. 68 Focus Question 6 Day 1 Choice Time p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 2 Small Group p. 72 Focus Question 6 Day 2 Small Group p. 73 Focus Question 6 Day 2 Small Group p. 74 Focus Question 6 Day 2 Small Group p. 75 Focus Question 6 Day 2 Small Group p. 75 Focus Question 6 Day 3 Small Gr
STATE FRAMEWORK	S.C.	Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Living Things and Their Interactions with the Environment and Each Other
INDICATOR	S.48.7.	Explore how animals depend upon the environment for food, water and shelter. Beginning the Year p. 32 Focus Question 2 Day 3 Large Group p. 37 Focus Question 3 Day 1 Mighty Minutes p. 39 Focus Question 3 Day 2 Mighty Minutes p. 41 Focus Question 3 Day 3 Mighty Minutes
STATE FRAMEWORK	S.C.	Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Living Things and Their Interactions with the Environment and Each Other

	S 60 0	Drovide exemples of hew enimels depend on plants and other
INDICATOR	S.60.9.	Provide examples of how animals depend on plants and other animals for food.
		Beginning the Year
		p. 32 Focus Question 2 Day 3 Large Group
		p. 37 Focus Question 3 Day 1 Mighty Minutes p. 39 Focus Question 3 Day 2 Mighty Minutes
		p. 41 Focus Question 3 Day 3 Mighty Minutes
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Energy, Force and Motion
INDICATOR	S.48.8.	Investigate how objects' speed and direction can be varied.
		Beginning the Year p. 35 Focus Question 3 Outdoor Experiences p. 57 Focus Question 5 Day 1 Choice Time
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Matter and its Properties
INDICATOR	S.48.9.	Compare and contrast attributes of common materials related to their function (e.g., flexibility, transparency, strength).
		Beginning the Year
		p. 37 Focus Question 3 Day 1 Mighty Minutes
		p. 39 Focus Question 3 Day 2 Mighty Minutes
		p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Large Group
		p. 80 Ministudy Day 1 Large Group
		p. 81 Ministudy Day 1 Choice Time
		p. 83 Ministudy Day 2 Choice Time p. 83 Ministudy Day 2 Mighty Minutes
		p. 84 Ministudy Day 3 Choice Time
		p. 86 Ministudy Day 4 Choice Time
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL	S.60.	4 to 5 years
EXPECTATION		
		Energy, Force and Motion
INDICATOR	S.60.10.	Make predictions and conduct simple experiments to change direction, speed and distance objects move.
		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 Choice Time
		p. 57 Focus Question 5 Day 1 Small Group
		p. 58 Focus Question 5 Day 2 Choice Time p. 63 Focus Question 5 Day 4 Small Group
		p. 75 Focus Question 5 Day 4 Small Group p. 75 Focus Question 6 Day 5 Small Group
		p. 79 Ministudy Outdoor Experiences
		p. 81 Ministudy Day 1 Choice Time
		p. 81 Ministudy Day 1 Small Group
INDICATOR	S.60.11.	Determine cause and effect of push/pull/collision that make objects, start, stop and change direction.
		Beginning the Year

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

EXPECTATION		
INDICATOR		Power, Authority and Governance
INDICATOR	SS.60.3.	Demonstrate understanding of the reasons for rules and laws in the home, cultural community and/or classroom.
		Beginning the Year p. 36 Focus Question 3 Day 1 Large Group
STATE FRAMEWORK	SS.B.	Strand B: Early Learning experiences will support children to learn about people and the environment.
GRADE LEVEL EXPECTATION	SS.60.	4 to 5 years
INDICATOR		People, Places and Environments
INDICATOR	SS.60.4.	Demonstrate awareness that people have a responsibility to take care of the environment through active participation in activities such as recycling. Beginning the Year p. 52 Focus Question 4 Day 3 Choice Time
STATE FRAMEWORK	SS.B.	Strand B: Early Learning experiences will support children to learn
GRADE LEVEL	SS.60.	about people and the environment. 4 to 5 years
EXPECTATION	33.00.	4 to 5 years
INDICATOR		Civic Ideals and Practices
INDICATOR	SS.60.6.	Demonstrate an understanding of why certain responsibilities are important and participate in fulfilling responsibilities at home, classroom or community (e.g., cleaning up, caring for pets).
		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
STATE FRAMEWORK	SS.C.	Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.
GRADE LEVEL EXPECTATION	SS.48.	3 to 4 years
INDICATOR		Individuals, Groups and Institutions
INDICATOR	SS.48.8.	Demonstrate awareness of a variety of jobs in the community and the work associated with them through conversation and/or play. Beginning the Year
		p. 59 Focus Question 5 Day 2 Large-Group Roundup
STATE FRAMEWORK	SS.C.	Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.
GRADE LEVEL EXPECTATION	SS.60.	4 to 5 years
INDICATOR		Individuals, Groups and Institutions
INDICATOR	SS.60.7.	Demonstrate awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers.
		Beginning the Year p. 59 Focus Question 5 Day 2 Large-Group Roundup

Buildings Study State: Connecticut Early Learning and Development Standards Subject: Early Childhood Education Grade: Ages 3-5

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Cooperation with Peers in Learning Experiences
GRADE LEVEL EXPECTATION		develop effective approaches to learning. 3 to 4 years
		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 Choice Time p. 43 Investigation 2 Day 2 Large-Group Roundup p. 43 Investigation 2 Day 2 Small Group p. 44 Investigation 2 Day 3 Large Group
		p. 45 Investigation 2 Day 3 Choice Time p. 45 Investigation 2 Day 3 Large-Group Roundup p. 45 Investigation 2 Day 3 Mighty Minutes
		p. 45 Investigation 2 Day 3 Small Group

p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 47 Investigation 2 Day 4 Small Group p. 48 Investigation 2 Day 5 Choice Time p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Large-Group Roundup p. 49 Investigation 2 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Small Group p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Choice Time p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Read-Aloud p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Choice Time p. 55 Investigation 3 Day 2 Large-Group Roundup p. 55 Investigation 3 Day 2 Small Group p. 56 Investigation 3 Day 3 Choice Time p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Large-Group Roundup p. 57 Investigation 3 Day 3 Small Group p. 58 Investigation 3 Day 4 Choice Time p. 58 Investigation 3 Day 4 Large Group p. 59 Investigation 3 Day 4 Large-Group Roundup p. 59 Investigation 3 Day 4 Read-Aloud p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 60 Investigation 3 Day 5 Large Group p. 61 Investigation 3 Day 5 Large-Group Roundup p. 61 Investigation 3 Day 5 Small Group p. 64 Investigation 4 Day 1 Choice Time p. 64 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Large-Group Roundup p. 65 Investigation 4 Day 1 Mighty Minutes p. 65 Investigation 4 Day 1 Read-Aloud p. 65 Investigation 4 Day 1 Small Group p. 66 Investigation 4 Day 2 Choice Time p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Large-Group Roundup p. 67 Investigation 4 Day 2 Read-Aloud p. 67 Investigation 4 Day 2 Small Group p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Choice Time p. 69 Investigation 4 Day 3 Large-Group Roundup p. 69 Investigation 4 Day 3 Read-Aloud p. 69 Investigation 4 Day 3 Small Group p. 71 Investigation 5 Outdoor Experiences p. 72 Investigation 5 Day 1 Choice Time p. 72 Investigation 5 Day 1 Large Group p. 73 Investigation 5 Day 1 Large-Group Roundup p. 73 Investigation 5 Day 1 Small Group p. 74 Investigation 5 Day 2 Choice Time p. 74 Investigation 5 Day 2 Large Group p. 75 Investigation 5 Day 2 Large-Group Roundup p. 75 Investigation 5 Day 2 Read-Aloud p. 75 Investigation 5 Day 2 Small Group p. 76 Investigation 5 Day 3 Choice Time p. 76 Investigation 5 Day 3 Large Group p. 77 Investigation 5 Day 3 Large-Group Roundup p. 77 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Choice Time p. 79 Investigation 5 Day 4 Large-Group Roundup p. 79 Investigation 5 Day 4 Small Group

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

p. 43 Investigation 2 Day 2 Small Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Choice Time p. 45 Investigation 2 Day 3 Large-Group Roundup p. 45 Investigation 2 Day 3 Mighty Minutes p. 45 Investigation 2 Day 3 Small Group p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 47 Investigation 2 Day 4 Small Group p. 48 Investigation 2 Day 5 Choice Time p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Large-Group Roundup p. 49 Investigation 2 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Small Group p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Choice Time p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Read-Aloud p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Choice Time p. 55 Investigation 3 Day 2 Large-Group Roundup p. 55 Investigation 3 Day 2 Small Group p. 56 Investigation 3 Day 3 Choice Time p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Large-Group Roundup p. 57 Investigation 3 Day 3 Small Group p. 58 Investigation 3 Day 4 Choice Time p. 58 Investigation 3 Day 4 Large Group p. 59 Investigation 3 Day 4 Large-Group Roundup p. 59 Investigation 3 Day 4 Read-Aloud p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 60 Investigation 3 Day 5 Large Group p. 61 Investigation 3 Day 5 Large-Group Roundup p. 61 Investigation 3 Day 5 Small Group p. 64 Investigation 4 Day 1 Choice Time p. 64 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Large-Group Roundup p. 65 Investigation 4 Day 1 Mighty Minutes p. 65 Investigation 4 Day 1 Read-Aloud p. 65 Investigation 4 Day 1 Small Group p. 66 Investigation 4 Day 2 Choice Time p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Large-Group Roundup p. 67 Investigation 4 Day 2 Read-Aloud p. 67 Investigation 4 Day 2 Small Group p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Choice Time p. 69 Investigation 4 Day 3 Large-Group Roundup p. 69 Investigation 4 Day 3 Read-Aloud p. 69 Investigation 4 Day 3 Small Group p. 71 Investigation 5 Outdoor Experiences p. 72 Investigation 5 Day 1 Choice Time p. 72 Investigation 5 Day 1 Large Group p. 73 Investigation 5 Day 1 Large-Group Roundup p. 73 Investigation 5 Day 1 Small Group p. 74 Investigation 5 Day 2 Choice Time p. 74 Investigation 5 Day 2 Large Group p. 75 Investigation 5 Day 2 Large-Group Roundup p. 75 Investigation 5 Day 2 Read-Aloud p. 75 Investigation 5 Day 2 Small Group p. 76 Investigation 5 Day 3 Choice Time p. 76 Investigation 5 Day 3 Large Group

		p. 77 Investigation 5 Day 3 Large-Group Roundup
		p. 77 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 4 Large Group
		p. 79 Investigation 5 Day 4 Choice Time
		p. 79 Investigation 5 Day 4 Large-Group Roundup
		p. 79 Investigation 5 Day 4 Small Group
		p. 80 Investigation 5 Day 5 Choice Time
		p. 80 Investigation 5 Day 5 Large Group
		p. 81 Investigation 5 Day 5 Large-Group Roundup
		p. 81 Investigation 5 Day 5 Small Group
		p. 93 Celebrating Learning Outdoor Experiences
		p. 94 Celebrating Learning Day 1 Choice Time
		p. 94 Celebrating Learning Day 1 Large Group
		p. 95 Celebrating Learning Day 1 Large Group Roundup
		p. 95 Celebrating Learning Day 1 Small Group
		p. 96 Celebrating Learning Day 2 Large Group
		p. 96 Celebrating Learning Day 2 Choice Time
		p. 97 Celebrating Learning Day 2 Large Group Roundup p. 97 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	С.В.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Cause and Effect
INDICATOR	C.48.6.	Manipulate materials and communicate about the impact of own
		actions.
		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. 41 Investigation 2 Day 1 Read-Aloud
		p. 43 Investigation 2 Day 2 Read-Aloud
		p. 45 Investigation 2 Day 3 Read-Aloud
		p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud
		p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud
		p. 55 Investigation 3 Day 2 Read-Aloud
		p. 57 Investigation 3 Day 3 Read-Aloud
		p. 59 Investigation 3 Day 4 Read-Aloud
		p. 61 Investigation 3 Day 5 Read-Aloud
		p. 65 Investigation 4 Day 1 Read-Aloud
		p. 67 Investigation 4 Day 2 Read-Aloud
		p. 69 Investigation 4 Day 3 Read-Aloud
		p. 73 Investigation 5 Day 1 Read-Aloud
		p. 75 Investigation 5 Day 2 Read-Aloud
		p. 77 Investigation 5 Day 3 Read-Aloud
		p. 79 Investigation 5 Day 4 Read-Aloud
		p. 81 Investigation 5 Day 5 Read-Aloud
		p. 95 Celebrating Learning Day 1 Read-Aloud
		p. 97 Celebrating Learning Day 2 Read-Aloud
STATE FRAMEWORK	С.В.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Attributes, Sorting and Patterns
INDICATOR		Autouces, soluting and Fatterns

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

		<u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 29 Investigation 1 Day 1 Small Group
INDICATOR	C.48.12.	Represent people, places or things through simple drawings, movements and three-dimensional construction.
		Buildings Studyp. 16 Exploring the Topic - Day 2 Large Groupp. 17 Exploring the Topic - Day 2 Large-Group Roundupp. 29 Investigation 1 Day 1 Small Groupp. 30 Investigation 1 Day 2 Large Groupp. 31 Investigation 1 Day 2 Large-Group Roundupp. 37 Investigation 1 Day 5 Small Groupp. 41 Investigation 2 Day 1 Small Groupp. 43 Investigation 2 Day 2 Small Groupp. 47 Investigation 2 Day 4 Large-Group Roundupp. 51 Investigation 3 Outdoor Experiencesp. 53 Investigation 3 Day 1 Large-Group Roundupp. 54 Investigation 3 Day 2 Large Groupp. 55 Investigation 3 Day 2 Large Groupp. 55 Investigation 3 Day 2 Large Groupp. 66 Investigation 3 Day 4 Small Groupp. 66 Investigation 4 Day 2 Large Groupp. 67 Investigation 4 Day 2 Large Groupp. 68 Investigation 4 Day 3 Large Groupp. 69 Investigation 4 Day 3 Large Groupp. 69 Investigation 5 Day 1 Choice Timep. 69 Investigation 5 Day 1 Choice Timep. 75 Investigation 5 Day 2 Large-Group Roundupp. 69 Investigation 5 Day 4 Large-Group Roundupp. 61 Investigation 5 Day 5 Choice Timep. 62 Investigation 5 Day 5 Large-Group Roundupp. 75 Investigation 5 Day 1 Choice Timep. 75 Investigation 5 Day 2 Large-Group Roundupp. 75 Investigation 5 Day 2 Large-Group Roundupp. 75 Investigation 5 Day 5 Small Groupp. 75 Investigation 5 Day 5 Choice Timep. 75 Investigation 5 Day 5 Small Groupp. 75 Investigation 5 Day 5 Small Groupp. 75 Investigation 5 Day 5 Small Groupp. 75 Investigation 5 Day 5 Sm
STATE FRAMEWORK	С.В.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Cause and Effect
INDICATOR	C.60.7.	Try multiple uses of same materials and observe differing results.
		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. 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. 53 Investigation 3 Day 5 Read-Aloud p. 55 Investigation 3 Day 4 Read-Aloud p. 55 Investigation 3 Day 5 Read-Aloud p. 55 Investigation 3 Day 5 Read-Aloud p. 55 Investigation 3 Day 5 Read-Aloud p. 61 Investigation 3 Day 5 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud

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

		 p. 37 Investigation 1 Day 5 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 44 Investigation 2 Day 2 Small Group p. 44 Investigation 2 Day 3 Large Group p. 44 Investigation 2 Day 3 Small Group p. 44 Investigation 2 Day 3 Small Group p. 47 Investigation 2 Day 5 Large-Group Roundup p. 48 Investigation 3 Day 1 Choice Time p. 49 Investigation 3 Day 1 Choice Time p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Large-Group Roundup p. 54 Investigation 3 Day 2 Large-Group Roundup p. 55 Investigation 3 Day 2 Large-Group Roundup p. 55 Investigation 3 Day 2 Large-Group Roundup p. 55 Investigation 3 Day 2 Large-Group Roundup p. 56 Investigation 3 Day 2 Small Group p. 56 Investigation 3 Day 3 Large-Group Roundup p. 57 Investigation 3 Day 3 Large-Group Roundup p. 57 Investigation 3 Day 4 Large-Group Roundup p. 57 Investigation 3 Day 4 Large-Group Roundup p. 58 Investigation 3 Day 4 Large-Group Roundup p. 58 Investigation 3 Day 4 Large-Group Roundup p. 59 Investigation 3 Day 4 Large-Group Roundup p. 59 Investigation 3 Day 4 Large-Group Roundup p. 60 Investigation 3 Day 5 Choice Time p. 60 Investigation 3 Day 5 Choice Time p. 64 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Large Group p. 66 Investigation 4 Day 1 Large Group p. 67 Investigation 4 Day 2 Large Group p. 68 Investigation 4 Day 2 Large-Group Roundup p. 67 Investigation 4 Day 2 Large-Group Roundup p. 71 Investigation 5 Day 2 Large-Group Roundup p. 71 Investigation 5 Day 1 Large Group p. 61 Investigation 5 Day 1 Large Group p. 71 Investigation 5 Day 1 Large Group p. 71 Investigation 5 D
		p. 96 Celebrating Learning Day 2 Choice Time p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	С.В.	Strand B: Early learning experiences will support children to use
		logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Problem Solving
INDICATOR	C.60.11.	Try multiple strategies to solve a problem and draw on multiple resources (e.g., look at what a peer is doing for ideas).

		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
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Symbolic Representation
INDICATOR	C.60.12.	Use dissimilar objects to represent other objects in play or perform an action with an imaginary object (e.g., use stirring action without anything in hand). <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 29 Investigation 1 Day 1 Small Group
INDICATOR	C.60.13.	Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality. <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 29 Investigation 1 Day 1 Small Group
INDICATOR	C.60.14.	Represent people, places or things through drawings, movements and/or three-dimensional constructions that are increasingly abstract (e.g., may draw a map that includes an "X" that marks the location of the treasure). <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Large-Group Roundup p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 43 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 2 Large Group p. 54 Investigation 3 Day 2 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. 60 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 p. 68 Investigation 4 Day 2 Large-Group Roundup p. 69 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Large-Group Roundup p. 71 Investigation 5 Day 1 Choice Time p. 68 Investigation 5 Day 1 Choice Time p. 69 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 5 Small Group p. 81 Investigation 5 Day 5 Small Group
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Cognitive Flexibility
INDICATOR	C.48.15.	With adult assistance, stop and consider alternatives when encountering a problem. 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
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Regulation of Attention and Impulses
INDICATOR	C.48.18.	With adult reminders can briefly inhibit initial response (e.g., stop imitating inappropriate behaviors of peers, wait turn to respond to question or prompt in group setting). Buildings Study
		p. 23 Exploring the Topic - Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 33 Investigation 1 Day 3 Small Group p. 45 Investigation 2 Day 3 Choice Time p. 55 Investigation 3 Day 2 Small Group p. 97 Celebrating Learning Day 2 Large Group Roundup
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Cognitive Flexibility
INDICATOR	C.60.17.	Generate or seek out multiple solutions to a problem. <u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 45 Investigation 2 Day 3 Choice Time p. 74 Investigation 5 Day 2 Choice Time
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.A.	Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Managing Separation
INDICATOR	SE.60.2.	Through expanding relationships with adults (e.g., teacher, play group leader, friends' caregivers), exhibit comfort in exploring more new settings, although they may need to periodically check-in with a familiar adult. Buildings Study p. 16 Exploring the Topic - Day 2 Large Group
STATE FRAMEWORK	SE.B.	Strand B: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.48.	3 to 4 years
INDICATOR		Regulation of Impulses and Behavior
INDICATOR	SE.48.5.	Make transitions and follow basic schedule, routines and rules with occasional reminders. 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
STATE FRAMEWORK	SE.B.	Strand C: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Regulation of Impulses and Behavior
INDICATOR	SE.60.7.	Recall and follow daily routines with little support, including adapting to changes in rules and routines. <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 5 Large Group
STATE FRAMEWORK	SE.C.	Strand D: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.48.	3 to 4 years
INDICATOR		Emotional Expression
	SE.48.6.	Express emotions experienced in typical daily routines (e.g., frustration at waiting, excitement about a favored activity, pride) through language and gesturing rather than physical ways. 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. 69 Investigation 5 Day 2 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
	SE.C.	Strand D: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Emotional Expression
INDICATOR	SE.60.8.	Describe emotions and feelings to trusted adults and peers. <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Large Group p. 29 Investigation 1 Day 1 Read-Aloud p. 30 Investigation 1 Day 2 Large Group p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 45 Investigation 2 Day 3 Choice Time p. 53 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 2 Small Group p. 59 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 1 Read-Aloud p. 72 Investigation 5 Day 2 Choice Time p. 75 Investigation 5 Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Large Group Roundup

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

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

GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Small Muscle Movement and Coordination
INDICATOR	PH.48.7.	Use writing/drawing tools with increased precision to draw simple shapes, pictures and/or letter. May have immature pencil grasp with 3-5 fingers on pencil shaft. Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 16 Exploring the Topic - Day 2 Large-Group Roundup p. 17 Exploring the Topic - Day 3 Mighty Minutes p. 23 Exploring the Topic - Day 3 Mighty Minutes p. 23 Exploring the Topic - Day 5 Choice Time p. 30 Investigation 1 Day 1 Choice Time p. 30 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Large Group p. 33 Investigation 1 Day 2 Large Group p. 34 Investigation 1 Day 5 Small Group p. 47 Investigation 2 Day 4 Small Group p. 47 Investigation 3 Day 4 Large-Group Roundup p. 53 Investigation 3 Day 4 Large-Group Roundup p. 54 Investigation 3 Day 1 Large-Group Roundup p. 55 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 55 Investigation 3 Day 2 Large-Group Roundup p. 56 Investigation 3 Day 2 Large-Group Roundup p. 57 Investigation 3 Day 2 Large-Group Roundup p. 58 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 2 Large Group p. 60 Investigation 3 Day 2 Large Group p. 61 Investigation 3 Day 2 Large Group p. 64 Investigation 3 Day 4 Small Group p. 64 Investigation 3 Day 4 Small Group p. 64 Investigation 3 Day 5 Mighty Minutes p. 64 Investigation 4 Day 1 Large Group p. 66 Investigation 4 Day 1 Large Group p. 67 Investigation 4 Day 2 Large Group p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Large Group p. 71 Investigation 5 Day 1 Large Group p. 72 Investigation 5 Day 1 Large Group p. 73 Investigation 5 Day 1 Large Group p. 74 Investigation 5 Day 1 Large Group p. 75 Investigation 5 Day 1 Large Group p. 75 Investigation 5 Day 1 Large Group p. 76 Investigation 5 Day 2 Large-Group Roundup p. 76 Investigation 5 Day 3 Large Group p. 76 Investigation 5 Day 3 Large Group p. 76 Investigation 5 Day 4 Small Group p. 76 Investigation
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Visual Motor Integration
INDICATOR	PH.60.3.	Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors). <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Choice Time p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 23 Exploring the Topic - Day 5 Choice Time p. 29 Investigation 1 Day 1 Choice Time p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 64 Investigation 4 Day 1 Large Group

		 p. 66 Investigation 4 Day 2 Large Group p. 68 Investigation 4 Day 3 Large Group p. 71 Investigation 5 Outdoor Experiences p. 72 Investigation 5 Day 1 Large Group p. 74 Investigation 5 Day 2 Large Group p. 76 Investigation 5 Day 3 Large Group
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Small Muscle Movement and Coordination
INDICATOR	PH.60.4.	Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (e.g., may write own name since these are most familiar). <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Choice Time p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 23 Exploring the Topic - Day 5 Choice Time p. 25 Investigation 1 Day 1 Choice Time p. 35 Investigation 1 Day 5 Large Group p. 45 Investigation 2 Day 3 Small Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 64 Investigation 4 Day 1 Large Group p. 68 Investigation 4 Day 1 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
INDICATOR	PH.60.5.	Use a mature pencil grasp with 3 fingers on writing implement. <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Choice Time p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 23 Exploring the Topic - Day 5 Choice Time p. 29 Investigation 1 Day 1 Choice Time p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 64 Investigation 4 Day 1 Large Group p. 66 Investigation 4 Day 2 Large Group p. 68 Investigation 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
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Feeding Routines/Nutrition
INDICATOR	PH.48.8.	Pour liquid from a small pitcher. 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
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Safety and Responsibility
INDICATOR	PH.48.9.	Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults.
		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
		p. 67 Investigation 4 Day 2 Read-Aloud
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Feeding Routines/Nutrition
INDICATOR	PH.60.6.	Use butter knife to spread and cut. Open most containers to remove food. 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
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Safety and Responsibility
INDICATOR	PH.60.7.	Understand the reason for most basic safety rules at home, in familiar settings and in the community.
		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 p. 67 Investigation 4 Day 2 Read-Aloud
DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Word Comprehension
INDICATOR	L.48.1.	Understand words or signs for objects, actions and visible attributes found frequently in both real and symbolic contexts.

		Buildings Studyp. 13 Exploring the Topic - Outdoor Experiencesp. 15 Exploring the Topic - Day 1 Small Groupp. 19 Exploring the Topic - Day 3 Small Groupp. 23 Exploring the Topic - Day 5 Small Groupp. 27 Investigation 1 Outdoor Experiencesp. 28 Investigation 1 Day 1 Large Groupp. 29 Investigation 2 Outdoor Experiencesp. 41 Investigation 2 Day 3 Small Groupp. 44 Investigation 2 Day 4 Small Groupp. 51 Investigation 3 Outdoor Experiencesp. 53 Investigation 3 Day 1 Small Groupp. 55 Investigation 3 Day 2 Choice Timep. 55 Investigation 3 Day 2 Read-Aloudp. 56 Investigation 3 Day 3 Small Groupp. 57 Investigation 3 Day 4 Large-Group Roundupp. 63 Investigation 3 Day 3 Small Groupp. 71 Investigation 3 Day 4 Large-Group Roundupp. 73 Investigation 3 Day 4 Large-Group Roundupp. 74 Investigation 5 Outdoor Experiencesp. 75 Investigation 3 Day 4 Large-Group Roundupp. 59 Investigation 5 Day 3 Small Groupp. 59 Investigation 5 Day 3 Small Groupp. 63 Investigation 5 Outdoor Experiencesp. 77 Investigation 5 Outdoor Experiencesp. 77 Investigation 5 Day 3 Small Groupp. 78 Investigation 5 Day 4 Large Group
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Language Comprehension
INDICATOR	L.48.2.	Understand increasingly complex sentences that include 2 - 3 concepts (e.g., "Put the blue paper under the box."). <u>Buildings Study</u> p. 42 Investigation 2 Day 2 Large Group p. 68 Investigation 4 Day 3 Large Group p. 74 Investigation 5 Day 2 Large Group
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Word Comprehension
INDICATOR	L.60.1.	Word comprehensionUnderstand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts.Buildings Study p. 13 Exploring the Topic - Outdoor Experiences p. 15 Exploring the Topic - Day 1 Small Group p. 19 Exploring the Topic - Day 3 Small Group p. 23 Exploring the Topic - Day 5 Small Group p. 23 Exploring the Topic - Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 39 Investigation 2 Outdoor Experiences p. 44 Investigation 2 Day 3 Large Group p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Choice Time p. 55 Investigation 3 Day 2 Read-Aloud p. 56 Investigation 3 Day 3 Small Group p. 57 Investigation 3 Day 3 Small Group

		n C2 Investigation 4 Outdoor Evention
		p. 63 Investigation 4 Outdoor Experience p. 71 Investigation 5 Outdoor Experiences
		p. 77 Investigation 5 Day 3 Small Group
		p. 78 Investigation 5 Day 4 Large Group p. 93 Celebrating Learning Outdoor Experiences
INDICATOR	L.60.2.	Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects.
		Buildings Studyp. 13 Exploring the Topic - Outdoor Experiencesp. 15 Exploring the Topic - Day 1 Small Groupp. 19 Exploring the Topic - Day 3 Small Groupp. 23 Exploring the Topic - Day 5 Small Groupp. 27 Investigation 1 Outdoor Experiencesp. 28 Investigation 1 Day 1 Large Groupp. 29 Investigation 2 Outdoor Experiencesp. 39 Investigation 2 Outdoor Experiencesp. 44 Investigation 2 Outdoor Experiencesp. 44 Investigation 2 Day 3 Large Groupp. 47 Investigation 3 Outdoor Experiencesp. 53 Investigation 3 Day 1 Small Groupp. 55 Investigation 3 Day 2 Choice Timep. 55 Investigation 3 Day 2 Read-Aloudp. 56 Investigation 3 Day 3 Small Groupp. 57 Investigation 3 Day 3 Small Groupp. 58 Investigation 3 Day 4 Large-Group Roundupp. 59 Investigation 3 Day 4 Large-Group Roundupp. 63 Investigation 4 Outdoor Experiencep. 71 Investigation 5 Outdoor Experience
		p. 77 Investigation 5 Day 3 Small Group
		p. 78 Investigation 5 Day 4 Large Group
		p. 93 Celebrating Learning Outdoor Experiences
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Language Comprehension
INDICATOR	L.60.3.	Understand increasingly complex sentences that include 3-4 concepts (e.g., "Plants are living things that will not survive without soil, sunlight and water.").
		Buildings Study p. 42 Investigation 2 Day 2 Large Group p. 68 Investigation 4 Day 3 Large Group p. 74 Investigation 5 Day 2 Large Group
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Vocabulary
INDICATOR	L.48.3.	Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts. Buildings Study
		p. 41 Investigation 2 Day 1 Large-Group Roundup p. 59 Investigation 3 Day 4 Large-Group Roundup
INDICATOR	L.48.5.	Begin to use some words that are not a part of everyday conversational speech but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race or jog).
		Buildings Study p. 15 Exploring the Topic - Day 1 Read-Aloud

		 p. 17 Exploring the Topic - Day 2 Read-Aloud p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 4 Read-Aloud p. 34 Investigation 1 Day 4 Read-Aloud p. 35 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Read-Aloud p. 35 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. 38 Investigation 2 Day 1 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 44 Investigation 2 Day 3 Large-Group Roundup p. 45 Investigation 2 Day 3 Read-Aloud p. 45 Investigation 2 Day 5 Large Group p. 47 Investigation 2 Day 5 Large Group p. 48 Investigation 2 Day 5 Read-Aloud p. 45 Investigation 2 Day 5 Read-Aloud p. 45 Investigation 2 Day 5 Read-Aloud p. 45 Investigation 2 Day 5 Read-Aloud p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 3 Day 3 Read-Aloud p. 56 Investigation 3 Day 4 Read-Aloud p. 57 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 3 Day 3 Read-Aloud p. 60 Investigation 3 Day 4 Read-Aloud p. 61 Investigation 3 Day 5 Large Group p. 61 Investigation 3 Day 1 Read-Aloud p. 65 Investigation 3 Day 1 Read-Aloud p. 65 Investigation 3 Day 1 Read-Aloud p. 65 Investigation 3 Day 2 Read-Aloud p. 75 Investigation
STATE FRAMEWORK	L.B.	p. 97 Celebrating Learning Day 2 Read-Aloud Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL	L.48.	3 to 4 years
		Everyopeien of Ideas, Eastings and Needs
	L.48.6.	Expression of Ideas, Feelings and Needs
INDICATOR	L.+O.U.	Communicate about current or removed events and/or objects. <u>Buildings Study</u> p. 13 Exploring the Topic - Outdoor Experiences p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Large-Group Roundup p. 15 Exploring the Topic - Day 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 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. 20 Exploring the Topic - Day 4 Large-Group Roundup p. 21 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 5 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 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 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 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Large-Group Roundup p. 24 Exploring the Topic - Day 5 Large-Group Roundup p. 25 Exploring the Topic - Day 5 Large-Group Roundup p. 26 Exploring the Topic - Day 5 Large-Group Roundup p. 27 Investigation 1 Outdoor Experiences

p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 33 Investigation 1 Day 3 Read-Aloud p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Large-Group Roundup p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Large-Group Roundup p. 37 Investigation 1 Day 5 Read-Aloud p. 37 Investigation 1 Day 5 Small Group p. 39 Investigation 2 Outdoor Experiences p. 40 Investigation 2 Day 1 Choice Time p. 40 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 1 Large-Group Roundup p. 41 Investigation 2 Day 1 Small Group p. 42 Investigation 2 Day 2 Large Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Large-Group Roundup p. 43 Investigation 2 Day 2 Small Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Choice Time p. 45 Investigation 2 Day 3 Large-Group Roundup p. 45 Investigation 2 Day 3 Small Group p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 47 Investigation 2 Day 4 Small Group p. 48 Investigation 2 Day 5 Choice Time p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Large-Group Roundup p. 49 Investigation 2 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Small Group p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Choice Time p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Read-Aloud p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Choice Time p. 55 Investigation 3 Day 2 Large-Group Roundup p. 55 Investigation 3 Day 2 Small Group p. 56 Investigation 3 Day 3 Choice Time p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Large-Group Roundup p. 57 Investigation 3 Day 3 Small Group p. 58 Investigation 3 Day 4 Choice Time p. 58 Investigation 3 Day 4 Large Group p. 59 Investigation 3 Day 4 Large-Group Roundup p. 59 Investigation 3 Day 4 Read-Aloud p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 60 Investigation 3 Day 5 Large Group p. 61 Investigation 3 Day 5 Large-Group Roundup p. 61 Investigation 3 Day 5 Small Group p. 63 Investigation 4 Outdoor Experience p. 64 Investigation 4 Day 1 Choice Time p. 64 Investigation 4 Day 1 Large Group

		p. 65 Investigation 4 Day 1 Large-Group Roundup
		p. 65 Investigation 4 Day 1 Read-Aloud
		p. 65 Investigation 4 Day 1 Small Group
		p. 66 Investigation 4 Day 2 Choice Time
		p. 66 Investigation 4 Day 2 Large Group
		p. 67 Investigation 4 Day 2 Large-Group Roundup
		p. 67 Investigation 4 Day 2 Read-Aloud
		p. 67 Investigation 4 Day 2 Small Group
		p. 68 Investigation 4 Day 3 Large Group
		p. 69 Investigation 4 Day 3 Choice Time
		p. 69 Investigation 4 Day 3 Large-Group Roundup
		p. 69 Investigation 4 Day 3 Read-Aloud
		p. 69 Investigation 4 Day 3 Small Group
		p. 71 Investigation 5 Outdoor Experiences
		p. 72 Investigation 5 Day 1 Choice Time
		p. 72 Investigation 5 Day 1 Large Group
		p. 73 Investigation 5 Day 1 Large-Group Roundup
		p. 73 Investigation 5 Day 1 Small Group
		p. 74 Investigation 5 Day 2 Choice Time
		p. 74 Investigation 5 Day 2 Large Group
		p. 75 Investigation 5 Day 2 Large-Group Roundup
		p. 75 Investigation 5 Day 2 Read-Aloud
		p. 75 Investigation 5 Day 2 Small Group
		p. 76 Investigation 5 Day 3 Choice Time
		p. 76 Investigation 5 Day 3 Large Group
		p. 77 Investigation 5 Day 3 Large-Group Roundup
		p. 77 Investigation 5 Day 3 Small Group
		p. 78 Investigation 5 Day 4 Large Group
		p. 79 Investigation 5 Day 4 Choice Time
		p. 79 Investigation 5 Day 4 Large-Group Roundup
		p. 79 Investigation 5 Day 4 Small Group
		p. 80 Investigation 5 Day 5 Choice Time
		p. 80 Investigation 5 Day 5 Large Group
		p. 81 Investigation 5 Day 5 Large-Group Roundup
		p. 81 Investigation 5 Day 5 Small Group
		p. 93 Celebrating Learning Outdoor Experiences
		p. 94 Celebrating Learning Day 1 Choice Time
		p. 94 Celebrating Learning Day 1 Large Group
		p. 95 Celebrating Learning Day 1 Large Group Roundup
		p. 95 Celebrating Learning Day 1 Small Group
		p. 96 Celebrating Learning Day 2 Large Group
		p. 96 Celebrating Learning Day 2 Choice Time
		p. 97 Celebrating Learning Day 2 Large Group Roundup
		p. 97 Celebrating Learning Day 2 Large Group Roundup p. 97 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	L.B.	p. 97 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	L.B.	
		p. 97 Celebrating Learning Day 2 Small Group Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL	L.B.	p. 97 Celebrating Learning Day 2 Small GroupStrand B: Early learning experiences will support children to use
GRADE LEVEL EXPECTATION		p. 97 Celebrating Learning Day 2 Small Group Strand B: Early learning experiences will support children to use language (expressive language). 3 to 4 years
GRADE LEVEL EXPECTATION INDICATOR	L.48.	p. 97 Celebrating Learning Day 2 Small Group Strand B: Early learning experiences will support children to use language (expressive language). 3 to 4 years Language Structure
GRADE LEVEL EXPECTATION		p. 97 Celebrating Learning Day 2 Small Group Strand B: Early learning experiences will support children to use language (expressive language). 3 to 4 years Language Structure Use basic grammar rules including irregular past tense and
GRADE LEVEL EXPECTATION INDICATOR	L.48.	p. 97 Celebrating Learning Day 2 Small Group Strand B: Early learning experiences will support children to use language (expressive language). 3 to 4 years Language Structure
GRADE LEVEL EXPECTATION INDICATOR	L.48.	p. 97 Celebrating Learning Day 2 Small Group Strand B: Early learning experiences will support children to use language (expressive language). 3 to 4 years Language Structure Use basic grammar rules including irregular past tense and questions.
GRADE LEVEL EXPECTATION INDICATOR	L.48.	p. 97 Celebrating Learning Day 2 Small Group Strand B: Early learning experiences will support children to use language (expressive language). 3 to 4 years Language Structure Use basic grammar rules including irregular past tense and questions. Buildings Study
GRADE LEVEL EXPECTATION INDICATOR	L.48.	p. 97 Celebrating Learning Day 2 Small Group Strand B: Early learning experiences will support children to use language (expressive language). 3 to 4 years Language Structure Use basic grammar rules including irregular past tense and questions. Buildings Study p. 30 Investigation 1 Day 2 Large Group
GRADE LEVEL EXPECTATION INDICATOR	L.48.	p. 97 Celebrating Learning Day 2 Small Group Strand B: Early learning experiences will support children to use language (expressive language). 3 to 4 years Language Structure Use basic grammar rules including irregular past tense and questions. Buildings Study p. 30 Investigation 1 Day 2 Large Group p. 42 Investigation 2 Day 2 Large Group
GRADE LEVEL EXPECTATION INDICATOR	L.48.	p. 97 Celebrating Learning Day 2 Small Group Strand B: Early learning experiences will support children to use language (expressive language). 3 to 4 years Language Structure Use basic grammar rules including irregular past tense and questions. 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
GRADE LEVEL EXPECTATION INDICATOR	L.48.	p. 97 Celebrating Learning Day 2 Small Group Strand B: Early learning experiences will support children to use language (expressive language). 3 to 4 years Language Structure Use basic grammar rules including irregular past tense and questions. 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
GRADE LEVEL EXPECTATION INDICATOR	L.48.	p. 97 Celebrating Learning Day 2 Small Group Strand B: Early learning experiences will support children to use language (expressive language). 3 to 4 years Language Structure Use basic grammar rules including irregular past tense and questions. 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
GRADE LEVEL EXPECTATION INDICATOR INDICATOR	L.48.	 p. 97 Celebrating Learning Day 2 Small Group Strand B: Early learning experiences will support children to use language (expressive language). 3 to 4 years Language Structure Use basic grammar rules including irregular past tense and questions. <u>Buildings Study</u> p. 30 Investigation 1 Day 2 Large Group p. 42 Investigation 2 Day 2 Large Group p. 68 Investigation 4 Day 3 Large Group p. 74 Investigation 5 Day 2 Large Group p. 97 Celebrating Learning Day 2 Large Group Roundup
GRADE LEVEL EXPECTATION INDICATOR	L.48.	p. 97 Celebrating Learning Day 2 Small Group Strand B: Early learning experiences will support children to use language (expressive language). 3 to 4 years Language Structure Use basic grammar rules including irregular past tense and questions. 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
GRADE LEVEL EXPECTATION INDICATOR INDICATOR	L.48.	p. 97 Celebrating Learning Day 2 Small GroupStrand B: Early learning experiences will support children to use language (expressive language).3 to 4 yearsLanguage StructureUse basic grammar rules including irregular past tense and questions.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. 97 Celebrating Learning Day 2 Large Group RoundupUse speech that is mostly intelligible to familiar and unfamiliar
GRADE LEVEL EXPECTATION INDICATOR INDICATOR	L.48.	p. 97 Celebrating Learning Day 2 Small GroupStrand B: Early learning experiences will support children to use language (expressive language).3 to 4 yearsLanguage StructureUse basic grammar rules including irregular past tense and questions.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. 97 Celebrating Learning Day 2 Large Group RoundupUse speech that is mostly intelligible to familiar and unfamiliar
GRADE LEVEL EXPECTATION INDICATOR INDICATOR	L.48.	p. 97 Celebrating Learning Day 2 Small GroupStrand B: Early learning experiences will support children to use language (expressive language).3 to 4 yearsLanguage StructureUse basic grammar rules including irregular past tense and questions.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. 97 Celebrating Learning Day 2 Large Group RoundupUse speech that is mostly intelligible to familiar and unfamiliar adults.Buildings Study p. 41 Investigation 2 Day 1 Large-Group Roundup
GRADE LEVEL EXPECTATION INDICATOR INDICATOR	L.48.	p. 97 Celebrating Learning Day 2 Small GroupStrand B: Early learning experiences will support children to use language (expressive language).3 to 4 yearsLanguage StructureUse basic grammar rules including irregular past tense and questions.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. 97 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Large Group RoundupUse speech that is mostly intelligible to familiar and unfamiliar adults. Buildings Study

STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Vocabulary
INDICATOR	L.60.5.	Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs). <u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 18 Exploring the Topic - Day 4 Read-Aloud p. 21 Exploring the Topic - Day 5 Choice Time 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. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 2 Read-Aloud p. 34 Investigation 1 Day 4 Read-Aloud p. 35 Investigation 1 Day 4 Read-Aloud p. 36 Investigation 1 Day 4 Read-Aloud p. 36 Investigation 1 Day 4 Read-Aloud p. 37 Investigation 1 Day 4 Read-Aloud p. 36 Investigation 1 Day 4 Read-Aloud p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Large Group p. 37 Investigation 2 Day 3 Large-Group Roundup p. 43 Investigation 2 Day 3 Large-Group Roundup p. 45 Investigation 2 Day 3 Large-Group Roundup p. 45 Investigation 2 Day 3 Large-Group Roundup p. 45 Investigation 2 Day 5 Large Group p. 48 Investigation 2 Day 5 Large Group p. 48 Investigation 2 Day 5 Large Group p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 3 Day 1 Large Group p. 49 Investigation 3 Day 1 Read-Aloud p. 49 Investigation 3 Day 1 Read-Aloud p. 50 Investigation 3 Day 1 Read-Aloud p. 51 Investigation 3 Day 1 Read-Aloud p. 51 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 1 Sead-Aloud p. 55 Investigation 3 Day 1 Sead-Aloud p. 51 Investigation 3 Day 1 Large Group p. 61 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 3 Day 4 Read-Aloud p. 55 Investigation 3 Day 4 Read-Aloud p. 69 Investigation 3 Day 4 Read-Aloud p. 69 Investigation 3 Day 4 Read-Aloud p. 69 Investigation 5 Day 4 Read-Aloud p. 75 Investigation 5 Day 1 Read-Aloud p. 75 Investigation 5 Day 4 Re
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Expression of Ideas, Feelings and Needs
INDICATOR	L.60.6.	Use more complex words to describe the relationships between objects and ideas (e.g., position words such as "under" or "beside" and comparative words such as "bigger" or "longer"). <u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Small Group
		p. 61 Investigation 3 Day 5 Mighty Minutes
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).

GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Language Structure
INDICATOR	L.60.8.	Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts. <u>Buildings Study</u> p. 41 Investigation 2 Day 1 Large-Group Roundup p. 59 Investigation 3 Day 4 Large-Group Roundup
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Conventions of Conversation
INDICATOR	L.48.10.	Maintain a topic of conversation over the course of several turns. Buildings Study p. 13 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 2 Large Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 18 Exploring the Topic - Day 3 Large-Group Roundup p. 18 Exploring the Topic - Day 3 Large-Group Roundup p. 18 Exploring the Topic - Day 3 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Large-Group Roundup p. 20 Exploring the Topic - Day 4 Large-Group Roundup p. 21 Exploring the Topic - Day 4 Large-Group Roundup p. 22 Exploring the Topic - Day 5 Large Group p. 23 Exploring the Topic - Day 5 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Large-Group Roundup p. 24 Exploring the Topic - Day 5 Large-Group Roundup p. 25 Exploring the Topic - Day 5 Large Group p. 26 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 3 Large-Group Roundup p. 31 In

p. 43 Investigation 2 Day 2 Small Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Choice Time p. 45 Investigation 2 Day 3 Large-Group Roundup p. 45 Investigation 2 Day 3 Small Group p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 47 Investigation 2 Day 4 Small Group p. 48 Investigation 2 Day 5 Choice Time p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Large-Group Roundup p. 49 Investigation 2 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Small Group p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Choice Time p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Read-Aloud p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Choice Time p. 55 Investigation 3 Day 2 Large-Group Roundup p. 55 Investigation 3 Day 2 Small Group p. 56 Investigation 3 Day 3 Choice Time p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Large-Group Roundup p. 57 Investigation 3 Day 3 Small Group p. 58 Investigation 3 Day 4 Choice Time p. 58 Investigation 3 Day 4 Large Group p. 59 Investigation 3 Day 4 Large-Group Roundup p. 59 Investigation 3 Day 4 Read-Aloud p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 60 Investigation 3 Day 5 Large Group p. 61 Investigation 3 Day 5 Large-Group Roundup p. 61 Investigation 3 Day 5 Small Group p. 63 Investigation 4 Outdoor Experience p. 64 Investigation 4 Day 1 Choice Time p. 64 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Large-Group Roundup p. 65 Investigation 4 Day 1 Read-Aloud p. 65 Investigation 4 Day 1 Small Group p. 66 Investigation 4 Day 2 Choice Time p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Large-Group Roundup p. 67 Investigation 4 Day 2 Read-Aloud p. 67 Investigation 4 Day 2 Small Group p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Choice Time p. 69 Investigation 4 Day 3 Large-Group Roundup p. 69 Investigation 4 Day 3 Read-Aloud p. 69 Investigation 4 Day 3 Small Group p. 71 Investigation 5 Outdoor Experiences p. 72 Investigation 5 Day 1 Choice Time p. 72 Investigation 5 Day 1 Large Group p. 73 Investigation 5 Day 1 Large-Group Roundup p. 73 Investigation 5 Day 1 Small Group p. 74 Investigation 5 Day 2 Choice Time p. 74 Investigation 5 Day 2 Large Group p. 75 Investigation 5 Day 2 Large-Group Roundup p. 75 Investigation 5 Day 2 Read-Aloud p. 75 Investigation 5 Day 2 Small Group p. 76 Investigation 5 Day 3 Choice Time p. 76 Investigation 5 Day 3 Large Group p. 77 Investigation 5 Day 3 Large-Group Roundup

		 p. 77 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Choice Time p. 79 Investigation 5 Day 4 Large-Group Roundup p. 79 Investigation 5 Day 4 Small Group p. 80 Investigation 5 Day 5 Choice Time p. 80 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Large-Group Roundup p. 81 Investigation 5 Day 5 Small Group p. 93 Celebrating Learning Outdoor Experiences p. 94 Celebrating Learning Day 1 Choice Time p. 95 Celebrating Learning Day 1 Large Group p. 96 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Small Group p. 97 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Language for Interaction
INDICATOR	L.48.11.	Answer simple who, what, where and why questions. Buildings Study p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 18 Exploring the Topic - Day 4 Small Group p. 18 Exploring the Topic - Day 4 Large Group p. 19 Exploring the Topic - Day 4 Large Group p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Small Group p. 21 Exploring the Topic - Day 4 Small Group p. 23 Investigation 1 Day 1 Large Group p. 20 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 30 Investigation 1 Day 2 Large Group p. 30 Investigation 1 Day 5 Large Group p. 30 Investigation 1 Day 5 Large Group p. 40 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 44 Investigation 2 Day 2 Small Group p. 44 Investigation 2 Day 2 Small Group p. 45 Investigation 2 Day 2 Small Group p. 46 Investigation 2 Day 3 Large Group p. 46 Investigation 2 Day 3 Choice Time p. 46 Investigation 2 Day 3 Choice Time p. 46 Investigation 2 Day 4 Large Group p. 46 Investigation 2 Day 3 Choice Time p. 46 Investigation 2 Day 5 Choice Time p. 48 Investigation 2 Day 4 Large Group p. 48 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 1 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 Large Group p. 54 Investigation 3 Day 1 Large Group p. 55 Investigation 3 Day 1 Large Group p. 55 Investigation 3 Day 1 Small Group p. 56 Investigation 3 Day 3 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. 56 Investigation 3 Day 3 Large Group p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Choice Time p. 56 Investigation 3 Day 3

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

p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Large-Group Roundup p. 37 Investigation 1 Day 5 Read-Aloud p. 37 Investigation 1 Day 5 Small Group p. 39 Investigation 2 Outdoor Experiences p. 40 Investigation 2 Day 1 Choice Time p. 40 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 1 Large-Group Roundup p. 41 Investigation 2 Day 1 Small Group p. 42 Investigation 2 Day 2 Large Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Large-Group Roundup p. 43 Investigation 2 Day 2 Small Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Choice Time p. 45 Investigation 2 Day 3 Large-Group Roundup p. 45 Investigation 2 Day 3 Small Group p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 47 Investigation 2 Day 4 Small Group p. 48 Investigation 2 Day 5 Choice Time p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Large-Group Roundup p. 49 Investigation 2 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Small Group p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Choice Time p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Read-Aloud p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Choice Time p. 55 Investigation 3 Day 2 Large-Group Roundup p. 55 Investigation 3 Day 2 Small Group p. 56 Investigation 3 Day 3 Choice Time p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Large-Group Roundup p. 57 Investigation 3 Day 3 Small Group p. 58 Investigation 3 Day 4 Choice Time p. 58 Investigation 3 Day 4 Large Group p. 59 Investigation 3 Day 4 Large-Group Roundup p. 59 Investigation 3 Day 4 Read-Aloud p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 60 Investigation 3 Day 5 Large Group p. 61 Investigation 3 Day 5 Large-Group Roundup p. 61 Investigation 3 Day 5 Small Group p. 63 Investigation 4 Outdoor Experience p. 64 Investigation 4 Day 1 Choice Time p. 64 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Large-Group Roundup p. 65 Investigation 4 Day 1 Read-Aloud p. 65 Investigation 4 Day 1 Small Group p. 66 Investigation 4 Day 2 Choice Time p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Large-Group Roundup p. 67 Investigation 4 Day 2 Read-Aloud p. 67 Investigation 4 Day 2 Small Group p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Choice Time p. 69 Investigation 4 Day 3 Large-Group Roundup p. 69 Investigation 4 Day 3 Read-Aloud p. 69 Investigation 4 Day 3 Small Group p. 71 Investigation 5 Outdoor Experiences

		p. 72 Investigation 5 Day 1 Choice Time
		p. 72 Investigation 5 Day 1 Large Group p. 73 Investigation 5 Day 1 Large-Group Roundup
		p. 73 Investigation 5 Day 1 Small Group
		p. 74 Investigation 5 Day 2 Choice Time
		p. 74 Investigation 5 Day 2 Large Group
		p. 75 Investigation 5 Day 2 Large-Group Roundup
		p. 75 Investigation 5 Day 2 Read-Aloud
		p. 75 Investigation 5 Day 2 Small Group
		p. 76 Investigation 5 Day 3 Choice Time
		p. 76 Investigation 5 Day 3 Large Group
		p. 77 Investigation 5 Day 3 Large-Group Roundup
		p. 77 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 4 Large Group
		p. 79 Investigation 5 Day 4 Choice Time
		p. 79 Investigation 5 Day 4 Large-Group Roundup
		p. 79 Investigation 5 Day 4 Small Group
		p. 80 Investigation 5 Day 5 Choice Time
		p. 80 Investigation 5 Day 5 Large Group
		p. 81 Investigation 5 Day 5 Large-Group Roundup
		p. 81 Investigation 5 Day 5 Small Group
		p. 93 Celebrating Learning Outdoor Experiences
		p. 94 Celebrating Learning Day 1 Choice Time p. 94 Celebrating Learning Day 1 Large Group
		p. 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
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use
		language for social interaction.
GRADE LEVEL	1 60	
	L.60.	4 to 5 years
EXPECTATION	L.00.	
EXPECTATION INDICATOR	L.00.	4 to 5 years Language for Interaction
EXPECTATION	L.60.10.	
EXPECTATION INDICATOR		Language for Interaction Use language to share ideas and gain information.
EXPECTATION INDICATOR		Language for Interaction Use language to share ideas and gain information. Buildings Study
EXPECTATION INDICATOR		Language for Interaction Use language to share ideas and gain information. Buildings Study p. 30 Investigation 1 Day 2 Large Group
EXPECTATION INDICATOR		Language for Interaction Use language to share ideas and gain information. Buildings Study p. 30 Investigation 1 Day 2 Large Group p. 42 Investigation 2 Day 2 Large Group
EXPECTATION INDICATOR		Language for Interaction Use language to share ideas and gain 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
EXPECTATION INDICATOR		Language for Interaction Use language to share ideas and gain information. Buildings Study p. 30 Investigation 1 Day 2 Large Group p. 42 Investigation 2 Day 2 Large Group
EXPECTATION INDICATOR INDICATOR	L.60.10.	Language for Interaction Use language to share ideas and gain 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. 97 Celebrating Learning Day 2 Large Group Roundup
EXPECTATION INDICATOR		Language for Interaction Use language to share ideas and gain 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
EXPECTATION INDICATOR INDICATOR STATE FRAMEWORK GRADE LEVEL	L.60.10.	Language for Interaction Use language to share ideas and gain 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. 97 Celebrating Learning Day 2 Large Group Roundup Strand D: Early learning experiences will support children to gain
EXPECTATION INDICATOR INDICATOR STATE FRAMEWORK GRADE LEVEL EXPECTATION	L.D.	Language for Interaction Use language to share ideas and gain 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. 97 Celebrating Learning Day 2 Large Group Roundup Strand D: Early learning experiences will support children to gain book appreciation and knowledge. 3 to 4 years
EXPECTATION INDICATOR INDICATOR STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	L.60.10.	Language for Interaction Use language to share ideas and gain 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. 97 Celebrating Learning Day 2 Large Group Roundup Strand D: Early learning experiences will support children to gain book appreciation and knowledge. 3 to 4 years Interest and Engagement with Books
EXPECTATION INDICATOR INDICATOR STATE FRAMEWORK GRADE LEVEL EXPECTATION	L.D.	Language for Interaction Use language to share ideas and gain 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. 97 Celebrating Learning Day 2 Large Group Roundup Strand D: Early learning experiences will support children to gain book appreciation and knowledge. 3 to 4 years
EXPECTATION INDICATOR INDICATOR STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	L.60.10.	Language for Interaction Use language to share ideas and gain 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. 97 Celebrating Learning Day 2 Large Group Roundup Strand D: Early learning experiences will support children to gain book appreciation and knowledge. 3 to 4 years Interest and Engagement with Books Select fiction and nonfiction books to be read and attend with interest.
EXPECTATION INDICATOR INDICATOR STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	L.60.10.	Language for Interaction Use language to share ideas and gain 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. 74 Investigation 5 Day 2 Large Group p. 74 Investigation 5 Day 2 Large Group p. 97 Celebrating Learning Day 2 Large Group Roundup Strand D: Early learning experiences will support children to gain book appreciation and knowledge. 3 to 4 years Interest and Engagement with Books Select fiction and nonfiction books to be read and attend with interest. Buildings Study
EXPECTATION INDICATOR INDICATOR STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	L.60.10.	Language for Interaction Use language to share ideas and gain 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. 97 Celebrating Learning Day 2 Large Group Roundup Strand D: Early learning experiences will support children to gain book appreciation and knowledge. 3 to 4 years Interest and Engagement with Books Select fiction and nonfiction books to be read and attend with interest. Buildings Study p. 15 Exploring the Topic - Day 1 Read-Aloud
EXPECTATION INDICATOR INDICATOR STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	L.60.10.	Language for Interaction Use language to share ideas and gain 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 Roundup Strand D: Early learning experiences will support children to gain book appreciation and knowledge. 3 to 4 years Interest and Engagement with Books Select fiction and nonfiction books to be read and attend with interest. Buildings Study p. 15 Exploring the Topic - Day 1 Read-Aloud p. 16 Exploring the Topic - Day 2 Large Group
EXPECTATION INDICATOR INDICATOR STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	L.60.10.	Language for Interaction Use language to share ideas and gain 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. 97 Celebrating Learning Day 2 Large Group Roundup Strand D: Early learning experiences will support children to gain book appreciation and knowledge. 3 to 4 years Interest and Engagement with Books Select fiction and nonfiction books to be read and attend with interest. Buildings Study p. 15 Exploring the Topic - Day 1 Read-Aloud
EXPECTATION INDICATOR INDICATOR STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	L.60.10.	Language for Interaction Use language to share ideas and gain 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. 97 Celebrating Learning Day 2 Large Group Roundup Strand D: Early learning experiences will support children to gain book appreciation and knowledge. 3 to 4 years Interest and Engagement with Books Select fiction and nonfiction books to be read and attend with interest. Buildings Study p. 15 Exploring the Topic - Day 1 Read-Aloud p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group p. 21 Exploring the Topic - Day 4 Read-Aloud
EXPECTATION INDICATOR INDICATOR STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	L.60.10.	Language for Interaction Use language to share ideas and gain 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. 77 Celebrating Learning Day 2 Large Group Roundup Strand D: Early learning experiences will support children to gain book appreciation and knowledge. 3 to 4 years Interest and Engagement with Books Select fiction and nonfiction books to be read and attend with interest. Buildings Study p. 15 Exploring the Topic - Day 1 Read-Aloud p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Small Group p. 17 Exploring the Topic - Day 4 Read-Aloud p. 17 Exploring the Topic - Day 5 Read-Aloud p. 23 Exploring the Topic - Day 5 Read-Aloud
EXPECTATION INDICATOR INDICATOR STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	L.60.10.	Language for Interaction Use language to share ideas and gain 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. 77 Celebrating Learning Day 2 Large Group Roundup Strand D: Early learning experiences will support children to gain book appreciation and knowledge. 3 to 4 years Interest and Engagement with Books Select fiction and nonfiction books to be read and attend with interest. Buildings Study p. 15 Exploring the Topic - Day 1 Read-Aloud p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 4 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group p. 21 Exploring the Topic - Day 5 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group
EXPECTATION INDICATOR INDICATOR STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	L.60.10.	Language for Interaction Use language to share ideas and gain 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. 74 Investigation 5 Day 2 Large Group p. 97 Celebrating Learning Day 2 Large Group Roundup Strand D: Early learning experiences will support children to gain book appreciation and knowledge. 3 to 4 years Interest and Engagement with Books Select fiction and nonfiction books to be read and attend with interest. Buildings Study p. 15 Exploring the Topic - Day 1 Read-Aloud p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 21 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
EXPECTATION INDICATOR INDICATOR STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	L.60.10.	Language for Interaction Use language to share ideas and gain 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. 77 Celebrating Learning Day 2 Large Group Roundup Strand D: Early learning experiences will support children to gain book appreciation and knowledge. 3 to 4 years Interest and Engagement with Books Select fiction and nonfiction books to be read and attend with interest. Buildings Study p. 15 Exploring the Topic - Day 1 Read-Aloud p. 16 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group p. 17 Exploring the Topic - Day 4 Read-Aloud p. 17 Exploring the Topic - Day 5 Small Group p. 21 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. 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. 23 Exploring the Topic - Day 5 Small Group p. 24 Investigation 1 Outdoor Experiences <td< td=""></td<>
EXPECTATION INDICATOR INDICATOR STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	L.60.10.	Language for Interaction Use language to share ideas and gain 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. 74 Investigation 5 Day 2 Large Group p. 97 Celebrating Learning Day 2 Large Group Roundup Strand D: Early learning experiences will support children to gain book appreciation and knowledge. 3 to 4 years Interest and Engagement with Books Select fiction and nonfiction books to be read and attend with interest. Buildings Study p. 15 Exploring the Topic - Day 1 Read-Aloud p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 21 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. 27 Investigation 1 Outdoor Experiences

	1	
		 p. 29 Investigation 1 Day 1 Mighty Minutes 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 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 1 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 2 Small Group p. 43 Investigation 2 Day 3 Read-Aloud p. 43 Investigation 2 Day 3 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 45 Investigation 2 Day 5 Large Group p. 47 Investigation 2 Day 5 Large Group p. 49 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 2 Read-Aloud p. 56 Investigation 3 Day 2 Read-Aloud p. 57 Investigation 3 Day 3 Read-Aloud p. 56 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 3 Day 3 Read-Aloud p. 56 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 3 Day 4 Read-Aloud p. 61 Investigation 4 Day 3 Read-Aloud p. 61 Investigation 4 Day 3 Read-Aloud p. 63 Investigation 4 Day 3 Read-Aloud p. 61 Investigation 5 Day 1 Read-Aloud p. 73 Investigation 5 Day 1 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 75 Investigation 5 Day 3 Read-Aloud p. 75 Investigation 5 Day 3 Read-Aloud p. 75 Inves
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)
INDICATOR	L.48.13.	Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text. <u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Large-Group Roundup p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 21 Exploring the Topic - Day 4 Read-Aloud p. 22 Exploring the Topic - Day 5 Large Group p. 23 Exploring the Topic - Day 5 Read-Aloud p. 23 Exploring the Topic - Day 5 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group

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

		 p. 80 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Mighty Minutes p. 81 Investigation 5 Day 5 Read-Aloud p. 95 Celebrating Learning Day 1 Read-Aloud p. 96 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.48.14.	Ask and answer simple who, what, where and why questions related to story or text. Buildings Study p. 16 Exploring the Topic - Day 1 Small Group p. 17 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 Choice Time p. 18 Exploring the Topic - Day 4 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. 23 Investigation 1 Day 1 Large Group p. 24 Investigation 1 Day 2 Large Group p. 30 Investigation 1 Day 2 Large Group p. 30 Investigation 1 Day 2 Large Group p. 30 Investigation 1 Day 2 Large Group p. 41 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 2 Large Group p. 41 Investigation 2 Day 2 Large Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Choice Time p. 44 Investigation 2 Day 2 Choice Time p. 44 Investigation 2 Day 3 Large Group p. 44 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 Large Group p. 53 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 1 Large Group p. 56 Investigation 3 Day 1 Large Group p. 56 Investigation 3 Day 2 Large Group p. 56 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

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

INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)
INDICATOR	L.60.12.	With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text. Buildings Study p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 21 Exploring the Topic - Day 5 Read-Aloud 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. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 3 Read-Aloud p. 31 Investigation 1 Day 3 Read-Aloud p. 31 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 5 Choice Time p. 35 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Choice Time p. 37 Investigation 1 Day 5 Choice Time p. 37 Investigation 2 Day 7 Read-Aloud p. 41 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 3 Read-Aloud p. 43 Investigation 2 Day 3 Read-Aloud p. 43 Investigation 2 Day 3 Read-Aloud p. 44 Investigation 2 Day 3 Read-Aloud p. 45 Investigation 2 Day 3 Large-Group Roundup p. 45 Investigation 2 Day 3 Large-Group Roundup p. 45 Investigation 2 Day 4 Read-Aloud p. 47 Investigation 2 Day 5 Large Group p. 48 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 3 Read-Aloud p. 56 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 3 Day 3 Read-Aloud p. 56 Investigation 3 Day 3 Read-Aloud p. 56 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 3 Day 3 Read-Aloud p. 56 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 3 Day 3 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 69 Investigation 5 Day 1 Read-Aloud p. 61 Investigation 5 Day 1 Read-Aloud p. 73 Investigation 5 Day 1 Read-Aloud p. 75 Investigation 5 Day 1 Read-Aloud p. 75 Investigation 5 Day 3 Read-Aloud p. 75 Investigation 5 Day 3 Read-Aloud p. 75 Investigation 5 Day 3
INDICATOR	L.60.13.	Identify main components of a story or text (the major plot points of a story or the main topic of an informational text). Buildings Study p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 31 Investigation 1 Day 2 Read-Aloud p. 34 Investigation 1 Day 4 Choice Time p. 35 Investigation 1 Day 4 Read-Aloud p. 36 Investigation 1 Day 5 Choice Time p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 3 Large-Group Roundup

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

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

Buildings Study p. 14 Exploring the Topic - Day 1 Large Group p. 35 Investigation 1 Day 4 Small Group p. 41 Investigation 2 Day 1 Small Group p. 41 Investigation 3 Day 3 Small Group p. 57 Investigation 3 Day 3 Small Group p. 57 Investigation 5 Day 3 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 3 Small Group p. 79 Investigation 5 Day 3 Small Group p. 81 Investigation 5 Day 3 Small Group p. 81 Investigation 5 Day 3 Small Group p. 84 Celebrating Learning Day 2 Small Group p. 94 Celebrating Learning Day 1 Choice Time p. 44 Exploring the Topic - Day 1 Large Group p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 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. 17 Exploring the Topic - Day 2 Small Group p. 17 Exploring the Topic - Day 2 Large Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 4 Large Group
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p. 36 Investigation 1 Day 5 Choice Time
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p. 40 Investigation 2 Day 1 Large Group
p. 41 Investigation 2 Day 1 Read-Aloud
p. 41 Investigation 2 Day 1 Small Group
p. 43 Investigation 2 Day 2 Choice Time
p. 43 Investigation 2 Day 2 Mighty Minutes
p. 43 Investigation 2 Day 2 Read-Aloud
p. 43 Investigation 2 Day 2 Small Group
p. 44 Investigation 2 Day 3 Large Group
p. 45 Investigation 2 Day 3 Large-Group Roundup
p. 45 Investigation 2 Day 3 Read-Aloud
p. 45 Investigation 2 Day 3 Small Group
p. 46 Investigation 2 Day 5 Children Croup
p. 46 Investigation 2 Day 4 Choice Time
p. 47 Investigation 2 Day 4 Large Group
p. 47 Investigation 2 Day 4 Earge-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 Day 1 Large Group p. 53 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 4 Large-Group Roundup p. 56 Investigation 3 Day 4 Large-Group Roundup p. 57 Investigation 3 Day 4 Large-Group Roundup p. 59 Investigation 3 Day 4 Small Group p. 61 Investigation 3 Day 5 Small Group p. 61 Investigation 3 Day 5 Small Group p. 64 Investigation 4 Day 1 Choice Time p. 64 Investigation 4 Day 1 Choice Time p. 64 Investigation 4 Day 2 Choice Time p. 66 Investigation 4 Day 2 Choice Time p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Large Group p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 5 Day 1 Choice Time p. 72 Investigation 5 Day 1 Choice Time p. 72 Investigation 5 Day 1 Large-Group Roundup p. 73 Investigation 5 Day 1 Large Group p. 74 Investigation 5 Day 2 Large Group p. 75 Investigation 5 Day 2 Large Group p. 75 Investigation 5 Day 3 Read-Aloud p. 74 Investigation 5 Day 3 Large Group p. 75 Investigation 5 Day 3 Large Group p. 76 Investigation 5 Day 3 Large Group p. 77 Investigation 5 Day 4 Large Group
STATE FRAMEWORK	L.E.	p. 97 Celebrating Learning Day 2 Small Group Strand E: Early learning experiences will support children to gain
GRADE LEVEL	L.60.	knowledge of print and its uses. 4 to 5 years
INDICATOR INDICATOR	L.60.20.	Letter Recognition Recognize and name known letters of the alphabet in familiar and
		 Recognize and name known letters of the alphabet in familiar and unfamiliar words. <u>Buildings Study</u> p 97 Celebrating Learning Day 2 Mighty Minutes p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 23 Exploring the Topic - Day 5 Mighty Minutes p. 35 Investigation 1 Day 4 Small Group p. 37 Investigation 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
INDICATOR	L.60.21.	Make some letter-sound connections.
		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. 94 Celebrating Learning Day 1 Choice Time
STATE FRAMEWORK	L.F.	Strand F: Early learning experiences will support children to develop phonological awareness.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Phonological Awareness
INDICATOR	L.48.20.	Recognize rhyming words in songs, chants or poems. 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 3 Mighty Minutes p. 23 Exploring the Topic - Day 5 Mighty Minutes p. 23 Exploring the Topic - Day 5 Mighty Minutes p. 23 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 2 Day 1 Mighty Minutes p. 56 Investigation 3 Day 5 Large Group p. 61 Investigation 3 Day 5 Small Group p. 65 Investigation 4 Day 1 Mighty Minutes p. 73 Investigation 5 Day 1 Small Group p. 80 Investigation 5 Day 5 Large Group p. 80 Investigation 5 Day 5 Large Group p. 80 Investigation 5 Day 5 Large Group p. 80 Investigation 5 Day 1 Small Group p. 80 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
INDICATOR	L.48.21.	Identify when initial sounds in words are the same. 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 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
	L.48.22.	Distinguish individual words in a sentence.
INDICATOR	L.40.22.	Distinguisti individual words in a sentence.
		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
STATE FRAMEWORK	L.F.	Strand F: Early learning experiences will support children to develop phonological awareness.
GRADE LEVEL	L.60.	4 to 5 years
		Phonelesiael Awarenees
INDICATOR INDICATOR	L.60.22.	Phonological Awareness
INDICATOR	L.00.22.	Produce rhyming words or words that have same initial sound.
		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 Mighty Minutes
		p. 15 Exploring the Topic - Day 1 Small Group
		p. 19 Exploring the Topic - Day 3 Mighty Minutes
		p. 23 Exploring the Topic - Day 5 Mighty Minutes
		p. 28 Investigation 1 Day 1 Large Group
		p. 29 Investigation 1 Day 1 Mighty Minutes p. 31 Investigation 1 Day 2 Mighty Minutes
		p. 31 Investigation 1 Day 2 Small Group
		p. 33 Investigation 1 Day 3 Large-Group Roundup
		p. 33 Investigation 1 Day 3 Small Group
		p. 35 Investigation 1 Day 4 Mighty Minutes
		p. 35 Investigation 1 Day 4 Small Group
		p. 36 Investigation 1 Day 5 Large Group
		p. 37 Investigation 1 Day 5 Mighty Minutes
		p. 41 Investigation 2 Day 1 Mighty Minutes
		p. 43 Investigation 2 Day 2 Choice Time
		p. 52 Investigation 3 Day 1 Large Group
		p. 55 Investigation 3 Day 2 Mighty Minutes p. 56 Investigation 3 Day 3 Large Group
		p. 57 Investigation 3 Day 3 Mighty Minutes
		p. 59 Investigation 3 Day 4 Mighty Minutes
		p. 61 Investigation 3 Day 5 Large-Group Roundup
		p. 61 Investigation 3 Day 5 Small Group
		p. 65 Investigation 4 Day 1 Mighty Minutes
		p. 67 Investigation 4 Day 2 Mighty Minutes
		p. 69 Investigation 4 Day 3 Small Group
		p. 69 Investigation 4 Day 3 Small Group p. 72 Investigation 5 Day 1 Large Group
		p. 69 Investigation 4 Day 3 Small Group

		 p. 77 Investigation 5 Day 3 Small Group p. 80 Investigation 5 Day 5 Large Group p. 94 Celebrating Learning Day 1 Large Group p. 95 Celebrating Learning Day 1 Mighty Minutes p. 95 Celebrating Learning Day 1 Small Group
INDICATOR	L.60.23.	Recognize which words in a set of words begin with the same sound. <u>Buildings Study</u> p 97 Celebrating Learning Day 2 Mighty Minutes p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 29 Investigation 1 Day 1 Mighty Minutes p. 31 Investigation 1 Day 2 Mighty Minutes p. 35 Investigation 1 Day 4 Small Group p. 37 Investigation 1 Day 5 Mighty Minutes p. 43 Investigation 2 Day 2 Choice Time p. 52 Investigation 3 Day 1 Large Group p. 55 Investigation 3 Day 2 Mighty Minutes p. 59 Investigation 3 Day 2 Mighty Minutes p. 61 Investigation 3 Day 5 Large-Group Roundup p. 61 Investigation 3 Day 5 Small Group p. 72 Investigation 4 Day 3 Small Group p. 75 Investigation 5 Day 1 Large Group p. 75 Investigation 5 Day 2 Mighty Minutes p. 77 Investigation 5 Day 3 Small Group p. 75 Investigation 5 Day 3 Small Group p. 77 Investigation 5 Day 3 Small Group p. 77 Investigation 5 Day 3 Small Group p. 75 Investigation 5 Day 1 Large Group p. 75 Investigation 5 Day 1 Large Group p. 75 Investigation 5 Day 3 Small Group p. 75 Investigation 5 Day 3 Small Group p. 75 Investigation 5 Day 1 Large Group p. 74 Celebrating Learning Day 1 Large Group
INDICATOR	L.60.24.	Distinguish 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 Mighty Minutes p. 73 Investigation 5 Day 1 Mighty Minutes p. 75 Investigation 5 Day 2 Mighty Minutes
STATE FRAMEWORK	L.G.	Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Drawing and Writing
INDICATOR	L.48.23.	 Draw or "write" to convey an idea, event or story. "Writing" involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others). <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 30 Investigation 1 Day 2 Large Group p. 41 Investigation 2 Day 1 Small Group p. 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 5 Small Group p. 81 Investigation 5 Day 5 Small Group
INDICATOR	L.48.24.	Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms. <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group

		 p. 21 Exploring the Topic - Day 4 Small Group p. 30 Investigation 1 Day 2 Large Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 43 Investigation 2 Day 3 Small Group p. 45 Investigation 2 Day 3 Small Group p. 54 Investigation 3 Day 2 Large Group p. 66 Investigation 4 Day 2 Large Group p. 72 Investigation 5 Day 1 Choice Time p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group
STATE FRAMEWORK	L.G.	Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Drawing and Writing
INDICATOR	L.60.25.	Draw original stories with a beginning, middle and end. 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 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 4 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 47 Investigation 2 Day 4 Small Group p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 54 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large Group p. 60 Investigation 3 Day 2 Large Group p. 60 Investigation 4 Day 2 Large Group p. 61 Investigation 4 Day 2 Large Group p. 63 Investigation 4 Day 2 Large Group p. 64 Investigation 4 Day 2 Large Group p. 65 Investigation 4 Day 2 Large Group p. 60 Investigation 4 Day 2 Large Group p. 60 Investigation 4 Day 2 Large Group p. 61 Investigation 5 Day 4 Small Group p. 63 Investigation 5 Day 5 Choice Time p. 66 Investigation 4 Day 2 Large Group p. 69 Investigation 4 Day 3 Large-Group Roundup p. 69 Investigation 4 Day 3 Large-Group Roundup p. 69 Investigation 5 Day 4 Small Group p. 69 Investigation 5 Day 5 Large-Group Roundup p. 71 Investigation 5 Day 5 Large-Group Roundup p. 69 Investigation 5 Day 5 Large-Group Roundup p. 69 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Large-Group Roundup p. 79 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Large-Group Roundup p. 72 Investigation 5 Day 5 Large-Group Roundup p. 73 Investigation 5 Day 5 Small Group p. 74 Investigation 5 Day 5 Small Group
INDICATOR	L.60.26.	Use early developmental spelling. May use one letter for the initial or final sound to represent whole word. Buildings Study p. 21 Exploring the Topic - Day 4 Small Group p. 35 Investigation 1 Day 4 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Music
INDICATOR	CA.48.1.	Adapt to changes in the basic qualities of music and move in more organized ways to same/different qualities of music.

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

		 p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 2 Small Group p. 31 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 33 Investigation 1 Day 3 Mighty Minutes p. 33 Investigation 1 Day 3 Mighty Minutes p. 33 Investigation 1 Day 4 Large Group p. 34 Investigation 2 Duy 4 Large Group p. 36 Investigation 2 Duy 1 Large Group p. 41 Investigation 2 Day 1 Large Group p. 44 Investigation 2 Day 2 Large Group p. 44 Investigation 2 Day 2 Large Group p. 44 Investigation 2 Day 4 Large Group p. 44 Investigation 2 Day 4 Large Group p. 45 Investigation 2 Day 5 Large Group p. 47 Investigation 2 Day 5 Large Group p. 51 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 2 Large Group p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Large Group p. 58 Investigation 3 Day 3 Large Group p. 61 Investigation 3 Day 3 Large Group p. 61 Investigation 3 Day 5 Small Group p. 64 Investigation 3 Day 5 Small Group p. 64 Investigation 4 Day 1 Large Group p. 64 Investigation 5 Day 2 Large Group p. 64 Investigation 4 Day 1 Large Group p. 64 Investigation 4 Day 1 Large Group p. 64 Investigation 5 Day 2 Large Group p. 64 Investigation 5 Day 1 Large Group p. 64 Investigation
INDICATOR	CA.48.4.	 p. 93 Celebrating Learning Outdoor Experiences p. 94 Celebrating Learning Day 1 Large Group p. 96 Celebrating Learning Day 2 Large Group Spontaneously sing songs and/or participate in songs with
		gestures. Buildings Study 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 3 Large Group p. 18 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. 20 Exploring the Topic - Day 5 Mighty Minutes p. 23 Exploring the Topic - Day 5 Mighty Minutes p. 23 Exploring the Topic - Day 5 Mighty Minutes p. 24 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Small Group p. 31 Investigation 1 Day 3 Mighty Minutes 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. 34 Investigation 1 Day 5 Large Group p. 39 Investigation 1 Day 5 Large Group p. 39 Investigation 2 Day 4 Large Group p. 39 Investigation 2 Day 4 Large Group p. 39 Investigation 2 Day 4 Large Group p. 39 Investigation 1 Day 5 Large Group p. 39 Investigation 2 Day 4 Large Group p. 40 Investigation 2 Day 1 Large Group p. 42 Investigation 2 Day 1 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. 49 Investigation 2 Day 5 Small Group
		p. 51 Investigation 3 Outdoor Experiences
		p. 52 Investigation 3 Day 1 Large Group
		p. 53 Investigation 3 Day 1 Mighty Minutes
		p. 53 Investigation 3 Day 1 Small Group
		p. 54 Investigation 3 Day 2 Large Group
		p. 56 Investigation 3 Day 3 Large Group
		p. 57 Investigation 3 Day 3 Small Group
		p. 58 Investigation 3 Day 4 Large Group
		p. 59 Investigation 3 Day 4 Small Group
		p. 60 Investigation 3 Day 5 Large Group
		p. 61 Investigation 3 Day 5 Small Group
		p. 64 Investigation 4 Day 1 Large Group
		p. 65 Investigation 4 Day 1 Mighty Minutes
		p. 66 Investigation 4 Day 2 Large Group
		p. 68 Investigation 4 Day 3 Large Group
		p. 69 Investigation 4 Day 3 Mighty Minutes
		p. 69 Investigation 4 Day 3 Small Group
		p. 72 Investigation 5 Day 1 Large Group
		p. 73 Investigation 5 Day 1 Small Group
		p. 74 Investigation 5 Day 2 Large Group
		p. 76 Investigation 5 Day 3 Large Group
		p. 78 Investigation 5 Day 4 Large Group
		p. 80 Investigation 5 Day 5 Large Group
		p. 81 Investigation 5 Day 5 Mighty Minutes
		p. 93 Celebrating Learning Outdoor Experiences
		p. 94 Celebrating Learning Day 1 Choice Time
		p. 94 Celebrating Learning Day 1 Large Group
		p. 96 Celebrating Learning Day 2 Large Group
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL	CA.A. CA.48.	Strand A: Early learning experiences will support children to engage
GRADE LEVEL EXPECTATION		Strand A: Early learning experiences will support children to engage in and enjoy the arts. 3 to 4 years
GRADE LEVEL EXPECTATION INDICATOR	CA.48.	Strand A: Early learning experiences will support children to engage in and enjoy the arts. 3 to 4 years Visual Arts
GRADE LEVEL EXPECTATION		Strand A: Early learning experiences will support children to engage in and enjoy the arts. 3 to 4 years
GRADE LEVEL EXPECTATION INDICATOR	CA.48.	Strand A: Early learning experiences will support children to engage in and enjoy the arts. 3 to 4 years Visual Arts Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge.
GRADE LEVEL EXPECTATION INDICATOR	CA.48.	Strand A: Early learning experiences will support children to engage in and enjoy the arts. 3 to 4 years Visual Arts Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge. Buildings Study
GRADE LEVEL EXPECTATION INDICATOR	CA.48.	Strand A: Early learning experiences will support children to engage in and enjoy the arts. 3 to 4 years Visual Arts Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge. Buildings Study p. 16 Exploring the Topic - Day 2 Large Group
GRADE LEVEL EXPECTATION INDICATOR	CA.48.	Strand A: Early learning experiences will support children to engage in and enjoy the arts. 3 to 4 years Visual Arts Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge. Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time
GRADE LEVEL EXPECTATION INDICATOR	CA.48.	Strand A: Early learning experiences will support children to engage in and enjoy the arts. 3 to 4 years Visual Arts Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge. Buildings Study 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
GRADE LEVEL EXPECTATION INDICATOR	CA.48.	Strand A: Early learning experiences will support children to engage in and enjoy the arts. 3 to 4 years Visual Arts Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge. Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 18 Exploring the Topic - Day 3 Large Group
GRADE LEVEL EXPECTATION INDICATOR	CA.48.	Strand A: Early learning experiences will support children to engage in and enjoy the arts. 3 to 4 years Visual Arts Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge. Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 18 Exploring the Topic - Day 3 Large Group p. 23 Exploring the Topic - Day 5 Choice Time
GRADE LEVEL EXPECTATION INDICATOR	CA.48.	Strand A: Early learning experiences will support children to engage in and enjoy the arts. 3 to 4 years Visual Arts Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge. Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 18 Exploring the Topic - Day 3 Large Group p. 23 Exploring the Topic - Day 5 Choice Time p. 30 Investigation 1 Day 2 Choice Time
GRADE LEVEL EXPECTATION INDICATOR	CA.48.	Strand A: Early learning experiences will support children to engage in and enjoy the arts. 3 to 4 years Visual Arts Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge. Buildings Study 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 p. 18 Exploring the Topic - Day 3 Large Group p. 23 Exploring the Topic - Day 5 Choice Time p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large Group
GRADE LEVEL EXPECTATION INDICATOR	CA.48.	Strand A: Early learning experiences will support children to engage in and enjoy the arts. 3 to 4 years Visual Arts Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge. Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 3 Large Group p. 18 Exploring the Topic - Day 5 Choice Time p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large Group
GRADE LEVEL EXPECTATION INDICATOR	CA.48.	Strand A: Early learning experiences will support children to engage in and enjoy the arts. 3 to 4 years Visual Arts Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge. Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 3 Large Group p. 18 Exploring the Topic - Day 5 Choice Time p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Choice Time
GRADE LEVEL EXPECTATION INDICATOR	CA.48.	Strand A: Early learning experiences will support children to engage in and enjoy the arts. 3 to 4 years Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge. Buildings Study 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 p. 18 Exploring the Topic - Day 3 Large Group p. 23 Exploring the Topic - Day 5 Choice Time p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Choice Time p. 35 Investigation 1 Day 4 Small Group
GRADE LEVEL EXPECTATION INDICATOR	CA.48.	Strand A: Early learning experiences will support children to engage in and enjoy the arts. 3 to 4 years Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge. Buildings Study 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 p. 18 Exploring the Topic - Day 3 Large Group 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 p. 32 Investigation 1 Day 3 Choice Time p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group
GRADE LEVEL EXPECTATION INDICATOR	CA.48.	Strand A: Early learning experiences will support children to engage in and enjoy the arts. 3 to 4 years Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge. Buildings Study 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 p. 18 Exploring the Topic - Day 2 Large Group p. 23 Exploring the Topic - Day 3 Large Group p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Choice Time p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Small Group
GRADE LEVEL EXPECTATION INDICATOR	CA.48.	Strand A: Early learning experiences will support children to engage in and enjoy the arts. 3 to 4 years Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge. Buildings Study 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 p. 18 Exploring the Topic - Day 2 Large Group p. 23 Exploring the Topic - Day 3 Large Group p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Choice Time p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Small Group p. 37 Investigation 2 Day 1 Small Group
GRADE LEVEL EXPECTATION INDICATOR	CA.48.	Strand A: Early learning experiences will support children to engage in and enjoy the arts. 3 to 4 years Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge. Buildings Study 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 p. 18 Exploring the Topic - Day 2 Large Group p. 23 Exploring the Topic - Day 3 Large Group p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Choice Time p. 35 Investigation 1 Day 3 Choice Time p. 36 Investigation 1 Day 4 Small Group p. 37 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Small Group p. 37 Investigation 2 Day 1 Small Group p. 41 Investigation 2 Day 2 Small Group p. 43 Investigation 2 Day 2 Small Group
GRADE LEVEL EXPECTATION INDICATOR	CA.48.	Strand A: Early learning experiences will support children to engage in and enjoy the arts. 3 to 4 years Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge. Buildings Study 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 p. 18 Exploring the Topic - Day 2 Large Group p. 23 Exploring the Topic - Day 3 Large Group p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large Group p. 35 Investigation 1 Day 3 Choice Time p. 35 Investigation 1 Day 3 Choice Time p. 35 Investigation 1 Day 3 Choice Time p. 35 Investigation 1 Day 4 Small Group p. 37 Investigation 1 Day 5 Small Group p. 37 Investigation 2 Day 1 Small Group p. 41 Investigation 2 Day 2 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup
GRADE LEVEL EXPECTATION INDICATOR	CA.48.	Strand A: Early learning experiences will support children to engage in and enjoy the arts. 3 to 4 years Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge. Buildings Study 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 p. 17 Exploring the Topic - Day 2 Large Group p. 18 Exploring the Topic - Day 3 Large Group p. 23 Exploring the Topic - Day 5 Choice Time p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large Group p. 35 Investigation 1 Day 3 Choice Time p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 2 Day 1 Small Group p. 41 Investigation 2 Day 2 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 47 Investigation 3 Outdoor Experiences
GRADE LEVEL EXPECTATION INDICATOR	CA.48.	Strand A: Early learning experiences will support children to engage in and enjoy the arts. 3 to 4 years Visual Arts Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge. Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large Group p. 18 Exploring the Topic - Day 2 Large Group p. 18 Exploring the Topic - Day 2 Large Group p. 18 Exploring the Topic - Day 3 Large Group p. 18 Exploring the Topic - Day 5 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Choice Time p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 4 Large-Group Roundup p. 47 Investigation 3 Duy 4 Large-Group Roundup p. 47 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Large-Group Roundup
GRADE LEVEL EXPECTATION INDICATOR	CA.48.	Strand A: Early learning experiences will support children to engage in and enjoy the arts. 3 to 4 years Visual Arts Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge. Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 18 Exploring the Topic - Day 3 Large Group p. 17 Exploring the Topic - Day 5 Choice Time p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Choice Time p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 41 Investigation 2 Day 4 Large-Group Roundup p. 43 Investigation 3 Day 1 Small Group p. 41 Investigation 3 Day 4 Large-Group Roundup p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group
GRADE LEVEL EXPECTATION INDICATOR	CA.48.	Strand A: Early learning experiences will support children to engage in and enjoy the arts. 3 to 4 years Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge. Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large Group p. 18 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large Group p. 18 Exploring the Topic - Day 2 Large Group p. 18 Exploring the Topic - Day 2 Large Group p. 23 Exploring the Topic - Day 2 Large Group p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Large-Group Roundup p. 32 Investigation 1 Day 3 Choice Time p. 35 Investigation 1 Day 5 Large Group p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 2 Day 1 Small Group p. 41 Investigation 2 Day 2 Small Group p. 43 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 Large-Group Roundup p. 54 Investigation 3 Day 2 Large Group
GRADE LEVEL EXPECTATION INDICATOR	CA.48.	Strand A: Early learning experiences will support children to engage in and enjoy the arts. 3 to 4 years Visual Arts Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge. Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 18 Exploring the Topic - Day 2 Large-Group Roundup p. 23 Exploring the Topic - Day 5 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. 35 Investigation 1 Day 2 Choice Time p. 36 Investigation 1 Day 3 Choice Time p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Small Group p. 37 Investigation 2 Day 1 Small Group p. 41 Investigation 2 Day 2 Small Group p. 41 Investigation 3 Day 1 Large-Group Roundup p. 51 Investigation 3 Day 1 Large-Group Roundup p. 51 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Large-Group Roundup p. 55 Investigation 3 Day 2 Large Group
GRADE LEVEL EXPECTATION INDICATOR	CA.48.	Strand A: Early learning experiences will support children to engage in and enjoy the arts. 3 to 4 years Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge. Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large Group p. 18 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large Group p. 18 Exploring the Topic - Day 2 Large Group p. 18 Exploring the Topic - Day 2 Large Group p. 23 Exploring the Topic - Day 2 Large Group p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Large-Group Roundup p. 32 Investigation 1 Day 3 Choice Time p. 35 Investigation 1 Day 5 Large Group p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 2 Day 1 Small Group p. 41 Investigation 2 Day 2 Small Group p. 43 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 Large-Group Roundup p. 54 Investigation 3 Day 2 Large Group

		p. 59 Investigation 3 Day 4 Small Group
		p. 60 Investigation 3 Day 5 Choice Time p. 64 Investigation 4 Day 1 Large Group
		p. 66 Investigation 4 Day 1 Large Group
		p. 67 Investigation 4 Day 2 Large-Group Roundup
		p. 67 Investigation 4 Day 2 Read-Aloud
		p. 68 Investigation 4 Day 3 Large Group
		p. 69 Investigation 4 Day 3 Choice Time
		p. 69 Investigation 4 Day 3 Large-Group Roundup
		p. 72 Investigation 5 Day 1 Choice Time
		p. 72 Investigation 5 Day 1 Large Group
		p. 73 Investigation 5 Day 1 Small Group
		p. 74 Investigation 5 Day 2 Large Group
		p. 75 Investigation 5 Day 2 Large-Group Roundup
		p. 76 Investigation 5 Day 3 Choice Time p. 76 Investigation 5 Day 3 Large Group
		p. 79 Investigation 5 Day 5 Earge Group
		p. 81 Investigation 5 Day 5 Large-Group Roundup
		p. 81 Investigation 5 Day 5 Small Group
		p. 96 Celebrating Learning Day 2 Large Group
		p. 96 Celebrating Learning Day 2 Choice Time
STATE FRAMEWORK	CA.A.	
STATEFRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL	CA.48.	3 to 4 years
EXPECTATION	CA.40.	S to 4 years
INDICATOR		Drama
	CA 49.6	
INDICATOR	CA.48.6.	Act out simple scenarios, taking on a familiar role for brief periods during dramatic play.
		during dramatic play.
		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. 33 Investigation 1 Day 3 Mighty Minutes p. 34 Investigation 1 Day 4 Large Group
		p. 35 Investigation 1 Day 4 Large Group
		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. 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
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Dance
INDICATOR	CA.48.7.	Demonstrate increasingly complex dance concepts while learning to move their body in place and through space (e.g., jumping from one place to another, combining several movements like hopping, turning, stamping feet). Buildings Study p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 96 Celebrating Learning Day 2 Large Group
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Music
INDICATOR	CA.60.1.	Initiate new musical activities with voices/instruments (e.g., apply new words, add instruments to familiar song). 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 3 Large Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 20 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 Large Group p. 33 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large Group p. 34 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 3 Small Group p. 36 Investigation 1 Day 4 Large Group p. 39 Investigation 2 Day 4 Large Group p. 39 Investigation 2 Day 4 Large Group p. 40 Investigation 2 Day 4 Large Group p. 41 Investigation 2 Day 4 Large Group p. 44 Investigation 2 Day 4 Large Group p. 45 Investigation 3 Day 1 Large Group p. 51 Investigation 3 Day 1 Large Group p. 51 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 3 Large Group p. 56 Investigation 3 Day 3 Large Group p. 56 Investigation 3 Day 3 Large Group

		p. 57 Investigation 3 Day 3 Small Group
		p. 58 Investigation 3 Day 4 Large Group
		p. 60 Investigation 3 Day 5 Large Group
		p. 61 Investigation 3 Day 5 Small Group
		p. 64 Investigation 4 Day 1 Large Group
		p. 65 Investigation 4 Day 1 Mighty Minutes
		p. 66 Investigation 4 Day 2 Large Group
		p. 68 Investigation 4 Day 3 Large Group
		p. 69 Investigation 4 Day 3 Small Group
		p. 72 Investigation 5 Day 1 Large Group
		p. 74 Investigation 5 Day 2 Large Group
		p. 76 Investigation 5 Day 3 Large Group
		p. 78 Investigation 5 Day 4 Large Group
		p. 80 Investigation 5 Day 5 Large Group
		p. 81 Investigation 5 Day 5 Mighty Minutes
		p. 93 Celebrating Learning Outdoor Experiences
		p. 94 Celebrating Learning Day 1 Large Group
		p. 96 Celebrating Learning Day 2 Large Group
	CA.60.2.	Invent own music through humming singing prosting that
INDICATOR	CA.00.2.	Invent own music through humming, singing, creating rhythms,
		etc.).
		Buildings Study
		p. 14 Exploring the Topic - Day 1 Large Group
		p. 16 Exploring the Topic - Day 2 Large Group
		p. 17 Exploring the Topic - Day 2 Small Group
		p. 18 Exploring the Topic - Day 3 Large Group
		p. 19 Exploring the Topic - Day 3 Mighty Minutes
		p. 20 Exploring the Topic - Day 4 Large Group
		p. 21 Exploring the Topic - Day 4 Mighty Minutes
		p. 28 Investigation 1 Day 1 Large Group
		p. 29 Investigation 1 Day 1 Small Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Small Group
		p. 32 Investigation 1 Day 3 Large Group
		p. 33 Investigation 1 Day 3 Mighty Minutes
		p. 33 Investigation 1 Day 3 Small Group
		p. 34 Investigation 1 Day 4 Large Group
		p. 36 Investigation 1 Day 5 Large Group
		p. 39 Investigation 2 Outdoor Experiences
		p. 40 Investigation 2 Day 1 Large Group
		p. 42 Investigation 2 Day 2 Large Group
		p. 44 Investigation 2 Day 3 Large Group
		p. 46 Investigation 2 Day 4 Large Group
		p. 47 Investigation 2 Day 4 Mighty Minutes
		p. 48 Investigation 2 Day 5 Large Group
		p. 51 Investigation 3 Outdoor Experiences
		p. 52 Investigation 3 Day 1 Large Group
		p. 53 Investigation 3 Day 1 Mighty Minutes
		p. 54 Investigation 3 Day 2 Large Group
		p. 56 Investigation 3 Day 3 Large Group
		p. 57 Investigation 3 Day 3 Small Group
		p. 58 Investigation 3 Day 4 Large Group
		p. 60 Investigation 3 Day 5 Large Group
		p. 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. 74 Investigation 5 Day 2 Large Group
		p. 78 Investigation 5 Day 4 Large Group
		p. 80 Investigation 5 Day 5 Large Group
		p. 81 Investigation 5 Day 5 Mighty Minutes

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

		A Fundada and a Tank D. A Mit 14 Mit 1
		 p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Small Group p. 31 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 3 Large Group p. 32 Investigation 1 Day 3 Small Group p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 5 Large Group p. 36 Investigation 2 Day 5 Large Group p. 37 Investigation 2 Day 4 Large Group p. 38 Investigation 2 Day 4 Large Group p. 39 Investigation 2 Day 4 Large Group p. 44 Investigation 2 Day 4 Large Group p. 45 Investigation 2 Day 5 Large Group p. 46 Investigation 3 Day 1 Large Group p. 51 Investigation 3 Day 1 Large Group p. 51 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 3 Large Group p. 56 Investigation 3 Day 3 Large Group p. 58 Investigation 3 Day 4 Large Group p. 66 Investigation 3 Day 5 Large Group p. 61 Investigation 4 Day 1 Large Group p. 63 Investigation 4 Day 1 Large Group p. 64 Investigation 4 Day 1 Large Group p. 64 Investigation 5 Day 5 Large Group p. 65 Investigation 4 Day 1 Large Group p. 64 Investigation 4 Day 1 Large Group p. 64 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 3 Large Group p. 64 Investigation 5 Day 3 Large Group p. 65 Investigation 4 Day 3 Large Group p. 64 Investigation
		p. 81 Investigation 5 Day 5 Mighty Minutes p. 93 Celebrating Learning Outdoor Experiences
		p. 94 Celebrating Learning Day 1 Large Group p. 96 Celebrating Learning Day 2 Large Group
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Visual Arts
INDICATOR	CA.60.5.	Use a variety of tools and materials to represent ideas through the visual arts.
		Buildings Studyp. 23 Exploring the Topic - Day 5 Choice Timep. 35 Investigation 1 Day 4 Small Groupp. 36 Investigation 1 Day 5 Large Groupp. 64 Investigation 4 Day 1 Large Groupp. 66 Investigation 4 Day 2 Large Groupp. 68 Investigation 4 Day 3 Large Groupp. 72 Investigation 5 Day 1 Large Groupp. 74 Investigation 5 Day 2 Large Groupp. 76 Investigation 5 Day 3 Large Group
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Drama

INDICATOR	CA.60.6.	Assume elaborate roles in dramatic play (e.g., may play multiple
		roles or may stay in character for extended periods of time).
		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. 22 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
INDICATOR	CA.60.7.	Use materials and props in unique ways and are creative in finding
		and using materials as props desired for dramatic play.
		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 Mighty Minutes p. 17 Exploring the Topic - Day 2 Small Group
		p. 18 Exploring the Topic - Day 2 Small 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. 35 investigation i Day 5 mighty minutes

		 p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Mighty Minutes p. 37 Investigation 2 Day 5 Mighty Minutes p. 41 Investigation 2 Day 2 Large Group p. 43 Investigation 2 Day 2 Large Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 3 Choice Time p. 45 Investigation 2 Day 3 Choice Time p. 45 Investigation 2 Day 4 Mighty Minutes p. 45 Investigation 2 Day 5 Large Group p. 47 Investigation 2 Day 5 Large Group p. 48 Investigation 2 Day 5 Small Group p. 49 Investigation 3 Day 1 Large Group p. 52 Investigation 3 Day 1 Large Group p. 56 Investigation 3 Day 1 Mighty Minutes p. 56 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 5 Duy 1 Small Group p. 69 Investigation 5 Day 1 Mighty Minutes p. 73 Investigation 5 Day 1 Mighty Minutes p. 73 Investigation 5 Day 1 Small Group p. 71 Investigation 5 Day 1 Small Group p. 73 Investigation 5 Day 1 Small Group p. 74 Investigation 5 Day 1 Small Group p. 75 Investigation 5 Day 1 Small Group p. 71 Investigation 5 Day 1 Small Group p. 73 Investigation 5 Day 1 Small Group p. 74 Investigation 5 Day 1 Small Group p. 75 Investigation 5 Day 2 Large Group p. 76 Investigation 5 Day 4 Large Group p. 77 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 5 Choice Time p. 80 Investigation 5 Day 5 Large Group p. 81 I
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Dance
INDICATOR	CA.60.8.	Use multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., use movement to represent leaves falling off trees – sway arms, wiggle fingers, stretch, fall to ground). Buildings Study p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 96 Celebrating Learning Day 2 Large Group
STATE FRAMEWORK	CA.B.	Strand B: Early learning experiences will support children to explore and respond to creative works.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Appreciation of the Arts
INDICATOR	CA.48.8.	Respond to the materials, techniques, ideas and emotions of artworks (2- and 3-dimensional (e.g. explain a picture or sculpture including several details). <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group

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

		p. 76 Investigation 5 Day 3 Large Group
		p. 77 Investigation 5 Day 3 Read-Aloud
		p. 77 Investigation 5 Day 3 Small Group
		p. 78 Investigation 5 Day 4 Large Group
		p. 79 Investigation 5 Day 4 Read-Aloud
		p. 79 Investigation 5 Day 4 Small Group
		p. 81 Investigation 5 Day 5 Small Group
		p. 93 Celebrating Learning Outdoor Experiences
		p. 94 Celebrating Learning Day 1 Choice Time
		p. 95 Celebrating Learning Day 1 Read-Aloud
		p. 95 Celebrating Learning Day 1 Small Group
		p. 97 Celebrating Learning Day 2 Read-Aloud
		p. 97 Celebrating Learning Day 2 Small Group
INDICATOR	CA.48.9.	Demonstrate increased appreciation of the work of others and
INDICATOR	CA.+0.3.	identify preferences.
		identity preferences.
		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 Small Group
		p. 18 Exploring the Topic - Day 3 Large Group
		p. 19 Exploring the Topic - Day 3 Small Group
		p. 20 Exploring the Topic - Day 4 Large Group
		p. 21 Exploring the Topic - Day 4 Choice Time
		p. 21 Exploring the Topic - Day 4 Large-Group Roundup
		p. 23 Exploring the Topic - Day 5 Choice Time
		p. 23 Exploring the Topic - Day 5 Large-Group Roundup
		p. 23 Exploring the Topic - Day 5 Small Group
		p. 28 Investigation 1 Day 1 Large Group
		p. 29 Investigation 1 Day 1 Small Group
		p. 30 Investigation 1 Day 2 Choice Time
		p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Small Group
		p. 32 Investigation 1 Day 3 Large Group
		p. 33 Investigation 1 Day 3 Small Group
		p. 34 Investigation 1 Day 4 Choice Time
		p. 34 Investigation 1 Day 4 Large Group
		p. 35 Investigation 1 Day 4 Large-Group Roundup
		p. 35 Investigation 1 Day 4 Read-Aloud
		p. 35 Investigation 1 Day 4 Small Group
		p. 36 Investigation 1 Day 5 Choice Time
		p. 36 Investigation 1 Day 5 Large Group
		p. 37 Investigation 1 Day 5 Large-Group Roundup p. 37 Investigation 1 Day 5 Small Group
		p. 40 Investigation 2 Day 1 Large Group
		p. 41 Investigation 2 Day 1 Read-Aloud
		p. 41 Investigation 2 Day 1 Small Group
		p. 43 Investigation 2 Day 2 Mighty Minutes
		p. 43 Investigation 2 Day 2 Read-Aloud
		p. 43 Investigation 2 Day 2 Small Group
		p. 44 Investigation 2 Day 3 Large Group
		p. 45 Investigation 2 Day 3 Large-Group Roundup
		p. 45 Investigation 2 Day 3 Read-Aloud
		p. 46 Investigation 2 Day 4 Choice Time
		p. 46 Investigation 2 Day 4 Large Group
		p. 47 Investigation 2 Day 4 Large-Group Roundup
		p. 47 Investigation 2 Day 4 Small Group
		p. 48 Investigation 2 Day 5 Large Group
		p. 49 Investigation 2 Day 5 Mighty Minutes
		p. 49 Investigation 2 Day 5 Small Group
		p. 51 Investigation 3 Outdoor Experiences
L	11	P. C. M. Sociality of Carroot Experiences

		 p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Read-Aloud p. 56 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 3 Day 4 Large-Group Roundup p. 57 Investigation 3 Day 4 Large-Group Roundup p. 59 Investigation 3 Day 5 Read-Aloud p. 61 Investigation 3 Day 5 Read-Aloud p. 61 Investigation 3 Day 5 Read-Aloud p. 61 Investigation 4 Day 5 Small Group p. 64 Investigation 4 Day 1 Choice Time p. 64 Investigation 4 Day 2 Choice Time p. 64 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Large Group p. 68 Investigation 4 Day 2 Large Group p. 69 Investigation 4 Day 2 Large Group p. 69 Investigation 4 Day 2 Large Group p. 69 Investigation 4 Day 3 Large Group p. 69 Investigation 5 Day 1 Large Group p. 71 Investigation 5 Day 1 Large Group p. 73 Investigation 5 Day 1 Large Group p. 74 Investigation 5 Day 2 Large Group p. 75 Investigation 5 Day 3 Large Group p. 76 Investigation 5 Day 3 Large Group p. 77 Investigation 5 Day 3 Large Group p. 78 Investigation 5 Day 3 Large Group p. 76 Investigation 5 Day 3 Large Group p. 77 Investigation 5 Day 3 Large Group p. 77 Investigation 5 Day 3 Large Group p. 78 Investigation 5 Day 3 Large Group p. 79 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Large Group p. 79 Investigati
STATE FRAMEWORK	CA.B.	Strand B: Early learning experiences will support children to explore and respond to creative works.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Appreciation of the Arts
INDICATOR	CA.60.9.	Describe the attributes of various arts media (e.g., used a lot of colors and the paint is thick, sculpture is bumpy). <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 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 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 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. 30 Investigation 1 Day 2 Choice Time

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

		p. 97 Celebrating Learning Day 2 Read-Aloud
		p. 97 Celebrating Learning Day 2 Small Group
DOMAIN / CONTENT STANDARD	CT.M.	Mathematics
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Number Names
INDICATOR	M.48.1.	Say or sign the number sequence up to at least 10. <u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Small Group p. 17 Exploring the Topic - Day 2 Small Group p. 19 Exploring the Topic - Day 3 Small Group p. 23 Exploring the Topic - Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Small Group p. 47 Investigation 2 Day 4 Small Group p. 47 Investigation 3 Day 4 Large Group p. 67 Investigation 4 Day 2 Small Group p. 69 Investigation 5 Day 1 Choice Time p. 71 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. 79 Investigation 5 Day 4 Large Group p. 95 Celebrating Learning Day 1 Large Group Roundup p. 95 Celebrating Learning Day 2 Small Group p. 97 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Cardinality
INDICATOR	M.48.2.	Count up to at least five objects using one-to-one correspondence, using the number name of the last object counted to represent the total number of objects in a set. 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. 47 Investigation 2 Day 4 Small Group p. 67 Investigation 3 Day 4 Large Group p. 69 Investigation 4 Day 2 Small Group p. 71 Investigation 5 Day 1 Choice Time p. 72 Investigation 5 Day 1 Choice Time p. 73 Investigation 5 Day 1 Choice Time p. 73 Investigation 5 Day 3 Small Group p. 76 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. 95 Celebrating Learning Day 1 Large Group Roundup p. 95 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Small Group
INDICATOR	M.48.3.	Count out a set of objects up to four. 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 2 Day 4 Small Group p. 47 Investigation 3 Day 4 Large Group p. 69 Investigation 4 Day 2 Small Group p. 72 Investigation 5 Day 1 Choice Time p. 78 Investigation 5 Day 1 Small Group
		p. 79 Investigation 5 Day 4 Large-Group Roundup p. 95 Celebrating Learning Day 1 Large Group Roundup p. 95 Celebrating Learning Day 1 Read-Aloud p. 96 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Written Numerals
INDICATOR	M.48.4.	Recognize written numerals up to at least five. <u>Buildings Study</u> p. 23 Exploring the Topic - Day 5 Read-Aloud p. 73 Investigation 5 Day 1 Small Group
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Comparison
INDICATOR	M.48.6.	Compare sets of 1 to 5 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same. <u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Small Group p. 17 Exploring the Topic - Day 2 Small Group p. 19 Exploring the Topic - Day 3 Small Group p. 23 Exploring the Topic - Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 2 Day 4 Small Group p. 47 Investigation 2 Day 4 Small Group p. 67 Investigation 3 Day 4 Large Group p. 69 Investigation 4 Day 2 Small Group p. 71 Investigation 5 Day 1 Choice Time p. 72 Investigation 5 Day 1 Choice Time p. 73 Investigation 5 Day 1 Choice Time p. 73 Investigation 5 Day 1 Choice Time p. 73 Investigation 5 Day 1 Small Group p. 69 Investigation 5 Day 1 Small Group p. 79 Investigation 5 Day 1 Large Group p. 95 Celebrating Learning Day 1 Large Group p. 96 Celebrating Learning Day 2 Small Group p. 97 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Number Names

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

		understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Written Numerals
INDICATOR	M.60.4.	Recognize written numerals up to at least 10. <u>Buildings Study</u> p. 23 Exploring the Topic - Day 5 Read-Aloud p. 73 Investigation 5 Day 1 Small Group
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Recognition of Quantity
INDICATOR	M.60.5.	Quickly recognize and name, without counting, the number of objects in collections of up to at least five items. Buildings Study p. 73 Investigation 5 Day 1 Small Group
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Comparison
	M.60.6.	Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same. <u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Small Group p. 17 Exploring the Topic - Day 2 Small Group p. 19 Exploring the Topic - Day 3 Small Group p. 23 Exploring the Topic - Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Small Group p. 47 Investigation 2 Day 4 Small Group p. 58 Investigation 3 Day 4 Large Group p. 67 Investigation 4 Day 2 Small Group p. 69 Investigation 5 Day 1 Choice Time p. 71 Investigation 5 Day 1 Choice Time p. 73 Investigation 5 Day 1 Small Group p. 78 Investigation 5 Day 1 Large Group p. 95 Celebrating Learning Day 1 Large Group Roundup p. 95 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	М.В.	Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Number Operations
INDICATOR	M.48.7.	Understand that adding to (or taking away) one or more objects from a group will increase or decrease the objects in the group. <u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 65 Investigation 4 Day 1 Mighty Minutes

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

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

STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Spatial Relationships
INDICATOR	M.48.11.	Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object. 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
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Identification of Shapes
INDICATOR	M.48.12.	Identify 2-dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes. 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 2 Choice Time
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Composition of Shapes
INDICATOR	M.48.13.	Combine two or more shapes to create a new shape or to represent an object in the environment. 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
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL	M.60.	4 to 5 years

EXPECTATION		
INDICATOR		Spatial Relationships
INDICATOR	M.60.13.	Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object. 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
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Identification of Shapes
INDICATOR	M.60.14.	Identify and describe a variety of 2-dimensional and 3-dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size. <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Choice Time p. 15 Exploring the Topic - Day 1 Small Group p. 17 Exploring the Topic - Day 2 Choice Time p. 30 Investigation 1 Day 2 Choice Time p. 34 Investigation 1 Day 4 Choice Time p. 36 Investigation 1 Day 5 Choice Time p. 53 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Mighty Minutes
DOMAIN / CONTENT	CT.S.	p. 57 Investigation 3 Day 3 Small Group p. 64 Investigation 4 Day 1 Choice Time p. 66 Investigation 4 Day 2 Choice Time Science
STANDARD		
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Questioning and Defining Problems
INDICATOR	S.48.1.	Ask more detailed questions including the relationship between two things or cause and effect relationships. Buildings Study p. 22 Exploring the Topic - Day 5 Large Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 54 Investigation 3 Day 2 Large Group p. 74 Investigation 5 Day 2 Choice Time
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Investigating
INDICATOR	S.48.2.	Intentionally vary actions in order to observe the effect of these actions on materials.
L	I	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 Small Group
		p. 60 Investigation 3 Day 5 Choice Time
		p. 64 Investigation 4 Day 1 Choice Time
		p. 67 Investigation 4 Day 2 Small Group
		p. 69 Investigation 4 Day 3 Choice Time
		p. 69 Investigation 4 Day 3 Small Group
		p. 72 Investigation 5 Day 1 Choice Time
		p. 76 Investigation 5 Day 3 Choice Time
		p. 97 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply
		scientific practices.
GRADE LEVEL	S.48.	3 to 4 years
EXPECTATION		
INDICATOR		Using Evidence
INDICATOR	S.48.3.	Cite examples to support their ideas (e.g., "I think the plant will die
		because when I forgot to water my plant it died.").
		Buildings Study
		p. 16 Exploring the Topic - Day 2 Large Group
		p. 17 Exploring the Topic - Day 2 Earge Group
		p. 18 Exploring the Topic - Day 3 Large Group
		p. 19 Exploring the Topic - Day 3 Small Group
		p. 22 Exploring the Topic - Day 5 Large Group
		p. 27 Investigation 1 Outdoor Experiences
		p. 30 Investigation 1 Day 2 Large Group
		p. 35 Investigation 1 Day 4 Small Group
		p. 40 Investigation 2 Day 1 Large Group
		p. 41 Investigation 2 Day 1 Small Group
		p. 43 Investigation 2 Day 2 Mighty Minutes
		p. 43 Investigation 2 Day 2 Small Group
		p. 53 Investigation 3 Day 1 Large-Group Roundup
		p. 53 Investigation 3 Day 1 Small Group
		p. 54 Investigation 3 Day 2 Large Group
		p. 55 Investigation 3 Day 2 Large-Group Roundup
		p. 55 Investigation 3 Day 2 Mighty Minutes
		p. 57 Investigation 3 Day 3 Large-Group Roundup
		p. 57 Investigation 3 Day 3 Small Group
		p. 59 Investigation 3 Day 4 Large-Group Roundup
		p. 59 Investigation 3 Day 4 Small Group
		p. 60 Investigation 3 Day 5 Large Group
		p. 61 Investigation 3 Day 5 Large-Group Roundup
		p. 66 Investigation 4 Day 2 Large Group
		p. 67 Investigation 4 Day 2 Small Group
		p. 69 Investigation 4 Day 3 Small Group
		p. 71 Investigation 5 Outdoor Experiences
		p. 79 Investigation 5 Day 4 Small Group
		p. 81 Investigation 5 Day 5 Small Group
		p. 95 Celebrating Learning Day 1 Large Group Roundup
		p. 95 Celebrating Learning Day 1 Small Group
		p. 96 Celebrating Learning Day 2 Large Group
		p. 96 Celebrating Learning Day 2 Choice Time
		p. 97 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply
		scientific practices.

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

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

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

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

Clothes Study State: Connecticut Early Learning and Development Standards Subject: Early Childhood Education -5

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

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

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

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

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

		 p. 091 Investigation 7 Day 1 Small Group p. 092 Investigation 7 Day 2 Choice Time p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Large-Group Roundup p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Large-Group Roundup p. 095 Investigation 7 Day 3 Small Group p. 108 Celebrating Learning Day 1 Choice Time p. 109 Celebrating Learning Day 1 Large Group p. 109 Celebrating Learning Day 2 Choice Time p. 110 Celebrating Learning Day 2 Choice Time p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day Large-Group Roundup p. 111 Celebrating Learning Day Large-Group Roundup
STATE FRAMEWORK	С.В.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Attributes, Sorting and Patterns
INDICATOR	C.48.7.	Identify similarities and differences in objects, people, events, sounds based on one attribute (e.g., same or different colors, loud or soft sound). <u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Small Group p. 030 Investigation 1 Day 2 Large Group p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Choice Time p. 043 Investigation 2 Day 1 Small Group p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Small Group p. 062 Investigation 5 Day 2 Small Group p. 073 Investigation 5 Day 2 Small Group p. 075 Investigation 7 Day 2 Small Group p. 075 Investigation 7 Day 2 Small Group p. 083 Investigation 7 Day 2 Small Group p. 083 Investigation 7 Day 2 Small Group p. 108 Celebrating Learning Day 1 Choice Time p. 111 Celebrating Learning Day 2 Small Group
INDICATOR	U.40.0.	Recognize patterns in routines, objects and/or sounds and replicate sequence using objects or language. Clothes Study p. 015 Exploring the Topic Day 1 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 055 Investigation 3 Day 3 Small Group p. 073 Investigation 5 Day 2 Small Group p. 074 Investigation 5 Day 3 Large Group p. 075 Investigation 5 Day 3 Small Group p. 079 Investigation 6 Day 1 Small Group p. 080 Investigation 6 Day 2 Large Group p. 085 Investigation 6 Day 3 Large Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group p. 087 Investigation 7 Day 1 Choice Time p. 093 Investigation 7 Day 2 Small Group
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use
	0.8.	logic and reasoning.

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

INDICATOR	C.60.10.	Begin to question accuracy of information and sources as
		evidenced by sharing conflicting information from another source
		(e.g., when the teacher shares information with class, says, "But my
		dad says").
		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
		p. 019 Exploring the Topic Day 3 Large-Group Roundup
		p. 019 Exploring the Topic Day 3 Small Group p. 021 Exploring the Topic Day 4 Small Group
		p. 023 Exploring the Topic Day 4 Shan Group
		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 Large-Group Roundup p. 037 Investigation 1 Day 5 Mighty Minutes
		p. 037 Investigation 1 Day 5 Small Group
		p. 040 Investigation 2 Day 1 Large Group
		p. 041 Investigation 2 Day 1 Mighty Minutes
		p. 041 Investigation 2 Day 1 Small Group
		p. 043 Investigation 2 Day 2 Large-Group Roundup
		p. 043 Investigation 2 Day 2 Read-Aloud
		p. 043 Investigation 2 Day 2 Small Group
		p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Large-Group Roundup
		p. 045 Investigation 2 Day 3 Mighty Minutes
		p. 045 Investigation 2 Day 3 Small Group
		p. 047 Investigation 2 Day 4 Large-Group Roundup
		p. 050 Investigation 3 Day 1 Choice Time
		p. 050 Investigation 3 Day 1 Large Group
		p. 051 Investigation 3 Day 1 Large-Group Roundup
		p. 052 Investigation 3 Day 2 Choice Time p. 052 Investigation 3 Day 2 Large Group
		p. 052 Investigation 3 Day 2 Large-Group Roundup
		p. 054 Investigation 3 Day 3 Choice Time
		p. 055 Investigation 3 Day 3 Large-Group Roundup
		p. 056 Investigation 3 Day 4 Large Group
		p. 057 Investigation 3 Day 4 Small Group
		p. 058 Investigation 3 Day 5 Choice Time
		p. 059 Investigation 3 Day 5 Small Group p. 062 Investigation 4 Day 1 Large Group
		p. 063 Investigation 4 Day 1 Choice Time
		p. 063 Investigation 4 Day 1 Mighty Minutes
		p. 063 Investigation 4 Day 1 Small Group
		p. 064 Investigation 4 Day 2 Large Group
		p. 065 Investigation 4 Day 2 Large-Group Roundup
		p. 065 Investigation 4 Day 2 Small Group
		p. 067 Investigation 4 Day 3 Large-Group Roundup
		p. 070 Investigation 5 Day 1 Large Group p. 072 Investigation 5 Day 2 Large Group
		p. 072 Investigation 5 Day 2 Large Group p. 073 Investigation 5 Day 2 Large-Group Roundup
		p. 073 Investigation 5 Day 2 Carge-Group Roundup
		p. 074 Investigation 5 Day 3 Large Group
		p. 075 Investigation 5 Day 3 Large-Group Roundup
		p. 075 Investigation 5 Day 3 Read-Aloud
		p. 079 Investigation 6 Day 1 Large-Group Roundup
		p. 079 Investigation 6 Day 1 Small Group

		 p. 081 Investigation 6 Day 2 Large-Group Roundup p. 083 Investigation 6 Day 3 Mighty Minutes p. 083 Investigation 6 Day 3 Small Group p. 085 Investigation 6 Day 4 Read-Aloud p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Large-Group Roundup p. 091 Investigation 7 Day 1 Small Group p. 091 Investigation 7 Day 2 Large Group p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Large Group Roundup p. 093 Investigation 7 Day 2 Large-Group Roundup p. 093 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Small Group p. 108 Celebrating Learning Day 1 Large Group p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day Large-Group Roundup
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Problem Solving
INDICATOR	C.60.11.	Try multiple strategies to solve a problem and draw on multiple resources (e.g., look at what a peer is doing for ideas). <u>Clothes Study</u> p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 023 Exploring the Topic Day 5 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
STATE FRAMEWORK	С.В.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Symbolic Representation
INDICATOR	C.60.13.	Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality. <u>Clothes Study</u> p. 091 Investigation 7 Day 1 Read-Aloud
INDICATOR	C.60.14.	 Represent people, places or things through drawings, movements and/or three-dimensional constructions that are increasingly abstract (e.g., may draw a map that includes an "X" that marks the location of the treasure). <u>Clothes Study</u> p. 020 Exploring the Topic Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 050 Investigation 3 Day 1 Choice Time p. 051 Investigation 3 Day 1 Small Group p. 051 Investigation 3 Day 1 Choice Time p. 055 Investigation 3 Day 1 Choice Time p. 055 Investigation 3 Day 1 Choice Time p. 058 Investigation 3 Day 1 Choice Time p. 059 Investigation 4 Day 3 Small Group p. 051 Investigation 3 Day 1 Choice Time p. 051 Investigation 3 Day 1 Choice Time p. 051 Investigation 4 Day 3 Small Group p. 053 Investigation 3 Day 5 Choice Time p. 051 Investigation 3 Day 5 Choice Time p. 051 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Small Group

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

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

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

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

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

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

		familiar settings and in the community.
		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
DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Word Comprehension
INDICATOR	L.48.1.	Understand words or signs for objects, actions and visible attributes found frequently in both real and symbolic contexts. <u>Clothes Study</u> p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 019 Exploring the Topic Day 1 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 027 Investigation 1 Outdoor Experiences p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Choice Time p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 046 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Small Group p. 047 Investigation 3 Day 2 Small Group p. 045 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 2 Small Group p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Small Group p. 065 Investigation 4 Day 2 Small Group p. 065 Investigation 6 Outdoor Experiences p. 067 Investigation 6 Day 1 Large Group p. 077 Investigation 7 Day 1 Small Group p. 078 Investigation 7 Day 1 Small Group p. 081 Investigation 6 Day 3 Small Group p. 081 Investigation 6 Day 1 Large Group p. 081 Investigation 6 Day 1 Large Group p. 081 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Small Group p. 107 Celebrating Learning Outdoor Experiences p. 111 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Language Comprehension
	L.48.2.	Understand increasingly complex sentences that include 2 - 3 concepts (e.g., "Put the blue paper under the box."). <u>Clothes Study</u> p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 054 Investigation 3 Day 3 Large Group p. 062 Investigation 4 Day 1 Large Group p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to

EXPECTATION Word Comprehension INDICATOR Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts. Clothes Study p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 015 Exploring the Topic Day 3 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 027 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 2 Small Group p. 044 Investigation 2 Day 1 Large Group p. 047 Investigation 3 Day 2 Small Group p. 046 Investigation 3 Day 2 Small Group p. 047 Investigation 3 Day 2 Small Group p. 046 Investigation 3 Day 2 Small Group p. 047 Investigation 3 Day 2 Small Group p. 046 Investigation 3 Day 2 Small Group p. 047 Investigation 3 Day 2 Small Group p. 046 Investigation 3 Day 2 Small Group p. 046 Investigation 4 Day 2 Small Group p. 065 Investigation 4 Day 2 Small Group p. 065 Investigation 4 Day 2 Small Group p. 065 Investigation 4 Day 3 Small Group p. 067 Investigation 6 Day 1 Large Group p. 068 Investigation 6 Day 1 Large Group p. 067 Investigation 6 Day 1 Small Group p. 067 Investigation 7 Day 1 Small Group p. 067 Celebrating Learning Outdoor Experiences p. 111 Celebrating Learning Day 2 Small Group p. 067 Investigation 7 Day 1 Small Group p. 067 Investigation 7 Day 1 Small Group p. 067 Investigation 1 Day 2 Small Group p. 067 Investigation 1 Day 2 Small Group p. 061 Investigation 1 Day 2 Small Group p. 061 Investigation 1 Day 2 Small Group p. 061 Investigation 1 Day 3 Choice Time p. 019 Exploring the Topic Day 3 Small Group p. 061 Investigation 1 Day 3 Choice Time p. 013 Investigation 1 Day 3 Choice Time p. 013 Investigation 1 Day 3 Cho			understand language (receptive language).
INDICATOR Word Comprehension INDICATOR L.60.1. Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts. Clothes Study p. 013 Exploring the Topic Day 1 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 019 Exploring the Topic Day 3 Choice Time p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Choice Time p. 037 Investigation 1 Day 3 Choice Time p. 034 Investigation 1 Day 3 Choice Time p. 037 Investigation 1 Day 3 Choice Time p. 035 Investigation 1 Day 3 Choice Time p. 040 Investigation 3 Day 4 Small Group p. 046 Investigation 3 Day 4 Small Group p. 047 Investigation 3 Day 2 Small Group p. 046 Investigation 3 Day 2 Small Group p. 065 Investigation 3 Day 2 Small Group p. 065 Investigation 4 Day 2 Large Group p. 065 Investigation 6 Day 1 Large Group p. 065 Investigation 6 Day 1 Large Group p. 067 Investigation 6 Day 3 Small Group p. 067 Investigation 6 Day 1 Large Group p. 067 Investigation 6 Day 3 Small Group p. 067 Investigation 7 Day 1 Small Group p. 067 Investigation 7 Day 1 Small Group p. 067 Investigation 7 Day 1 Small Group p. 061 Investigation 7 Day 1 Small Group	GRADE LEVEL	L.60.	4 to 5 years
INDICATOR L.60.1. Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts. Clothes Study p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 015 Exploring the Topic Day 3 Choice Time p. 019 Exploring the Topic Day 3 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 027 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 040 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Choice Time p. 031 Investigation 1 Day 3 Choice Time p. 034 Investigation 1 Day 3 Choice Time p. 034 Investigation 1 Day 3 Choice Time p. 040 Investigation 1 Day 3 Choice Time p. 046 Investigation 2 Day 4 Large Group p. 044 Investigation 3 Day 2 Small Group p. 046 Investigation 3 Day 2 Small Group p. 065 Investigation 6 Day 1 Large Group p. 066 Investigation 6 Day 1 Large Group p. 066 Investigation 6 Day 3 Small Group p. 067 Investigation 6 Day 3 Small Group p. 067 Investigation 6 Day 1 Small Group p. 067 Investigation 6 Day 1 Small Group p. 077 Investigation 6 Day 1 Small Group p. 078 Investigation 6 Day 1 Small Group p. 076 Investigation 6 Day 1 Small Group p. 071 Investigation 6 Day 1 Small Group p. 071 Investigation 7 Day 1 Small Group p. 071 Investigation 7 Day 1 Small Gro			
INDICATOR L.60.2. Clothes Study p. 013 Exploring the Topic Dutdoor Experiencesp 13 p. 015 Exploring the Topic Day 3 Choice Time p. 019 Exploring the Topic Day 3 Schole Time p. 019 Exploring the Topic Day 3 Schole Time p. 019 Exploring the Topic Day 3 Schole Time p. 021 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 4 Large Group p. 040 Investigation 3 Day 2 Small Group p. 049 Investigation 3 Day 2 Small Group p. 046 Investigation 3 Day 2 Small Group p. 045 Investigation 4 Day 2 Experiences p. 053 Investigation 4 Day 2 Small Group p. 055 Investigation 4 Day 2 Small Group p. 056 Investigation 4 Day 2 Small Group p. 056 Investigation 4 Day 2 Small Group p. 057 Investigation 6 Day 3 Small Group p. 058 Investigation 6 Day 3 Small Group p. 058 Investigation 6 Day 1 Large Group p. 058 Investigation 6 Day 1 Large Group p. 059 Investigation 7 Day 1 Small Group p. 051 Investigation 7 Day 1 Small Group p. 051 Investigation 7 Day 1 Small Group p. 051 Investigation 7 Day 2 Small Group p. 051 Investigation 7 Day 2 Small Group p. 051 Investigation 7 Day 2 Small Group p. 051 Investigation 7 Day 3 Small Group p. 051 Sexploring the Topic Day 3 Small Group p. 051 Sexploring the Topic Day 3 Small Group p. 051 Investigation 1 Day 2 Small Group p. 051 Investigation 1 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 046 Investigat			
context of conversations, pictures or concrete objects. Clothes Study p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 015 Exploring the Topic Day 1 Small Group p. 019 Exploring the Topic Day 3 Choice Time p. 019 Exploring the Topic Day 3 Small Group p. 027 Investigation 1 Outdoor Experiences p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Choice Time p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 2 Small Group	INDICATOR	L.60.1.	objects, actions and attributes encountered in both real and symbolic contexts. Clothes Study p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 015 Exploring the Topic Day 1 Small Group p. 019 Exploring the Topic Day 3 Choice Time p. 019 Exploring the Topic Day 3 Small Group p. 027 Investigation 1 Outdoor Experiences p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Choice Time p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 040 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Small Group p. 047 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 2 Small Group p. 061 Investigation 4 Outdoor Experiences p. 063 Investigation 4 Day 2 Large Group p. 064 Investigation 4 Day 2 Small Group p. 065 Investigation 6 Day 3 Small Group p. 077 Investigation 6 Day 1 Large Group p. 078 Investigation 6 Day 1 Large Group p. 078 Investigation 6 Day 1 Large Group p. 071 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Small Group p. 091 Investigation 7 Day 1 Small Group
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	STATE FRAMEWORK	L.A.	

		understand language (receptive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Language Comprehension
INDICATOR	L.60.3.	Understand increasingly complex sentences that include 3-4 concepts (e.g., "Plants are living things that will not survive without soil, sunlight and water."). <u>Clothes Study</u> p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 054 Investigation 3 Day 3 Large Group p. 062 Investigation 4 Day 1 Large Group p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Vocabulary
INDICATOR	L.48.3.	Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts.
		<u>Clothes Study</u> p. 019 Exploring the Topic Day 3 Small Group p. 037 Investigation 1 Day 5 Small Group p. 046 Investigation 2 Day 4 Large Group p. 111 Celebrating Learning Day 2 Small Group
INDICATOR	L.48.5.	Begin to use some words that are not a part of everyday conversational speech but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race or jog). Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Choice Time p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 Day 3 Read-Aloud p. 046 Investigation 3 Day 1 Read-Aloud p. 050 Investigation 3 Day 1 Read-Aloud p. 051 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 056 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 6 Day 1 Read-Aloud p. 056 Investigation 6 Day 1 Read-Aloud p. 056 Investigation 6 Day 1 Read-Aloud p. 058 Investigation 6 Day 1 Read-Aloud p. 059 Investigation 6 Day 1 Read-Aloud p. 059 Investigation 6 Day 1 Read-Aloud p. 057 Investigation 6 Day 1 Read-Aloud p. 058 Investigation 6 Day 1 Read-Aloud p. 059 Investigation 7 Day 2 Read-Aloud p. 059 Investigation 7 Day 1 Read-Aloud p. 051 Investigation 7 Day 1 Large Group p. 079 Investigation 7 Day 1 Large Group p. 079 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud p. 091 Investigation 7 Day 2 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud p. 093 Investigation 7 Day 2 Read-Aloud p. 094 Investigation 7 Day 2 Read-Aloud p. 095 Investigation 7 Day 2 Read-Aloud
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL	L.48.	3 to 4 years

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

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

		 p. 082 Investigation 6 Day 3 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 083 Investigation 6 Day 3 Small Group p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 6 Day 4 Choice Time p. 085 Investigation 6 Day 4 Choice Time p. 085 Investigation 6 Day 4 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 085 Investigation 6 Day 4 Small Group p. 085 Investigation 6 Day 5 Choice Time p. 086 Investigation 6 Day 5 Small Group p. 087 Investigation 6 Day 5 Small Group p. 087 Investigation 6 Day 5 Small Group p. 087 Investigation 7 Day 1 Large Group Roundup p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Large-Group Roundup p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Small Group p. 091 Investigation 7 Day 2 Choice Time p. 092 Investigation 7 Day 2 Large-Group Roundup p. 093 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 3 Small Group p. 094 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Large-Group Roundup p. 095 Investigation
STATE FRAMEWORK	L.B.	p. 111 Celebrating Learning Day Large-Group Roundup Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Language Structure
	L.48.8.	Use basic grammar rules including irregular past tense and questions.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 p. 040 Investigation 2 Day 1 Large Group p. 046 Investigation 3 Day 3 Large Group
INDICATOR	L.48.9.	Use speech that is mostly intelligible to familiar and unfamiliar adults. 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

STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Vocabulary
INDICATOR	L.60.5.	Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs). <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Choice Time p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 4 Read-Aloud p. 045 Investigation 2 Day 4 Read-Aloud p. 045 Investigation 2 Day 4 Read-Aloud p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 3 Read-Aloud p. 052 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 056 Investigation 6 Day 3 Read-Aloud p. 078 Investigation 6 Day 1 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Read-Aloud p. 093 Investigation 7 Day 2 Read-Aloud p. 109 Celebrating Learning Day 1 Large Group
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Expression of Ideas, Feelings and Needs
INDICATOR	L.60.6.	Use more complex words to describe the relationships between objects and ideas (e.g., position words such as "under" or "beside" and comparative words such as "bigger" or "longer"). <u>Clothes Study</u> p. 047 Investigation 2 Day 4 Mighty Minutes p. 083 Investigation 6 Day 3 Small Group
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Language Structure
INDICATOR	L.60.8.	Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts. <u>Clothes Study</u> p. 019 Exploring the Topic Day 3 Small Group p. 037 Investigation 1 Day 5 Small Group p. 046 Investigation 2 Day 4 Large Group p. 111 Celebrating Learning Day 2 Small Group

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

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

		 p. 080 Investigation 6 Day 2 Large Group p. 081 Investigation 6 Day 2 Large-Group Roundup p. 081 Investigation 6 Day 3 Choice Time p. 082 Investigation 6 Day 3 Large Group p. 083 Investigation 6 Day 3 Large-Group Roundup p. 083 Investigation 6 Day 3 Large-Group Roundup p. 083 Investigation 6 Day 3 Read-Aloud p. 083 Investigation 6 Day 4 Large Group p. 084 Investigation 6 Day 4 Choice Time p. 085 Investigation 6 Day 4 Small Group 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. 087 Investigation 6 Day 5 Small Group p. 087 Investigation 6 Day 5 Large Group p. 087 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Large Group Roundup p. 091 Investigation 7 Day 1 Large-Group Roundup p. 091 Investigation 7 Day 1 Small Group p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Large 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 p. 094 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Large Group <l< td=""></l<>
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Language for Interaction
INDICATOR	L.48.11.	Language for interactionAnswer simple who, what, where and why questions.Clothes Studyp. 0109 Celebrating Learning Day 1 Small Groupp. 013 Exploring the Topic Outdoor Experiencesp 13p. 014 Exploring the Topic Day 1 Large Groupp. 015 Exploring the Topic Day 1 Choice Timep. 015 Exploring the Topic Day 2 Large Groupp. 016 Exploring the Topic Day 3 Small Groupp. 017 Exploring the Topic Day 3 Large Groupp. 018 Exploring the Topic Day 4 Small Groupp. 021 Exploring the Topic Day 4 Small Groupp. 022 Exploring the Topic Day 5 Large Groupp. 028 Investigation 1 Day 1 Choice Timep. 029 Investigation 1 Day 1 Small Groupp. 030 Investigation 1 Day 2 Small Groupp. 031 Investigation 1 Day 3 Large Groupp. 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 3 Small Group
		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. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Large Group
		p. 045 Investigation 2 Day 3 Large-Group Roundup
		p. 046 Investigation 2 Day 4 Large Group
		p. 050 Investigation 3 Day 1 Large Group
		p. 052 Investigation 3 Day 2 Choice Time
		p. 052 Investigation 3 Day 2 Large Group
		p. 056 Investigation 3 Day 4 Large Group
		p. 057 Investigation 3 Day 4 Small Group
		p. 059 Investigation 3 Day 5 Small Group
		p. 062 Investigation 4 Day 1 Large Group p. 063 Investigation 4 Day 1 Choice Time
		p. 064 Investigation 4 Day 2 Large Group
		p. 066 Investigation 4 Day 3 Choice Time
		p. 066 Investigation 4 Day 3 Large Group
		p. 070 Investigation 5 Day 1 Large Group
		p. 072 Investigation 5 Day 2 Large Group
		p. 074 Investigation 5 Day 3 Choice Time
		p. 074 Investigation 5 Day 3 Large Group
		p. 078 Investigation 6 Day 1 Large Group
		p. 080 Investigation 6 Day 2 Large Group p. 081 Investigation 6 Day 2 Small Group
		p. 082 Investigation 6 Day 3 Large Group
		p. 083 Investigation 6 Day 3 Small Group
		p. 084 Investigation 6 Day 4 Large Group
		p. 086 Investigation 6 Day 5 Choice Time
		p. 086 Investigation 6 Day 5 Large Group
		p. 091 Investigation 7 Day 1 Small Group
		p. 092 Investigation 7 Day 2 Large Group
		p. 094 Investigation 7 Day 3 Large Group p. 108 Celebrating Learning Day 1 Large Group
		p. 109 Celebrating Learning Day 1 Read-Aloud
		p. 110 Celebrating Learning Day 2 Large Group
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use
		language for social interaction.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Conventions of Conversation
INDICATOR	L.60.9.	Initiate, maintain and end conversations by repeating what other person says and/or by asking questions.
		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 Large-Group Roundup
		p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Read-Aloud
		p. 015 Exploring the Topic Day 1 Read-Aloud p. 015 Exploring the Topic Day 1 Small Group
		p. 016 Exploring the Topic Day 1 Small Group
		p. 016 Exploring the Topic Day 2 Enoice 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 Large Group p. 019 Exploring the Topic Day 3 Large-Group Roundup

	p. 019 Exploring the Topic Day 3 Choice Time
	p. 019 Exploring the Topic Day 3 Read-Aloud
	p. 019 Exploring the Topic Day 3 Small Group
	p. 020 Exploring the Topic Day 4 Large Group
	p. 021 Exploring the Topic Day 4 Large-Group Roundup
	p. 021 Exploring the Topic Day 4 Small Group
	p. 021 Exploring the topic Day 4 Choice Time
	p. 022 Exploring the Topic Day 5 Large Group
	p. 023 Exploring the Topic Day 5 Large-Group Roundup
	p. 023 Exploring the Topic Day 5 Choice Time
	p. 023 Exploring the Topic Day 5 Read-Aloud
	p. 023 Exploring the Topic Day 5 Small Group
	p. 027 Investigation 1 Outdoor Experiences
	p. 028 Investigation 1 Day 1 Choice Time
	p. 028 Investigation 1 Day 1 Large Group
	p. 029 Investigation 1 Day 1 Large-Group Roundup
	p. 029 Investigation 1 Day 1 Small Group
	p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time
	p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup
	p. 031 Investigation 1 Day 2 Small Group
	p. 032 Investigation 1 Day 2 Small Group
	p. 033 Investigation 1 Day 3 Choice Time
	p. 033 Investigation 1 Day 3 Large-Group Roundup
	p. 033 Investigation 1 Day 3 Small Group
	p. 034 Investigation 1 Day 4 Large Group
	p. 035 Investigation 1 Day 4 Choice Time
	p. 035 Investigation 1 Day 4 Large-Group Roundup
	p. 035 Investigation 1 Day 4 Small Group
	p. 036 Investigation 1 Day 5 Large Group
	p. 037 Investigation 1 Day 5 Choice Time
	p. 037 Investigation 1 Day 5 Large-Group Roundup
	p. 037 Investigation 1 Day 5 Read-Aloud
	p. 037 Investigation 1 Day 5 Small Group
	p. 040 Investigation 2 Day 1 Large Group
	p. 041 Investigation 2 Day 1 Choice Time
	p. 041 Investigation 2 Day 1 Large-Group Roundup
	p. 041 Investigation 2 Day 1 Read-Aloud
	p. 041 Investigation 2 Day 1 Small Group p. 042 Investigation 2 Day 2 Large Group
	p. 043 Investigation 2 Day 2 Choice Time
	p. 043 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 2 Large-Group Roundup
	p. 043 Investigation 2 Day 2 Small Group
	p. 044 Investigation 2 Day 2 Small Group
	p. 045 Investigation 2 Day 3 Choice Time
	p. 045 Investigation 2 Day 3 Large-Group Roundup
	p. 045 Investigation 2 Day 3 Small Group
	p. 045 Investigation 2 day 3 Read-Aloud
	p. 046 Investigation 2 Day 4 Choice Time
	p. 046 Investigation 2 Day 4 Large Group
	p. 047 Investigation 2 Day 4 Large-Group Roundup
	p. 047 Investigation 2 Day 4 Small Group
	p. 049 Investigation 3 Outdoor Experiences
	p. 050 Investigation 3 Day 1 Choice Time
	p. 050 Investigation 3 Day 1 Large Group
	p. 051 Investigation 3 Day 1 Small Group
	p. 051 Investigation 3 Day 1 Large-Group Roundup
	p. 051 Investigation 3 Day 1 Read-Aloud
	p. 052 Investigation 3 Day 2 Choice Time
	p. 052 Investigation 3 Day 2 Large Group
	p. 053 Investigation 3 Day 2 Large-Group Roundup
	p. 053 Investigation 3 Day 2 Small Group p. 054 Investigation 3 Day 3 Choice Time
	p. 054 Investigation 3 Day 3 Choice Time p. 054 Investigation 3 Day 3 Large Group
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		 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. 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. 109 Celebrating Learning Day 2 Choice Time p. 100 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 Large-Group Roundup p. 111 Celebrating Learning Day Large-Group Roundup
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Language for Interaction
INDICATOR	L.60.10.	Use language to share ideas and gain information. <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large Group 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 6 Day 3 Large Group p. 084 Investigation 6 Day 4 Large Group
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL	L.48.	3 to 4 years
EXPECTATION INDICATOR		Interact and Engagement with Dealer
INDICATOR	L.48.12.	Interest and Engagement with BooksSelect fiction and nonfiction books to be read and attend with interest.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. 019 Exploring the Topic Day 4 Read-Aloud p. 021 Exploring the Topic Day 5 Read-Aloud p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 035 Investigation 1 Day 5 Read-Aloud p. 037 Investigation 1 Day 4 Read-Aloud p. 039 Investigation 1 Day 4 Read-Aloud p. 031 Investigation 1 Day 4 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 035 Investigation 1 Day 5 Read-Aloud p. 037 Investigation 1 Day 4 Read-Aloud p. 039 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 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 1 Arge Group p. 049 Investigation 3 Day 1 Large Group p. 050 Investigation 3 Day 1 Read-Aloud 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 Read-Aloud p. 055 Investigation 3 Day 4 Read-Aloud p. 055 Investigation 3 Day 4 Read-Aloud p. 055 Investigation 3 Day 5 Large Group p. 058 Investigation 3 Day 5 Large Group p. 059 Investigation 4 Day 1 Read-Aloud p. 056 Investigation 4 Day 1 Read-Aloud p. 056 Investigation 4 Day 2 Read-Aloud p. 066 Investigation 4 Day 2 Read-Aloud p. 071 Investigation 4 Day 3 Large Group p. 067 Investigation 4 Day 3 Read-Aloud p. 073 Investigation 5 Day 3 Read-Aloud p. 074 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 5 Day 3 Read-Aloud p. 076 Investigation 6 Day 1 Read-Aloud p. 077 Investigation 6 Day 1 Read-Aloud p. 078 Investigation 6 Day 1 Read-Aloud p. 079 Investigation 6 Day 1 Read-Aloud p. 071 Investigation 6 Day 1 Read-Aloud p. 073 Investigation 6 Day 1 Read-Aloud p. 074 Investigation 6 Day 1 Read-Aloud p. 075 Investigation 6 Day 1 Read-Aloud p. 076 Investigation 6 Day 1 Read-Aloud p. 076 Investigation 6 Day 1 Read-Aloud p. 076 Investigation 7 Day 3 Read-Aloud p. 081 Investigation 7 Day 3 Read-Aloud p. 085 Investigation 7 Day 1 Read-Aloud p. 085 Investigation 7 Day 1 Large Group p. 091 Investigation
STATE FRAMEWORK	L.D.	p. 111 Celebrating Learning Day 2 Read-Aloud Strand D: Early learning experiences will support children to gain
GRADE LEVEL	L.48.	book appreciation and knowledge. 3 to 4 years
EXPECTATION		
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)
INDICATOR	L.48.13.	Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text. <u>Clothes Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 019 Exploring the Topic Day 3 Read-Aloud p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Read-Aloud

		p. 032 Investigation 1 Day 3 Large Group
		p. 033 Investigation 1 Day 3 Choice Time
		p. 035 Investigation 1 Day 4 Mighty Minutes
		p. 037 Investigation 1 Day 5 Mighty Minutes
		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 040 Investigation 2 Day 1 Large Group
		p. 041 Investigation 2 Day 1 Mighty Minutes
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 042 Investigation 2 Day 2 Large Group
		p. 044 Investigation 2 Day 3 Large Group
		p. 045 Investigation 2 day 3 Read-Aloud
		p. 046 Investigation 2 Day 4 Choice Time
		p. 047 Investigation 2 Day 4 Read-Aloud
		p. 047 Investigation 2 Day 4 Small Group
		p. 050 Investigation 3 Day 1 Large Group
		p. 051 Investigation 3 Day 1 Mighty Minutes
		p. 051 Investigation 3 Day 1 Read-Aloud
		p. 052 Investigation 3 Day 2 Large Group
		p. 053 Investigation 3 Day 2 Mighty Minutes
		p. 054 Investigation 3 Day 3 Choice Time
		p. 054 Investigation 3 Day 3 Large Group
		p. 055 Investigation 3 Day 3 Read-Aloud
		p. 059 Investigation 3 Day 5 Mighty Minutes
		p. 059 Investigation 3 Day 5 Read-Aloud
		p. 063 Investigation 4 Day 1 Small Group
		p. 066 Investigation 4 Day 3 Large Group
		p. 071 Investigation 5 Day 1 Read-Aloud
		p. 071 Investigation 5 Day 1 Small Group
		p. 072 Investigation 5 Day 2 Choice Time
		p. 072 Investigation 5 Day 2 Large Group
		p. 074 Investigation 5 Day 3 Large Group
		p. 075 Investigation 5 Day 3 Large-Group Roundup
		p. 075 Investigation 5 Day 3 Small Group
		p. 077 Investigation 6 Outdoor Experience
		p. 078 Investigation 6 Day 1 Large Group
		p. 079 Investigation 6 Day 1 Read-Aloud
		p. 079 Investigation 6 Day 1 Small Group
		p. 081 Investigation 6 Day 2 Mighty Minutes
		p. 081 Investigation 6 Day 2 Read-Aloud
		p. 083 Investigation 6 Day 3 Mighty Minutes
		p. 083 Investigation 6 Day 3 Read-Aloud
		p. 085 Investigation 6 Day 4 Mighty Minutes
		p. 085 Investigation 6 Day 4 Read-Aloud
		p. 086 Investigation 6 Day 5 Choice Time
		p. 086 Investigation 6 Day 5 Large Group
		p. 087 Investigation 6 Day 5 Read-Aloud
		p. 090 Investigation 7 Day 1 Large Group
		p. 091 Investigation 7 Day 1 Read-Aloud
		p. 093 Investigation 7 Day 2 Read-Aloud
		p. 093 Investigation 7 Day 2 Small Group
		p. 094 Investigation 7 Day 3 Choice Time
		p. 094 Investigation 7 Day 3 Large Group
		p. 109 Celebrating Learning Day 1 Read-Aloud
		p. 110 Celebrating Learning Day 2 Large Group
INDICATOR	L.48.14.	Ask and answer simple who, what, where and why questions related
	L. TO. 1 T.	to story or text.
		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 2 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 Large-Group Roundup
		p. 031 Investigation 1 Day 2 Small Group
		p. 032 Investigation 1 Day 3 Large Group
		p. 033 Investigation 1 Day 3 Large-Group Roundup
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 033 Investigation 1 Day 3 Small Group
		p. 035 Investigation 1 Day 4 Choice Time
		p. 035 Investigation 1 Day 4 Mighty Minutes
		p. 035 Investigation 1 Day 4 Small Group
		p. 036 Investigation 1 Day 5 Large Group
		p. 040 Investigation 2 Day 1 Large Group
		p. 043 Investigation 2 Day 2 Large-Group Roundup
		p. 043 Investigation 2 Day 2 Read-Aloud
		p. 043 Investigation 2 Day 2 Small Group
		p. 044 Investigation 2 Day 3 Large Group
		p. 045 Investigation 2 Day 3 Large-Group Roundup
		p. 046 Investigation 2 Day 4 Large Group
		p. 050 Investigation 3 Day 1 Large Group
		p. 052 Investigation 3 Day 2 Choice Time
		p. 052 Investigation 3 Day 2 Large Group
		p. 054 Investigation 3 Day 3 Large Group
		p. 056 Investigation 3 Day 4 Large Group
		p. 057 Investigation 3 Day 4 Small Group
		p. 059 Investigation 3 Day 5 Small Group
		p. 062 Investigation 4 Day 1 Large Group
		p. 063 Investigation 4 Day 1 Choice Time
		p. 064 Investigation 4 Day 2 Large Group
		p. 066 Investigation 4 Day 3 Choice Time
		p. 066 Investigation 4 Day 3 Large Group
		p. 070 Investigation 5 Day 1 Large Group
		p. 072 Investigation 5 Day 2 Large Group
		p. 074 Investigation 5 Day 3 Choice Time
		p. 074 Investigation 5 Day 3 Large Group
		p. 078 Investigation 6 Day 1 Large Group
		p. 080 Investigation 6 Day 2 Large Group
		p. 081 Investigation 6 Day 2 Small Group
		p. 082 Investigation 6 Day 3 Large Group
		p. 083 Investigation 6 Day 3 Small Group
		p. 084 Investigation 6 Day 4 Large Group
		p. 086 Investigation 6 Day 5 Choice Time
		p. 086 Investigation 6 Day 5 Large Group
		p. 091 Investigation 7 Day 1 Small Group
		p. 092 Investigation 7 Day 2 Large Group
		p. 094 Investigation 7 Day 3 Large Group
		p. 108 Celebrating Learning Day 1 Large Group
		p. 109 Celebrating Learning Day 1 Read-Aloud
		p. 110 Celebrating Learning Day 2 Large Group
INDICATOR	L.48.15.	Make predictions and/or ask questions about the text by examining
		the title, cover, pictures.
		, , r
		Clothes 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. 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
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		p. 109 Celebrating Learning Day 1 Read-Aloud p. 111 Celebrating Learning Day 2 Read-Aloud
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)
INDICATOR	L.60.12.	With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text. Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Choice Time p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 2 Read-Aloud p. 023 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 2 Read-Aloud p. 033 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 4 Read-Aloud p. 045 Investigation 2 Day 4 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 Large Group p. 047 Investigation 3 Day 1 Large Group p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 2 Large Group p. 053 Investigation 3 Day 2 Large Group p. 053 Investigation 3 Day 2 Large Group p. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 5 Read-Aloud p. 056 Investigation 3 Day 5 Read-Aloud p. 058 Investigation 4 Day 1 Read-Aloud p. 058 Investigation 6 Day 1 Read-Aloud p. 078 Investigation 6 Day 1 Read-Aloud p. 079 Investigation 6 Day 1 Read-Aloud p. 081 Investigation 6 Day 1 Read-Aloud p. 083 Investigation 7 Day 1 Read-Aloud p. 081 Investigation 7 Day 1 Read-Aloud p. 083 Investigation 7 Day 1 Read-Aloud 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. 093 Investigation 7 Day 2 Read-Alou
INDICATOR	L.60.13.	Identify main components of a story or text (the major plot points of a story or the main topic of an informational text). <u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Choice Time p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 4 Read-Aloud

	L.60.14.	 p. 047 Investigation 2 Day 4 Small Group p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 090 Investigation 7 Day 1 Large Group p. 093 Investigation 7 Day 2 Read-Aloud p. 109 Celebrating Learning Day 1 Read-Aloud p. 110 Celebrating Learning Day 2 Large Group
INDICATOR	L.OU.14.	Use connections between self and character, experience and emotions to increase comprehension. Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 046 Investigation 2 Day 4 Small Group p. 047 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 055 Investigation 3 Day 5 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 059 Investigation 6 Day 3 Read-Aloud p. 063 Investigation 6 Day 1 Read-Aloud p. 083 Investigation 6 Day 5 Read-Aloud p. 085 Investigation 6 Day 5 Read-Aloud p. 085 Investigation 6 Day 5 Large Group p. 087 Investigation 6 Day 5 Large Group p. 087 Investigation 7 Day 1 Read-Aloud p. 091 Investigation 7 Day 2 Large Group p. 091 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 3 Read-Aloud p. 095 Investigation 7 Day 2 Large Group p. 095 Investigation 7 Day 3 Read-Aloud p. 095 Investigation 7 Day 1 Read-Aloud p. 095 Investigation 7 Day 2 Large Group p. 095 Investigation 7 Day 3 Read-Aloud p. 095 Investigation 7 Day 3 Read-Aloud
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Book Concepts
INDICATOR	L.48.16.	Look at pages of a book from left to right (or according to conventions of home language). <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 028 Investigation 1 Day 1 Large Group p. 035 Investigation 1 Day 4 Small Group p. 045 Investigation 2 Day 3 Choice Time p. 045 Investigation 2 Day 3 Small Group p. 063 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 2 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
INDICATOR	L.48.17.	Recognize that print represents spoken words (e.g., first name in print, environmental labels).

		Olether Otype
		<u>Clothes Study</u> p. 063 Investigation 4 Day 1 Small Group p. 071 Investigation 5 Day 1 Small Group
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Print Concepts
INDICATOR	L.48.18.	Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment. <u>Clothes Study</u> p. 063 Investigation 4 Day 1 Small Group p. 071 Investigation 5 Day 1 Small Group
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Book Concepts
INDICATOR	L.60.15.	Know how print is read (e.g., left to right, top to bottom, front to back or according to convention of home language).
		Clothes Study p. 015 Exploring the Topic Day 1 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 028 Investigation 1 Day 1 Large Group p. 035 Investigation 1 Day 4 Small Group p. 045 Investigation 2 Day 3 Choice Time p. 045 Investigation 2 Day 3 Small Group p. 063 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group
INDICATOR	L.60.16.	Know that books have titles, authors, illustrators or photographers. <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 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 2 Day 1 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 4 Read-Aloud p. 045 Investigation 2 Day 4 Read-Aloud p. 051 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 055 Investigation 3 Day 4 Read-Aloud p. 055 Investigation 3 Day 5 Read-Aloud p. 059 Investigation 6 Day 5 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 085 Investigation 6 Day 5 Read-Aloud p. 085 Investigation 6 Day 5 Read-Aloud p. 085 Investigation 6 Day 6 Read-Aloud p. 085 Investigation 6 Day 6 Read-Aloud p. 085 Investigation 6 Day 7 Read-Aloud p. 085 Investigation 6 Day 6 Read-Aloud p. 085 Investigation 6 Day 7 Read-Aloud p. 085 Investigation 6 Day 6 Read-Aloud p. 085 Investigation 6 Day 7 Read-Aloud p. 085 Investigation 6 Day 6 Read-Aloud p. 086 Investigation 6 Day 7 Read-Aloud p. 087 Investigation 6 Day 6 Read-Aloud p. 086 Investigation 6 Day 7 Read-Aloud p. 087 Investigation 6 Day 7 Read-Aloud p. 086 Investigation 6 Day 6 Read-Aloud p. 087 Investigation 6 Day 7 Read-Aloud p. 086 Investigation 6 Day 7 Read-Aloud p. 087 Investigation 6 Day 6 Read-Aloud p. 086 Investigation 6 Day 7 Read-Aloud p. 087 Investigation 6 Day 7 Read-Aloud p. 086 Investigation 6 Day 7 Read-Aloud p. 087 Investigation 6 Day 7 Read-Aloud p. 086 Investigation 6 Day 7 Read-Aloud p. 087 I
INDICATOR	L.60.17.	p. 091 Investigation 7 Day 1 Read-Aloud Recognize words as a unit of print and 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
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Print Concepts
INDICATOR	L.60.18.	Identify some familiar printed words out of context. Clothes Study p. 015 Exploring the Topic Day 1 Choice Time p. 021 Exploring the Topic Day 4 Small Group p. 035 Investigation 1 Day 4 Small Group p. 050 Investigation 3 Day 1 Large Group p. 063 Investigation 4 Day 1 Small Group p. 065 Investigation 4 Day 2 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 7 Day 1 Small Group
INDICATOR	L.60.19.	Begin to use awareness of letter sounds along with pictures to read words in text. Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 017 Exploring the Topic Day 3 Small Group p. 017 Exploring the Topic Day 3 Small Group p. 017 Exploring the Topic Day 3 Small Group p. 021 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 024 Exploring the Topic Day 5 Small Group p. 031 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 4 Large Group p. 033 Investigation 1 Day 4 Large Group p. 034 Investigation 1 Day 4 Small Group p. 035 Investigation 1 Day 4 Small Group p. 036 Investigation 2 Day 1 Large Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 4 Small Group p. 043 Investigation 2 Day 1 Large Group p. 044 Investigation 2 Day 4 Small Group p. 045 Investigation 2 Day 4 Small Group p. 046 Investigation 2 Day 4 Small Group p. 047 Investigation 3 Day 1 Large Group p. 04

		p. 063 Investigation 4 Day 1 Small Group
		p. 065 Investigation 4 Day 2 Choice Time
		p. 066 Investigation 4 Day 3 Choice Time
		p. 069 Investigation 5 Outdoor Experience p. 071 Investigation 5 Day 1 Small Group
		p. 072 Investigation 5 Day 1 Small Group
		p. 073 Investigation 5 Day 2 Small Group
		p. 075 Investigation 5 Day 3 Small Group
		p. 077 Investigation 6 Outdoor Experience
		p. 078 Investigation 6 Day 1 Large Group
		p. 079 Investigation 6 Day 1 Choice Time
		p. 079 Investigation 6 Day 1 Large-Group Roundup
		p. 079 Investigation 6 Day 1 Small Group
		p. 080 Investigation 6 Day 2 Choice Time p. 080 Investigation 6 Day 2 Large Group
		p. 081 Investigation 6 Day 2 Read-Aloud
		p. 081 Investigation 6 Day 2 Small Group
		p. 083 Investigation 6 Day 3 Small Group
		p. 084 Investigation 6 Day 4 Large Group
		p. 085 Investigation 6 Day 4 Read-Aloud
		p. 086 Investigation 6 Day 5 Large Group
		p. 089 Investigation 7 Outdoor Experiences
		p. 091 Investigation 7 Day 1 Choice Time
		p. 092 Investigation 7 Day 2 Choice Time p. 093 Investigation 7 Day 2 Small Group
		p. 094 Investigation 7 Day 2 Small Group
		p. 094 Investigation 7 Day 3 Large Group
		p. 095 Investigation 7 Day 3 Small Group
		p. 111 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain
		knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Letter Recognition
	L.60.20.	Letter Recognition Recognize and name known letters of the alphabet in familiar and unfamiliar words.
INDICATOR	L.60.20.	Recognize and name known letters of the alphabet in familiar and
INDICATOR	L.60.20.	Recognize and name known letters of the alphabet in familiar and unfamiliar words.
INDICATOR	L.60.20.	Recognize and name known letters of the alphabet in familiar and unfamiliar words. Clothes Study
INDICATOR	L.60.20.	Recognize and name known letters of the alphabet in familiar and unfamiliar words. <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Mighty Minutes p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes
INDICATOR	L.60.20.	Recognize and name known letters of the alphabet in familiar and unfamiliar words. <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Mighty Minutes p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes
INDICATOR	L.60.20.	Recognize and name known letters of the alphabet in familiar and unfamiliar words. <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Mighty Minutes p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group
INDICATOR	L.60.20.	Recognize and name known letters of the alphabet in familiar and unfamiliar words. <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Mighty Minutes p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group
INDICATOR	L.60.20.	Recognize and name known letters of the alphabet in familiar and unfamiliar words. <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Mighty Minutes p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 035 Investigation 1 Day 4 Small Group
INDICATOR	L.60.20.	Recognize and name known letters of the alphabet in familiar and unfamiliar words. <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Mighty Minutes p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Mighty Minutes
INDICATOR	L.60.20.	Recognize and name known letters of the alphabet in familiar and unfamiliar words. <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Mighty Minutes p. 015 Exploring the Topic Day 2 Mighty Minutes 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
INDICATOR	L.60.20.	Recognize and name known letters of the alphabet in familiar and unfamiliar words. <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Mighty Minutes p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Mighty Minutes
INDICATOR	L.60.20.	Recognize and name known letters of the alphabet in familiar and unfamiliar words.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 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
INDICATOR	L.60.20.	Recognize and name known letters of the alphabet in familiar and unfamiliar words. <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Mighty Minutes p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 2 Day 1 Small Group p. 041 Investigation 2 Day 2 Mighty Minutes p. 043 Investigation 2 Day 2 Small Group p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Choice Time p. 056 Investigation 3 Day 4 Large Group
INDICATOR	L.60.20.	Recognize and name known letters of the alphabet in familiar and unfamiliar words.Clothes Studyp. 015 Exploring the Topic Day 1 Mighty Minutesp. 015 Exploring the Topic Day 1 Small Groupp. 017 Exploring the Topic Day 2 Mighty Minutesp. 019 Exploring the Topic Day 3 Mighty Minutesp. 019 Exploring the Topic Day 4 Small Groupp. 021 Exploring the Topic Day 5 Small Groupp. 035 Investigation 1 Day 4 Small Groupp. 037 Investigation 1 Day 5 Mighty Minutesp. 041 Investigation 2 Day 1 Small Groupp. 043 Investigation 2 Day 2 Mighty Minutesp. 043 Investigation 2 Day 2 Small Groupp. 045 Investigation 2 Day 3 Choice Timep. 056 Investigation 3 Day 4 Large Groupp. 063 Investigation 4 Day 1 Small Group
INDICATOR	L.60.20.	Recognize and name known letters of the alphabet in familiar and unfamiliar words. 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. 019 Exploring the Topic Day 4 Small Group p. 021 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. 043 Investigation 2 Day 2 Mighty Minutes p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 3 Day 4 Large Group p. 056 Investigation 4 Day 1 Small Group p. 063 Investigation 4 Day 3 Choice Time p. 066 Investigation 4 Day 3 Choice Time
INDICATOR	L.60.20.	Recognize and name known letters of the alphabet in familiar and unfamiliar words. <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Mighty Minutes p. 015 Exploring the Topic Day 2 Mighty Minutes 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 Small Group p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 2 Small Group p. 045 Investigation 3 Day 4 Large Group p. 066 Investigation 4 Day 3 Choice Time p. 066 Investigation 4 Day 3 Large Group
INDICATOR	L.60.20.	Recognize and name known letters of the alphabet in familiar and unfamiliar words. <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Mighty Minutes p. 015 Exploring the Topic Day 2 Mighty Minutes 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 Small Group p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 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
INDICATOR	L.60.20.	Recognize and name known letters of the alphabet in familiar and unfamiliar words.Clothes Studyp. 015 Exploring the Topic Day 1 Mighty Minutesp. 015 Exploring the Topic Day 2 Mighty Minutesp. 017 Exploring the Topic Day 2 Mighty Minutesp. 019 Exploring the Topic Day 3 Mighty Minutesp. 021 Exploring the Topic Day 4 Small Groupp. 023 Exploring the Topic Day 5 Small Groupp. 035 Investigation 1 Day 4 Small Groupp. 037 Investigation 2 Day 1 Small Groupp. 041 Investigation 2 Day 2 Mighty Minutesp. 043 Investigation 2 Day 2 Small Groupp. 043 Investigation 2 Day 2 Small Groupp. 043 Investigation 2 Day 3 Choice Timep. 056 Investigation 4 Day 1 Small Groupp. 066 Investigation 4 Day 3 Choice Timep. 066 Investigation 4 Day 3 Large Groupp. 066 Investigation 5 Day 1 Mighty Minutesp. 071 Investigation 5 Day 1 Mighty Minutesp. 079 Investigation 5 Day 1 Mighty Minutes
INDICATOR	L.60.20.	Recognize and name known letters of the alphabet in familiar and unfamiliar words. Clothes Study p. 015 Exploring the Topic Day 1 Mighty Minutes p. 015 Exploring the Topic Day 2 Mighty Minutes p. 017 Exploring the Topic Day 2 Mighty Minutes p. 018 Exploring the Topic Day 3 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 2 Day 1 Small Group p. 041 Investigation 2 Day 2 Mighty Minutes p. 043 Investigation 2 Day 2 Small Group p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Choice Time p. 056 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 066 Investigation 4 Day 3 Choice Time p. 066 Investigation 5 Day 1 Mighty Minutes p. 066 Investigation 5 Day 1 Mighty Minutes p. 071 Investigation 5 Day 1 Mighty Minutes p. 079 Investigation 6 Day 1 Small Group
INDICATOR	L.60.20.	Recognize and name known letters of the alphabet in familiar and unfamiliar words.Clothes Studyp. 015 Exploring the Topic Day 1 Mighty Minutesp. 015 Exploring the Topic Day 2 Mighty Minutesp. 017 Exploring the Topic Day 2 Mighty Minutesp. 019 Exploring the Topic Day 3 Mighty Minutesp. 021 Exploring the Topic Day 4 Small Groupp. 023 Exploring the Topic Day 5 Small Groupp. 035 Investigation 1 Day 4 Small Groupp. 037 Investigation 2 Day 1 Small Groupp. 041 Investigation 2 Day 2 Mighty Minutesp. 043 Investigation 2 Day 2 Small Groupp. 043 Investigation 2 Day 2 Small Groupp. 043 Investigation 2 Day 3 Choice Timep. 056 Investigation 4 Day 1 Small Groupp. 066 Investigation 4 Day 3 Choice Timep. 066 Investigation 4 Day 3 Large Groupp. 066 Investigation 5 Day 1 Mighty Minutesp. 071 Investigation 5 Day 1 Mighty Minutesp. 079 Investigation 5 Day 1 Mighty Minutes
INDICATOR	L.60.20.	Recognize and name known letters of the alphabet in familiar and unfamiliar words. <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Mighty Minutes p. 015 Exploring the Topic Day 2 Mighty Minutes 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 2 Day 1 Small Group 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. 043 Investigation 2 Day 3 Choice Time p. 045 Investigation 3 Day 4 Large Group p. 066 Investigation 4 Day 3 Choice Time p. 066 Investigation 4 Day 3 Large Group p. 079 Investigation 5 Day 1 Mighty Minutes p. 079 Investigation 6 Day 1 Small Group p. 081 Investigation 6 Day 1 Small Group p. 083 Investigation 6 Day 1 Small Group
INDICATOR	L.60.20.	Recognize and name known letters of the alphabet in familiar and unfamiliar words. <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Mighty Minutes p. 015 Exploring the Topic Day 2 Mighty Minutes 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 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 Mighty Minutes p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Choice Time p. 056 Investigation 4 Day 1 Small Group 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. 088 Investigation 6 Day 1 Small Group p. 083 Investigation 6 Day 1 Mighty Minutes p. 079 Investigation 6 Day 2 Small Group p. 088 Investigation 6 Day 3 Mighty Minutes p. 084 Investigation 6 Day 3 Mighty Minutes p. 084 Investigation 6 Day 4 Large Group p. 084 Investigation 6 Day 5 Small Group p. 084 Investigation 6 Day 5 Large Group p. 086 Investigation 6 Day 5 Large Group
INDICATOR	L.60.20.	Recognize and name known letters of the alphabet in familiar and unfamiliar words. <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Mighty Minutes p. 015 Exploring the Topic Day 2 Mighty Minutes 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 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 Mighty Minutes p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 2 Small Group p. 045 Investigation 4 Day 3 Choice Time p. 056 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 1 Small Group p. 081 Investigation 6 Day 1 Mighty Minutes p. 079 Investigation 6 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. 081 Investigation 6 Day 2 Small Group p. 083 Investigation 6 Day 3 Mighty Minutes p. 084 Investigation 6 Day 3 Mighty Minutes p. 084 Investigation 6 Day 3 Large Group p. 086 Investigation 6 Day 3 Mighty Minutes p. 086 Investigation 6 Day 2 Small Group p. 086 Investigation 6 Day 3 Mighty Minutes p. 086 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group p. 081 Investigation 7 Day 2 Mighty Minutes
INDICATOR	L.60.20.	Recognize and name known letters of the alphabet in familiar and unfamiliar words. <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Mighty Minutes p. 015 Exploring the Topic Day 2 Mighty Minutes 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 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 Mighty Minutes p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Choice Time p. 056 Investigation 4 Day 1 Small Group 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. 088 Investigation 6 Day 1 Small Group p. 083 Investigation 6 Day 1 Mighty Minutes p. 079 Investigation 6 Day 2 Small Group p. 088 Investigation 6 Day 3 Mighty Minutes p. 084 Investigation 6 Day 3 Mighty Minutes p. 084 Investigation 6 Day 4 Large Group p. 084 Investigation 6 Day 5 Small Group p. 084 Investigation 6 Day 5 Large Group p. 086 Investigation 6 Day 5 Large Group

INDICATOR L.30.21. make solute featury p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 3 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 021 Exploring the Topic Day 3 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 043 Investigation 1 Day 2 Small Group p. 043 Investigation 5 Day 1 Small Group p. 043 Investigation 5 Day 1 Small Group p. 056 Investigation 5 Day 1 Small Group p. 075 Investigation 5 Day 1 Small Group p. 076 Investigation 5 Day 1 Small Group p. 076 Investigation 5 Day 1 Small Group p. 079 Investigation 7 Day 2 Small Group p. 071 Investigation 7 Day 2 Small Group p. 071 Investigation 7 Day 2 Small Group p. 071 Investigation 7 Day 2 Large Group p. 020 Exploring the Topic Day 1 Choice Time p. 016 Exploring the Topic Day 1 Choice Time p. 016 Exploring the Topic Day 1 Choice Time p. 026 Exploring the Topic Day 1 Large Group p. 023 Exploring the Topic Day 1 Mighty Minutes p. 041 Investigation 1 Day 1 Mighty Minutes p. 043 Investigation 1 Day 1 Mighty Minutes p. 043 Investigation 1 Day 1 Large Group p. 031 Investigation 3 Day 2 Large Group p. 031 Investigation 5 Day 1 Large Group p. 031 Investigation 5		60.04	Make come letter cound connections
gRADE LEVEL EXPECTATION L.48. 3 to 4 years INDICATOR Phonological Awareness INDICATOR L.48.20. Recognize rhyming words in songs, chants or poems. 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 5 Mighty Minutes p. 021 Exploring the Topic Day 5 Mighty Minutes p. 031 Investigation 1 Day 2 Mighty Minutes p. 031 Investigation 1 Day 2 Mighty Minutes p. 031 Investigation 1 Day 2 Mighty Minutes p. 031 Investigation 1 Day 2 Read-Aloud p. 046 Investigation 2 Day 4 Mighty Minutes p. 041 Investigation 2 Day 4 Small Group p. 033 Investigation 3 Day 2 Read-Aloud p. 043 Investigation 3 Day 4 Small Group p. 043 Investigation 5 Day 1 Small Group p. 045 Investigation 5 Day 1 Small Group p. 045 Investigation 5 Day 1 Small Group p. 047 Investigation 5 Day 2 Small Group p. 047 Investigation 5 Day 2 Small Group p. 047 Investigation 5 Day 3 Small Group p. 075 Investigation 5 Day 4 Large Group p. 071 Investigation 6 Day 3 Mighty Minutes p. 075 Investigation 5 Day 2 Small Group p. 075 Investigation 5 Day 2 Small Group p. 075 Investigation 6 Day 3 Small Group p. 076 Investigation 6 Day 4 Large Group p. 075 Investigation 6 Day 4 Mighty Minutes		L.60.21.	 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. 066 Investigation 4 Day 3 Choice Time p. 071 Investigation 5 Day 3 Small Group p. 075 Investigation 6 Day 3 Small Group p. 081 Investigation 7 Day 2 Small Group p. 095 Investigation 7 Day 3 Small Group p. 095 Investigation 7 Day 3 Small Group
EXPECTATIONPhonological AwarenessINDICATORPhonological AwarenessINDICATORL.48.20.Recognize rhyming words in songs, chants or poems.Clothes Studyp. 015 Exploring the Topic Day 1 Choice Timep. 016 Exploring the Topic Day 4 Large Groupp. 023 Exploring the Topic Day 4 Large Groupp. 023 Investigation 1 Day 2 Large Groupp. 033 Investigation 1 Day 4 Large Groupp. 033 Investigation 1 Day 4 Large Groupp. 034 Investigation 1 Day 4 Large Groupp. 035 Investigation 1 Day 4 Large Groupp. 035 Investigation 2 Day 2 Read-Aloudp. 046 Investigation 3 Day 2 Read-Aloudp. 047 Investigation 3 Day 4 Small Groupp. 058 Investigation 3 Day 4 Small Groupp. 059 Investigation 5 Day 1 Small Groupp. 071 Investigation 5 Day 3 Small Groupp. 073 Investigation 5 Day 3 Small Groupp. 075 Investigation 5 Day 3 Small Groupp. 075 Investigation 5 Day 3 Small Groupp. 075 Investigation 6 Day 3 Small Groupp. 075 Investigation 6 Day 4 Small Groupp. 075 Investigation 6 Day 3 Small Groupp. 076 Investigation 6 Day 4 Small Groupp. 076 Investigation 6 Day 4 Small Groupp. 076 Investigation 6 Day 4 Small Groupp. 078 Investigation 6 Day 4 Small Groupp. 078 Investigation 6 Day 4 Small Groupp. 078 Investigation 6 Day 4 Small Groupp. 079 Investigation 6 Day 4 Small Groupp. 079 Investigation 6 Day 4 Small Groupp. 079 Investigation 6 Day 4 Large Groupp. 081 Investigation 6 Day 4 Large Groupp. 081 Investigatio			phonological awareness.
INDICATOR L.48.20. Recognize rhyming words in songs, chants or poems. 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 2 Large Group p. 023 Exploring the Topic Day 2 Large Group p. 023 Exploring the Topic Day 4 Large Group p. 021 p. 022 Exploring the Topic Day 4 Large Group p. 023 Investigation 1 Day 2 Large Group p. 023 Investigation 1 Day 4 Large Group p. 033 Investigation 1 Day 4 Large Group p. 033 Investigation 1 Day 4 Mighty Minutes p. 041 Investigation 2 Day 7 Mighty Minutes p. 041 Investigation 2 Day 4 Large Group p. 043 Investigation 3 Day 4 Large Group p. 046 Investigation 3 Day 4 Large Group p. 046 Investigation 3 Day 4 Large Group p. 046 Investigation 3 Day 4 Small Group p. 047 Investigation 3 Day 4 Small Group p. 047 Investigation 5 Day 1 Large-Group Roundup p. 071 Investigation 5 Day 2 Small Group p. 075 Investigation 5 Day 3 Mighty Minutes p. 075 Investigation 6 Day 4 Large Group p. 075 Investigation 6 Day 4 Large Group p. 075 Investigation 6 Day 4 Large Group p. 075 Investigation 6 Day 2 Small Group p. 075 Investigation 6 Day 3 Mighty Minutes p. 075 Investigation 6 Day 3 Mighty Minutes p. 075 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 4 Large Group	-		
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. 023 Investigation 1 Day 3 Mighty Minutes p. 033 Investigation 1 Day 3 Mighty Minutes p. 033 Investigation 1 Day 4 Mighty Minutes p. 034 Investigation 1 Day 4 Mighty Minutes p. 035 Investigation 1 Day 4 Mighty Minutes p. 041 Investigation 2 Day 4 Mighty Minutes p. 043 Investigation 2 Day 4 Large Group p. 043 Investigation 2 Day 4 Large Group p. 043 Investigation 2 Day 4 Large Group p. 043 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 4 Small Group p. 071 Investigation 5 Day 1 Large-Group Roundup p. 071 Investigation 5 Day 3 Mighty Minutes p. 073 Investigation 5 Day 3 Small Group p. 075 Investigation 5 Day 3 Small Group p. 075 Investigation 6 Day 3 Small Group p. 075 Investigation 6 Day 3 Small Group p. 075 Investigation 6 Day 3 Small Group p. 076 Investigation 6 Day 3 Small Group p. 076 Investigation 6 Day 3 Small Group p. 085 Investigation 6 Day 3 Small Group p. 081 Investigation 6 Day 3 Small Group <td>INDICATOR</td> <td></td> <td>Phonological Awareness</td>	INDICATOR		Phonological Awareness
	INDICATOR	L.48.20.	Clothes Study D. 015 Exploring the Topic Day 1 Choice Time D. 016 Exploring the Topic Day 2 Large Group D. 020 Exploring the Topic Day 4 Large Group D. 023 Exploring the Topic Day 5 Mighty Minutes D. 029 Investigation 1 Day 1 Mighty Minutes D. 029 Investigation 1 Day 2 Large Group D. 030 Investigation 1 Day 2 Large Group D. 033 Investigation 1 Day 4 Large Group D. 034 Investigation 1 Day 4 Large Group D. 035 Investigation 1 Day 4 Mighty Minutes D. 041 Investigation 2 Day 1 Mighty Minutes D. 043 Investigation 2 Day 2 Read-Aloud D. 046 Investigation 3 Day 2 Read-Aloud D. 046 Investigation 3 Day 2 Mighty Minutes D. 053 Investigation 3 Day 2 Mighty Minutes D. 054 Investigation 3 Day 2 Small Group D. 055 Investigation 3 Day 4 Small Group D. 075 Investigation 5 Day 1 Large-Group Roundup D. 071 Investigation 5 Day 1 Small Group D. 075 Investigation 5 Day 3 Small Group D. 075 Investigation 5 Day 3 Small Group D. 075 Investigation 6 Day 4 Large Group D. 075 Investigation 6 Day 3 Small Group D. 075 Investigation 6 Day 4 Large Group D. 075 Investigation 6 Day 3 Small Group D. 081 Investigation 6 Day 4 Large Group D. 083 Investigation 6 Day 3 Small Group D. 084 Investigation 6 Day 4 Large Group D. 085 Investigation 6 Day 4 Large Group D. 086 Investigation 6 Day 4 Small Group D. 087 Investigation 6 Day 4 Small Group D. 086 Investigation 6 Day 4 Small Group D. 087 Investigation 7 Day 2 Small Group D. 081 Investigation 7 Day 2 Small Group D. 093 Investigation 7 Day 2 Small Group D. 093 Investigation 7 Day 2 Small Group D. 095 Investigation 7 D
p. 015 Exploring the Topic Day 1 Choice Time	INDICATOR	L.48.21.	Clothes Study

		 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. 037 Investigation 2 Day 3 Mighty Minutes p. 045 Investigation 2 Day 3 Mighty Minutes p. 051 Investigation 3 Day 1 Mighty Minutes p. 055 Investigation 4 Day 1 Mighty Minutes p. 063 Investigation 4 Day 1 Mighty Minutes p. 063 Investigation 5 Day 2 Mighty Minutes p. 075 Investigation 5 Day 2 Mighty Minutes p. 075 Investigation 5 Day 3 Mighty Minutes p. 075 Investigation 5 Day 3 Mighty Minutes p. 075 Investigation 6 Day 3 Mighty Minutes p. 075 Investigation 6 Day 3 Mighty Minutes p. 081 Investigation 6 Day 3 Mighty Minutes p. 084 Investigation 6 Day 4 Large Group p. 091 Investigation 7 Day 1 Mighty Minutes p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 2 Large Group p. 110 Celebrating Learning Day 2 Large Group
INDICATOR	L.48.22.	Distinguish individual words in a sentence. <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 035 Investigation 1 Day 4 Small Group p. 081 Investigation 6 Day 2 Small Group
STATE FRAMEWORK	L.F.	Strand F: Early learning experiences will support children to develop phonological awareness.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Phonological Awareness
INDICATOR	L.60.22.	Produce rhyming words or words that have same initial sound.Clothes Studyp. 015 Exploring the Topic Day 1 Choice Timep. 016 Exploring the Topic Day 2 Large Groupp. 017 Exploring the Topic Day 3 Mighty Minutesp. 019 Exploring the Topic Day 4 Large Groupp. 020 Exploring the Topic Day 5 Mighty Minutesp. 021 Exploring the Topic Day 4 Large Groupp. 023 Exploring the Topic Day 4 Large Groupp. 029 Investigation 1 Day 1 Mighty Minutesp. 030 Investigation 1 Day 4 Large Groupp. 033 Investigation 1 Day 4 Large Groupp. 034 Investigation 1 Day 4 Large Groupp. 035 Investigation 1 Day 5 Mighty Minutesp. 036 Investigation 2 Day 1 Mighty Minutesp. 037 Investigation 2 Day 2 Read-Aloudp. 043 Investigation 2 Day 3 Mighty Minutesp. 046 Investigation 2 Day 4 Large Groupp. 051 Investigation 3 Day 1 Mighty Minutesp. 046 Investigation 3 Day 2 Mighty Minutesp. 051 Investigation 3 Day 4 Large Groupp. 053 Investigation 3 Day 4 Large Groupp. 054 Investigation 3 Day 4 Large Groupp. 055 Investigation 3 Day 4 Small Groupp. 056 Investigation 3 Day 4 Small Groupp. 057 Investigation 3 Day 5 Small Groupp. 053 Investigation 4 Day 1 Small Groupp. 053 Investigation 5 Day 1 Small Groupp. 071 Investigation 5 Day 2 Small Groupp. 073 Investi

INDICATOR	L.60.23.	 p. 075 Investigation 5 Day 3 Mighty Minutes p. 075 Investigation 5 Day 3 Small Group p. 079 Investigation 6 Day 1 Mighty Minutes p. 083 Investigation 6 Day 3 Mighty Minutes p. 083 Investigation 6 Day 3 Small Group p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 6 Day 4 Mighty Minutes p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 6 Day 5 Mighty Minutes p. 087 Investigation 7 Day 1 Mighty Minutes p. 091 Investigation 7 Day 2 Mighty Minutes p. 093 Investigation 7 Day 2 Mighty Minutes p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 2 Mighty Minutes p. 095 Investigation 7 Day 2 Mighty Minutes p. 100 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes Recognize which words in a set of words begin with the same sound.
		 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. 045 Investigation 3 Day 1 Mighty Minutes p. 051 Investigation 3 Day 3 Mighty Minutes p. 055 Investigation 4 Day 1 Mighty Minutes p. 063 Investigation 4 Day 1 Mighty Minutes p. 063 Investigation 5 Day 2 Mighty Minutes p. 075 Investigation 5 Day 2 Mighty Minutes p. 075 Investigation 5 Day 3 Mighty Minutes p. 075 Investigation 6 Day 3 Mighty Minutes p. 083 Investigation 6 Day 3 Mighty Minutes p. 084 Investigation 6 Day 4 Large Group p. 091 Investigation 7 Day 1 Mighty Minutes p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 2 Large Group p. 110 Celebrating Learning Day 2 Large Group
INDICATOR	L.60.24.	Distinguish syllables in words. <u>Clothes Study</u> p. 030 Investigation 1 Day 2 Large Group p. 094 Investigation 7 Day 3 Large Group
STATE FRAMEWORK	L.G.	Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Drawing and Writing
INDICATOR	L.48.23.	Draw or "write" to convey an idea, event or story. "Writing" involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others). <u>Clothes Study</u> p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Small Group p. 035 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

DOMAIN / CONTENT	CT.CA.	Creative Arts
		final sound to represent whole word. <u>Clothes Study</u> p. 035 Investigation 1 Day 4 Small Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 095 Investigation 7 Day 3 Small Group
INDICATOR	L.60.25.	Draw original stories with a beginning, middle and end. Clothes Study p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 045 Investigation 2 Day 3 Small Group p. 050 Investigation 3 Day 1 Choice Time p. 051 Investigation 3 Day 1 Large-Group Roundup p. 055 Investigation 3 Day 1 Large-Group Roundup p. 055 Investigation 3 Day 3 Small Group p. 055 Investigation 3 Day 5 Choice Time p. 059 Investigation 3 Day 5 Choice Time p. 059 Investigation 3 Day 1 Choice Time p. 059 Investigation 4 Day 1 Choice Time p. 067 Investigation 5 Day 2 Large-Group Roundup p. 072 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 2 Large Group p. 075 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 085 Investigation 6 Day 1 Small Group p. 085 Investigation 7 Day 1 Small Group p. 087 Investigation 7 Day 1 Small Group p. 087 Investigation 7 Day 1 Small Group p. 091 Investigation 7 Day 1 Small Group
INDICATOR INDICATOR	L.60.25.	Drawing and Writing Draw original stories with a beginning, middle and end.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
STATE FRAMEWORK	L.G.	Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.
INDICATOR	L.48.24.	 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 Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms. 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 1 Small Group 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 5 Day 3 Choice Time p. 063 Investigation 6 Day 2 Small Group p. 074 Investigation 6 Day 4 Large-Group Roundup p. 075 Investigation 6 Day 4 Choice Time p. 063 Investigation 6 Day 4 Choice Time p. 063 Investigation 6 Day 4 Choice Time p. 063 Investigation 6 Day 4 Choice Time p. 081 Investigation 6 Day 3 Choice Time p. 081 Investigation 6 Day 3 Choice Time p. 081 Investigation 6 Day 3 Choice Time p. 085 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup

STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Music
INDICATOR	CA.48.1.	Adapt to changes in the basic qualities of music and move in more organized ways to same/different qualities of music.
		Clothes Study p. 027 Investigation 1 Outdoor Experiences
INDICATOR	CA.48.2.	Imitate or spontaneously sing an entire verse of song.
		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. 032 Investigation 1 Day 3 Large Group
		p. 034 Investigation 1 Day 4 Large Group
		p. 036 Investigation 1 Day 5 Large Group
		p. 040 Investigation 2 Day 1 Large Group
		p. 041 Investigation 2 Day 1 Mighty Minutes
		p. 042 Investigation 2 Day 2 Large Group
		p. 044 Investigation 2 Day 3 Large Group
		p. 045 Investigation 2 Day 3 Small Group
		p. 046 Investigation 2 Day 4 Large Group p. 050 Investigation 3 Day 1 Large Group
		p. 052 Investigation 3 Day 2 Large Group
		p. 054 Investigation 3 Day 3 Large Group
		p. 055 Investigation 3 Day 3 Mighty Minutes
		p. 056 Investigation 3 Day 4 Large Group
		p. 058 Investigation 3 Day 5 Large Group
		p. 061 Investigation 4 Outdoor Experiences
		p. 062 Investigation 4 Day 1 Large Group p. 064 Investigation 4 Day 2 Large Group
		p. 065 Investigation 4 Day 2 Mighty Minutes
		p. 066 Investigation 4 Day 2 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 1 Mighty Minutes p. 092 Investigation 7 Day 2 Large Group
		p. 093 Investigation 7 Day 2 Small Group
		p. 094 Investigation 7 Day 3 Large Group
		p. 108 Celebrating Learning Day 1 Large Group
		p. 110 Celebrating Learning Day 2 Large Group

INDICATOR	CA.48.3.	Initiate new musical activities with voices or instruments (e.g., apply words, initiate their own listening and movement experiences with some adult assistance).
		p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Large Group p. 108 Celebrating Learning Day 1 Large Group p. 110 Celebrating Learning Day 2 Large Group
INDICATOR	CA.48.4.	Spontaneously sing songs and/or participate in songs with gestures. <u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group
		p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time

STATE FRAMEWORK CA.A.	 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. 075 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Mighty Minutes p. 080 Investigation 6 Day 2 Large Group p. 081 Investigation 6 Day 3 Large Group p. 082 Investigation 6 Day 3 Large Group p. 083 Investigation 6 Day 4 Large Group p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 6 Day 5 Large Group p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Mighty Minutes p. 093 Investigation 7 Day 2 Small Group p. 093 Investigation 7 Day 2 Small Group p. 093 Investigation 7 Day 2 Large Group p. 094 Investigation 7 Day 2 Large Group p. 108 Celebrating Learning Day 1 Large Group p. 110 Celebrating Learning Day 2 Large Group p. 110 Celebrating Learning Day 2 Large Group p. 110 Celebrating Learning Day 2 Large 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. 075 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 2 Large Group p. 080 Investigation 6 Day 2 Large Group p. 082 Investigation 6 Day 3 Large Group p. 083 Investigation 6 Day 3 Large Group p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 6 Day 5 Large Group p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Mighty Minutes p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Large Group p. 108 Celebrating Learning Day 2 Large Group p. 110 Celebrating Learning Day 2 Large 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. 075 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 2 Large Group p. 080 Investigation 6 Day 2 Large Group p. 081 Investigation 6 Day 3 Large Group p. 082 Investigation 6 Day 3 Large Group p. 083 Investigation 6 Day 3 Large Group p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 6 Day 5 Large Group p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Mighty Minutes p. 093 Investigation 7 Day 2 Small Group p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Large Group p. 094 Investigation 7 Day 1 Large 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. 075 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Large Group p. 080 Investigation 6 Day 2 Large Group p. 081 Investigation 6 Day 3 Large Group p. 082 Investigation 6 Day 3 Large Group p. 083 Investigation 6 Day 3 Large Group p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 6 Day 4 Read-Aloud p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 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. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Large 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. 075 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 2 Large Group p. 080 Investigation 6 Day 2 Large Group p. 081 Investigation 6 Day 3 Large Group p. 082 Investigation 6 Day 3 Large Group p. 083 Investigation 6 Day 3 Large Group p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 6 Day 4 Read-Aloud p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 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 Mighty Minutes
	 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. 075 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 2 Large Group p. 080 Investigation 6 Day 2 Large Group p. 081 Investigation 6 Day 3 Large Group p. 082 Investigation 6 Day 3 Large Group p. 083 Investigation 6 Day 4 Large Group p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 6 Day 5 Large Group p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Mighty Minutes p. 092 Investigation 7 Day 2 Large 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. 075 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Mighty Minutes p. 080 Investigation 6 Day 2 Large Group p. 082 Investigation 6 Day 3 Large Group p. 083 Investigation 6 Day 3 Large Group p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 6 Day 5 Large Group p. 087 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Mighty Minutes
	 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. 075 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Mighty Minutes p. 080 Investigation 6 Day 2 Large Group p. 082 Investigation 6 Day 3 Small Group p. 083 Investigation 6 Day 3 Large Group p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 6 Day 5 Large Group p. 087 Investigation 6 Day 5 Mighty Minutes
	 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. 075 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Mighty Minutes p. 080 Investigation 6 Day 2 Large 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. 085 Investigation 6 Day 5 Large 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. 075 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Mighty Minutes p. 080 Investigation 6 Day 2 Large 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. 085 Investigation 6 Day 4 Read-Aloud
	 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. 075 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Mighty Minutes p. 080 Investigation 6 Day 2 Large 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
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	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
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	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. 072 Investigation 5 Day 2 Large Group p. 073 Investigation 5 Day 2 Mighty Minutes
	p. 072 Investigation 5 Day 2 Large Group
	p. 070 Investigation 5 Day 1 Large Group p. 071 Investigation 5 Day 1 Mighty Minutes
	p. 066 Investigation 4 Day 3 Large Group
	p. 066 Investigation 4 Day 3 Choice Time
	p. 065 Investigation 4 Day 2 Mighty Minutes p. 065 Investigation 4 Day 2 Small Group
	p. 064 Investigation 4 Day 2 Large Group
	p. 062 Investigation 4 Outdoor Experiences
	p. 058 Investigation 3 Day 5 Large Group p. 061 Investigation 4 Outdoor Experiences
	p. 056 Investigation 3 Day 4 Large Group
	p. 055 Investigation 3 Day 3 Mighty Minutes
	p. 052 Investigation 3 Day 2 Large Group p. 054 Investigation 3 Day 3 Large Group
	p. 050 Investigation 3 Day 1 Large Group
	p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group
	p. 044 Investigation 2 Day 3 Large Group
	p. 043 Investigation 2 Day 2 Small Group
	p. 041 Investigation 2 Day 1 Mighty Minutes p. 042 Investigation 2 Day 2 Large Group
	p. 040 Investigation 2 Day 1 Large Group
	p. 036 Investigation 1 Day 5 Large Group
	p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group
	p. 031 Investigation 1 Day 2 Small Group
	p. 031 Investigation 1 Day 2 Mighty Minutes
	p. 029 Investigation 1 Day 1 Small Group p. 030 Investigation 1 Day 2 Large Group
	p. 028 Investigation 1 Day 1 Large Group
	p. 027 Investigation 1 Outdoor Experiences
	p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Small Group
	p. 020 Exploring the Topic Day 4 Large Group
	p. 018 Exploring the Topic Day 3 Large Group
	p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group
	p. 015 Exploring the Topic Day 1 Mighty Minutes p. 015 Exploring the Topic Day 1 Small Group

EXPECTATION		
INDICATOR		Visual Arts
INDICATOR		Visual Arts Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge. Clothes Study p. 020 Exploring the Topic Day 4 Large Group p. 028 Investigation 1 Day 1 Choice Time p. 028 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Small Group p. 029 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group Roundup p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 3 Small Group p. 043 Investigation 3 Day 1 Choice Time p. 050 Investigation 3 Day 1 Choice Time p. 051 Investigation 3 Day 1 Large-Group Roundup p. 053 Investigation 3 Day 2 Small Group p. 054 Investigation 3 Day 3 Small Group p. 055 Investigation 3 Day 3 Small Group p. 055 Investigation 3 Day 3 Small Group p. 055 Investigation 3 Day 3 Small Group p. 058 Investigation 3 Day 1 Choice Time p. 059 Investigation 4 Day 1 Choice Time p. 051 Investigation 5 Day 2 Large-Group Roundup p. 053 Investigation 6 Day 1 Choice Time p. 063 Investigation 6 Day 2 Small Group p. 074 Investigation 6 Day 2 Small Group p. 075 Investigation 6 Day 1 Choice Time p. 081 I
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
		Drama
	CA.48.6.	Drama Act out simple scenarios, taking on a familiar role for brief periods
		during dramatic play. <u>Clothes Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Small Group p. 035 Investigation 1 Day 4 Mighty Minutes p. 037 Investigation 1 Day 5 Mighty Minutes p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 042 Investigation 2 Day 3 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. 075 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Kead-Aloud p. 079 Investigation 6 Day 2 Mighty Minutes p. 081 Investigation 6 Day 3 Mighty Minutes p. 083 Investigation 6 Day 4 Mighty Minutes p. 085 Investigation 6 Day 5 Choice Time p. 086 Investigation 6 Day 5 Choice Time p. 086 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Dance
INDICATOR	CA.48.7.	Demonstrate increasingly complex dance concepts while learning to move their body in place and through space (e.g., jumping from one place to another, combining several movements like hopping, turning, stamping feet). <u>Clothes Study</u> p. 081 Investigation 6 Day 2 Mighty Minutes
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Music
INDICATOR	CA.60.1.	Initiate new musical activities with voices/instruments (e.g., apply new words, add instruments to familiar song). <u>Clothes Study</u> p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 018 Exploring the Topic Day 4 Large Group p. 020 Exploring the Topic Day 5 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 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 3 Large Group p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 041 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 3 Large Group p. 046 Investigation 3 Day 1 Large Group

	p. 052 Investigation 3 Day 2 Large Group
	p. 054 Investigation 3 Day 3 Large Group
	p. 055 Investigation 3 Day 3 Mighty Minutes
	p. 056 Investigation 3 Day 4 Large Group
	p. 058 Investigation 3 Day 5 Large Group
	p. 061 Investigation 4 Outdoor Experiences
	p. 062 Investigation 4 Day 1 Large Group
	p. 064 Investigation 4 Day 2 Large Group
	p. 065 Investigation 4 Day 2 Mighty Minutes
	p. 066 Investigation 4 Day 3 Large Group
	p. 070 Investigation 5 Day 1 Large Group
	p. 071 Investigation 5 Day 1 Small Group
	p. 072 Investigation 5 Day 2 Large Group
	p. 073 Investigation 5 Day 2 Mighty Minutes
	p. 073 Investigation 5 Day 2 Small Group
	p. 074 Investigation 5 Day 3 Large Group
	p. 075 Investigation 5 Day 3 Small Group
	p. 078 Investigation 6 Day 1 Large Group
	p. 080 Investigation 6 Day 2 Large Group
	p. 082 Investigation 6 Day 3 Large Group
	p. 084 Investigation 6 Day 4 Large Group
	p. 086 Investigation 6 Day 5 Large Group
	p. 087 Investigation 6 Day 5 Mighty Minutes
	p. 090 Investigation 7 Day 1 Large Group
	p. 091 Investigation 7 Day 1 Mighty Minutes
	p. 092 Investigation 7 Day 2 Large Group
	p. 093 Investigation 7 Day 2 Small Group
	p. 094 Investigation 7 Day 3 Large Group
	p. 108 Celebrating Learning Day 1 Large Group
	p. 110 Celebrating Learning Day 2 Large Group
CA.60.2.	Invent own music through humming, singing, creating rhythms,
	etc.). 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 Small Group p. 015 Exploring the Topic Day 2 Large Group p. 016 Exploring the Topic Day 3 Large Group p. 018 Exploring the Topic Day 4 Large Group p. 020 Exploring the Topic Day 5 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 030 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 4 Large Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 1 Large Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Large Group p. 046 Investigation 3 Day 3 Large Group p. 046 Investigation 3 Day 3 Large Group p. 050 Investigation 3 Day 4 Large Group p. 051 Investigation 3 Day 3 Large Group p. 055 Investigation 3 Day 3 Large Group p. 056 Investigation 3 Day 3 Large Group p. 056 Investigation 3 Day 3 Large Group p. 055 Investigation 3 Day 3 Large Group p. 056 Investigation 3 Day 4 Large Group p. 056 Investigation 3 Day 4 Large Group p. 056 Investigation 3 Day 4 Large Group p. 056 Investigation 4 Day 2 Large Group p. 064 Investigation 4 Day 2 Large Group
	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 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 3 Large Group p. 018 Exploring the Topic Day 4 Large Group p. 020 Exploring the Topic Day 5 Large Group p. 021 Exploring the Topic Day 5 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 3 Large Group p. 032 Investigation 1 Day 4 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 2 Day 1 Large Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 3 Large Group p. 042 Investigation 2 Day 3 Large Group p. 043 Investigation 2 Day 3 Large Group p. 044 Investigation 2 Day 4 Large Group p. 045 Investigation 3 Day 1 Large Group p. 050 Investigation 3 Day 3 Large Group p. 051 Investigation 3 Day 3 Large Group p. 052 Investigation 3 Day 3 Large Group p. 053 Investigation 3 Day 3 Large Group p. 054 Investigation 3 Day 5 Large Group
	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 2 Large 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 3 Large Group p. 032 Investigation 1 Day 4 Large Group p. 034 Investigation 1 Day 4 Large Group p. 044 Investigation 2 Day 1 Large Group p. 044 Investigation 2 Day 3 Large Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 3 Day 4 Large Group p. 050 Investigation 3 Day 4 Large Group p. 051 Investigation 3 Day 4 Large Group p. 055 Investigation 3 Day 3 Mighty Minutes p. 056 Investigation 3 Day 3 Large Group p. 055 Investigation 3 Day 4 Large Group p. 055 Investigation 3 Day 5 Large Group p. 055 Investigation 3 Day 5 Large Group p. 055 Investigation 3 Day 4 Large Group p. 055 Investigation 4 Day 1 Large Group p. 055 Investigation 4 Day 4 Large Group p. 055 Investigation 3 Day 5 Large Group p. 055 Investigation 4 Day 4 Large Group p. 055 Investigation 4

	 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. 075 Investigation 6 Day 1 Large 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 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Mighty Minutes p. 092 Investigation 7 Day 2 Small Group p. 093 Investigation 7 Day 2 Large Group p. 094 Investigation 7 Day 2 Large Group p. 094 Investigation 7 Day 2 Large Group p. 095 Investigation 7 Day 2 Large Group p. 094 Investigation 7 Day 2 Large Group p. 094 Investigation 7 Day 2 Large Group p. 108 Celebrating Learning Day 1 Large Group p. 110 Celebrating Learning Day 2 Large Group
CA.60.3.	P. 110 Celebrating Learning Day 2 Large Group Play with familiar rhythms and patterns in a novel way e.g., explore,
	and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft). Clothes Study p. 013 Exploring the Topic Day 1 Large Group 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 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 4 Large Group p. 018 Exploring the Topic Day 4 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 020 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 2 Large Group p. 022 Exploring the Topic Day 2 Large Group p. 023 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Mighty Minutes p. 032 Investigation 1 Day 4 Large Group p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 4 Large Group p. 036 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 3 Large Group p. 045 Investigation 3 Day 1 Large Group p. 046 Investigation 3 Day 1 Large Group p. 056 Investigation 3 Day 3 Large Group p. 056 Investigation 3 Day 4 Large Group p. 056 Investigation 3 Day 4 Large Group p. 056 Investigation 4 Day 1 Large Group p. 056 Investigation 4 Day 1 Large Group p. 056 Investigation 4 Day 2 Large Group p. 056 Investigation 4 Day 2 Large Group p. 056 Investigation 4 Day 2 Large Group p. 056 Investigation 4 Day 1 Large Group p. 056 Investigation 4 Day 2 Large Group p. 056 Investigation 4 Day 2 Large Group p. 056 Investigation 5 Day 1 Large Group p. 070 Investigation 5 Day 1 Large Group p. 071 Investigation 5 Day 1 Large Group p. 071 Investigation 5 Day 1 Large Group p. 071 Investigat
	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. 086 Investigation 6 Day 5 Large Group	
p. 087 Investigation 6 Day 5 Mighty Minutes	
p. 090 Investigation 7 Day 1 Large Group	
p. 091 Investigation 7 Day 1 Mighty Minutes	
p. 092 Investigation 7 Day 2 Large Group	
p. 093 Investigation 7 Day 2 Small Group	
p. 094 Investigation 7 Day 3 Large Group	
p. 108 Celebrating Learning Day 1 Large Group	
p. 110 Celebrating Learning Day 2 Large Group	
INDICATOR CA.60.4. Create music using their voices and/or a variety of in	nstruments and
materials.	not unionto unu
inderfais.	
Clothes Study	
p. 013 Exploring the Topic Outdoor Experiencesp 13	2
p. 013 Exploring the Topic Day 1 Large Group	,
p. 015 Exploring the Topic Day 1 Choice Time	
p. 015 Exploring the Topic Day 1 Small Group	
p. 016 Exploring the Topic Day 2 Large Group	
p. 018 Exploring the Topic Day 3 Large Group	
p. 020 Exploring the Topic Day 4 Large Group	
p. 022 Exploring the Topic Day 5 Large Group	
p. 028 Investigation 1 Day 1 Large Group	
p. 030 Investigation 1 Day 2 Large Group	
p. 031 Investigation 1 Day 2 Mighty Minutes	
p. 032 Investigation 1 Day 3 Large Group	
p. 034 Investigation 1 Day 4 Large Group	
p. 036 Investigation 1 Day 5 Large Group	
p. 040 Investigation 2 Day 1 Large Group	
p. 041 Investigation 2 Day 1 Mighty Minutes	
p. 042 Investigation 2 Day 2 Large Group	
p. 044 Investigation 2 Day 3 Large Group	
p. 045 Investigation 2 Day 3 Small Group	
p. 046 Investigation 2 Day 4 Large Group	
p. 050 Investigation 3 Day 1 Large Group	
p. 052 Investigation 3 Day 2 Large Group	
p. 054 Investigation 3 Day 3 Large Group	
p. 055 Investigation 3 Day 3 Mighty Minutes	
p. 056 Investigation 3 Day 4 Large Group	
p. 058 Investigation 3 Day 5 Large Group	
p. 061 Investigation 4 Outdoor Experiences	
p. 062 Investigation 4 Day 1 Large Group	
p. 064 Investigation 4 Day 2 Large Group	
p. 065 Investigation 4 Day 2 Mighty Minutes	
p. 066 Investigation 4 Day 3 Large Group	
p. 070 Investigation 5 Day 1 Large Group	
p. 071 Investigation 5 Day 1 Small Group	
p. 072 Investigation 5 Day 2 Large Group	
p. 073 Investigation 5 Day 2 Mighty Minutes	
p. 073 Investigation 5 Day 2 Small Group	
p. 074 Investigation 5 Day 3 Large Group	
p. 075 Investigation 5 Day 3 Small Group	
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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
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Visual Arts
INDICATOR	CA.60.5.	Use a variety of tools and materials to represent ideas through the visual arts. Clothes Study
		p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group
		p. 067 Investigation 4 Day 3 Small Group p. 091 Investigation 7 Day 1 Choice Time p. 095 Investigation 7 Day 3 Small Group
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Drama
INDICATOR	CA.60.6.	Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time). <u>Clothes Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Small Group p. 029 Investigation 1 Day 4 Mighty Minutes p. 037 Investigation 1 Day 5 Mighty Minutes p. 037 Investigation 2 Day 1 Large Group p. 040 Investigation 2 Day 1 Mighty Minutes p. 041 Investigation 2 Day 1 Mighty Minutes p. 042 Investigation 2 Day 2 Large Group p. 051 Investigation 3 Day 2 Mighty Minutes p. 053 Investigation 3 Day 3 Choice Time p. 054 Investigation 3 Day 3 Large Group p. 054 Investigation 3 Day 5 Mighty Minutes p. 059 Investigation 3 Day 5 Mighty Minutes p. 059 Investigation 3 Day 5 Mighty Minutes p. 051 Investigation 3 Day 3 Large Group p. 051 Investigation 3 Day 5 Mighty Minutes p. 053 Investigation 5 Day 2 Choice Time p. 075 Investigation 5 Day 2 Choice Time p. 075 Investigation 5 Day 3 Large-Group Roundup
	04.00.7	 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 Large Group
INDICATOR	CA.60.7.	Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play. <u>Clothes Study</u> p. 014 Exploring the Topic Day 1 Large Group

		 p. 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. 037 Investigation 2 Day 1 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. 044 Investigation 3 Day 1 Mighty Minutes 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 5 Day 2 Choice Time p. 071 Investigation 5 Day 2 Choice Time p. 075 Investigation 6 Day 1 Small Group p. 075 Investigation 6 Day 1 Large Group Roundup p. 077 Investigation 6 Day 1 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Small Group p. 079 Investigation 6 Day 1 Small Group p. 081 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 Mighty Minutes p. 085 Investigation 6 Day 4 Schoice Time p. 085 Investigation 6 Day 4 Schoice Time p. 085 Investigation 6 Day 4 Schoice Time p. 086 Investigation 6 Day 5 Large Group p. 094 Investigation 7 Day 3 Large Group p. 094 Investigation 7 Day 3 Large Group
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Dance
INDICATOR	CA.60.8.	Use multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., use movement to represent leaves falling off trees – sway arms, wiggle fingers, stretch, fall to ground). <u>Clothes Study</u> p. 081 Investigation 6 Day 2 Mighty Minutes
STATE FRAMEWORK	CA.B.	Strand B: Early learning experiences will support children to explore and respond to creative works.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Appreciation of the Arts
INDICATOR	CA.48.8.	Respond to the materials, techniques, ideas and emotions of artworks (2- and 3-dimensional (e.g. explain a picture or sculpture including several details). <u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group

	 p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 5 Small Group p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 045 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Small Group p. 047 Investigation 2 Day 4 Small Group p. 047 Investigation 3 Outdoor Experiences p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Small Group p. 051 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Choice Time p. 055 Investigation 3 Day 3 Large Group p. 055 Investigation 3 Day 4 Small Group p. 055 Investigation 3 Day 4 Small Group p. 055 Investigation 3 Day 4 Small Group p. 055 Investigation 3 Day 5 Large Group p. 056 Investigation 3 Day 5 Small Group p. 057 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Choice Time p. 065 Investigation 4 Day 1 Choice Time p. 065 Investigation 4 Day 2 Choice Time p. 065 Investigation 5 Day 2 Small Group p. 071 Investigation 5 Day 1 Small Group p. 072 Investigation 5 Day 2 Small Group p. 073 Investigation 5 Day 2 Small Group p. 073 Investigation 5 Day 2 Small Group p. 075 Investigation 5 Day 2 Small Group p. 075 Investigation 6 Day 1 Large Group p. 075 Investigation 6 Day 1 Choice Time p. 080 Investigation 6 Day 1 Choice Time p. 080 Investigation 6 Day 1 Choice Time p. 081 Investigation 6 Day 1 Choice Time p. 081 Investigation 6 Day 1 Choi
	p. 111 Celebrating Learning Day 2 Small Group
CA.48.9.	Demonstrate increased appreciation of the work of others and identify preferences. <u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 021 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 036 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Read-Aloud p. 032 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group
	CA.48.9.

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

		 p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 5 Small Group p. 035 Investigation 2 Day 5 Small Group p. 037 Investigation 2 Day 1 Large Group p. 039 Investigation 2 Day 1 Large Group p. 040 Investigation 2 Day 4 Small Group p. 045 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group p. 046 Investigation 3 Day 4 Small Group p. 047 Investigation 3 Day 1 Large Group p. 048 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Small Group p. 053 Investigation 3 Day 2 Small Group p. 054 Investigation 3 Day 3 Choice Time p. 054 Investigation 3 Day 3 Large Group p. 055 Investigation 3 Day 3 Large Group p. 057 Investigation 3 Day 5 Large Group p. 058 Investigation 3 Day 5 Large Group p. 058 Investigation 3 Day 5 Large Group p. 058 Investigation 4 Day 1 Large Group p. 058 Investigation 4 Day 1 Large Group p. 058 Investigation 3 Day 3 Large-Group Roundup p. 057 Investigation 4 Day 1 Large Group p. 058 Investigation 4 Day 1 Large Group p. 061 Investigation 4 Day 1 Large Group p. 063 Investigation 5 Day 2 Small Group p. 063 Investigation 5 Day 2 Small Group p. 063 Investigation 5 Day 2 Small Group p. 063 Investigation 5 Day 2 S
		 p. 059 Investigation 3 Day 5 Small Group p. 061 Investigation 4 Outdoor Experiences p. 062 Investigation 4 Day 1 Large Group p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Small Group p. 065 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 3 Choice Time
		p. 072 Investigation 5 Day 2 Large Group p. 073 Investigation 5 Day 2 Small Group
		p. 080 Investigation 6 Day 2 Choice Time p. 080 Investigation 6 Day 2 Large Group p. 081 Investigation 6 Day 2 Read-Aloud p. 081 Investigation 6 Day 2 Small Group p. 083 Investigation 6 Day 3 Small Group p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 6 Day 4 Read-Aloud p. 086 Investigation 6 Day 5 Large Group
		 p. 000 Investigation 0 Day 3 Large Group p. 089 Investigation 7 Outdoor Experiences p. 091 Investigation 7 Day 1 Choice Time p. 092 Investigation 7 Day 2 Choice Time p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group p. 111 Celebrating Learning Day 2 Small Group
DOMAIN / CONTENT STANDARD	CT.M.	Mathematics
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Number Names
INDICATOR	M.48.1.	Say or sign the number sequence up to at least 10. <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Mighty Minutes p. 017 Exploring the Topic Day 2 Small Group

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

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

Inderstand counting and cardinality. BRADE LEVEL EXPECTATION M.60. 4 to 5 years INDICATOR Cardinality INDICATOR Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number of objects in a set. Object counted to represent the total number of objects in a set. Clothes Study p. 015 Exploring the Topic Day 1 Mighty Minutes p. 017 Exploring the Topic Day 4 Mighty Minutes p. 023 Exploring the Topic Day 4 Mighty Minutes p. 023 Exploring the Topic Day 3 Small Group p. 023 Investigation 1 Day 5 Large-Group Roundup p. 033 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 3 Day 5 Mighty Minutes p. 066 Investigation 5 Day 2 Mighty Minutes p. 066 Investigation 5 Day 2 Mighty Minutes p. 067 Investigation 5 Day 2 Small Group p. 037 Investigation 5 Day 2 Small Group p. 037 Investigation 5 Day 2 Small Group p. 037 Investigation 5 Day 2 Small Group p. 038 Investigation 6 Day 2 Small Group p. 037 Investigation 6 Day 2 Small Group p. 037 Investigation 6 Day 3 Small Group p. 037 Investigation 6 Day 3 Small Group p. 037 Investigation 1 Day 4 Sead-Aloud p. 037 Investigation 1 Day 4 Sead-Aloud p. 037 Investigation 1 Day 4 Sead-Aloud p. 037 Investigation 1 Day 4 Small Group p. 033 Investigation 1 Day 4 Small Group p. 033 Investigation 1 Day 4 Samall Group p. 033 Investigation 1 Day 4 Samall Group p. 033 Investigation 1 Day 4 Mighty Minutes p. 055 Investigation 1 Day 4 Mighty Minutes p. 055 Investi			
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Inderstand counting and cardinality. GRADE LEVEL M.60. 4 to 5 years EXPECTATION M.60. 4 to 5 years INDICATOR Cardinality Cardinality INDICATOR M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number of objects in a set. object counted to represent the total number of objects in a set. INDICATOR M.60.2 Clothes Study p. 017 Exploring the Topic Day 1 Mighty Minutes p. 021 Exploring the Topic Day 1 Mighty Minutes p. 022 Exploring the Topic Day 1 Mighty Minutes p. 023 Exploring the Topic Day 3 Small Group p. 033 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 2 Sy 1 Mighty Minutes p. 057 Investigation 3 Day 5 Mighty Minutes p. 066 Investigation 3 Day 1 Mighty Minutes p. 065 Investigation 5 Day 2 Small Group p. 071 Investigation 5 Day 2 Small Group p. 071 Investigation 5 Day 2 Small Group p. 081 Investigation 6 Day 2 Small Group p. 081 Investigation 6 Day 2 Small Group p. 081 Investigation 6 Day 2 Small Group p. 081 Investigation 6 Day 2 Small Group p. 081 Investigation 6 Day 3 Small Group p. 081 Investigation 6 Day 3 Small Group p. 081 Investigation 6 Day 3 Small Group p. 082 Inve			
EXPECTATION Cardinality INDICATOR Cardinality INDICATOR M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number of objects in a set. object counted to represent the total number of objects in a set. INDICATOR M.60.2 Clothes Study p. 017 Exploring the Topic Day 1 Mighty Minutes p. 017 Exploring the Topic Day 4 Mighty Minutes p. 023 Exploring the Topic Day 3 Small Group p. 033 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 3 Day 5 Mighty Minutes p. 066 Investigation 4 Day 3 Large Group p. 067 Investigation 5 Day 2 Kead-Aloud p. 071 Investigation 5 Day 2 Mighty Minutes p. 068 Investigation 4 Day 3 Large Group p. 081 Investigation 6 Day 3 Small Group p. 081 Investigation 6 Day 3 Small Group p. 081 Investigation 6 Day 3 Small Group p. 081 Investigation 6 Day 3 Small Group p. 081 Investigation 6 Day 3 Small Group p. 081 Investigation 6 Day 3 Small Group p. 081 Investigation 6 Day 3 Small Group p. 081 Investigation 6 Day 3 Small Group p. 081 Investigation 6 Day 3 Small Group p. 082 Investigation 6 Day 3 Small Group p. 031 Exploring the Topic Day 1 Mighty Minutes<	STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to
NDICATOR M.60.2. Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set. 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 3 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 033 Investigation 1 Day 1 Small Group p. 033 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 3 Day 4 Mighty Minutes p. 066 Investigation 4 Day 2 Mighty Minutes p. 066 Investigation 6 Day 2 Mighty Minutes p. 066 Investigation 6 Day 2 Mighty Minutes p. 067 Investigation 6 Day 2 Mighty Minutes p. 066 Investigation 6 Day 2 Mighty Minutes p. 066 Investigation 6 Day 3 Small Group p. 071 Investigation 6 Day 3 Small Group p. 071 Investigation 6 Day 3 Small Group p. 073 Investigation 6 Day 3 Small Group p. 073 Investigation 6 Day 3 Small Group p. 071 Investigation 6 Day 3 Small Group p. 073 Investigation 1 Day 1 Sarge-Group Roundup p. 081 Investigation 6 Day 3 Small Group p. 073 Investigation 1 Day 1 Small Group p. 073 Investigation 1 Day 1 Small Group p. 073 Investigation 1 Day 1 Small Group p. 073 Investigation 1 Day 1 Small Group p. 073 Inves	GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR M.60.3 Clothes Study P.015 Exploring the Topic Day 1 Mighty Minutes P.015 Exploring the Topic Day 2 Small Group P.017 Exploring the Topic Day 5 Small Group P.021 Exploring the Topic Day 5 Small Group P.023 Exploring the Topic Day 5 Small Group P.023 Exploring the Topic Day 5 Small Group P.023 Exploring the Topic Day 5 Small Group P.023 Exploring the Topic Day 5 Small Group P.033 Investigation 1 Day 1 Small 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.037 Investigation 5 Day 5 Mighty Minutes P.056 Investigation 4 Day 3 Large Group P.037 Investigation 5 Day 1 Mighty Minutes P.057 Investigation 5 Day 2 Read-Aloud P.071 Investigation 5 Day 2 Small Group P.071 Investigation 5 Day 2 Small Group P.071 Investigation 6 Day 2 Mighty Minutes P.065 Investigation 6 Day 2 Small Group P.071 Investigation 6 Day 2 Small Group P.071 Investigation 6 Day 2 Small Group P.071 Investigation 6 Day 3 Small Group P.081 Investigation 6 Day 3 Small Group P.081 Investigation 6 Day 3 Small Group P.081 Investigation 1 Day 5 Small Group P.0111 Celebrating Learning Day 2 Small Group P.011 Exploring the Topic Day 1 Mighty Minutes P.032 Exploring the Topic Day 2 Mighty Minutes <td>INDICATOR</td> <td></td> <td>Cardinality</td>	INDICATOR		Cardinality
INDICATORM.60.3.Count out a set of objects up to five.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 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Investigation 1 Day 3 Small Group p. 033 Investigation 1 Day 3 Small Group p. 033 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Small Group p. 057 Investigation 1 Day 5 Small Group p. 057 Investigation 3 Day 4 Mighty Minutes p. 056 Investigation 3 Day 4 Mighty Minutes p. 066 Investigation 4 Day 3 Large Group p. 071 Investigation 5 Day 2 Small Group p. 071 Investigation 5 Day 2 Small Group p. 071 Investigation 6 Day 3 Small Group p. 081 Investigation 6 Day 3 Small Group p. 083 Investigation 6 Day 3 Small Group p. 085 Investigation 6 Day 3 Small Group p. 085 Investigation 6 Day 3 Small Group p. 085 Investigation 6 Day 3 Small Group STATE FRAMEWORKM.A.Strand A: Early learning experiences will support children to understand counting and cardinality.GRADE LEVELM.60.4 to 5 years	INDICATOR	M.60.2.	Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set. 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. 029 Investigation 1 Day 3 Small Group p. 033 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 3 Day 5 Mighty Minutes p. 066 Investigation 4 Day 2 Mighty Minutes p. 066 Investigation 5 Day 1 Mighty Minutes p. 073 Investigation 5 Day 2 Read-Aloud p. 073 Investigation 5 Day 2 Read-Aloud p. 073 Investigation 5 Day 2 Small Group p. 081 Investigation 6 Day 2 Small Group p. 081 Investigation 6 Day 2 Small Group p. 081 Investigation 6 Day 2 Small Group p. 083 Investigation 6 Day 3 Small Group p. 085 Investigation 6 Day 3 Small Group p. 085 Investigation 6 Day 4 Small Group p. 085 Investigation 6 Day 5 Small Group
understand counting and cardinality. GRADE LEVEL M.60. 4 to 5 years	INDICATOR	M.60.3.	Count out a set of objects up to five. 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 5 Small Group 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. 037 Investigation 3 Day 4 Mighty Minutes p. 059 Investigation 3 Day 5 Mighty Minutes p. 066 Investigation 4 Day 2 Mighty Minutes p. 066 Investigation 5 Day 1 Mighty Minutes p. 071 Investigation 5 Day 2 Small Group p. 073 Investigation 6 Day 2 Small Group p. 083 Investigation 6 Day 3 Small Group p. 085 Investigation 6 Day 3 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
	STATE FRAMEWORK	M.A.	
	GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR Written Numerals	INDICATOR		Written Numerals

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

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

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

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

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

		 p. 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 Small Group p. 095 Investigation 7 Day 3 Small Group p. 108 Celebrating Learning Day 1 Choice Time
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Using Evidence
INDICATOR	S.48.3.	Cite examples to support their ideas (e.g., "I think the plant will die because when I forgot to water my plant it died."). Clothes Study p. 015 Exploring the Topic Day 1 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 019 Exploring the Topic Day 3 Choice Time p. 021 Exploring the Topic Day 5 Choice Time p. 022 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 033 Investigation 1 Day 2 Choice Time p. 033 Investigation 1 Day 4 Small Group p. 033 Investigation 1 Day 4 Choice Time p. 033 Investigation 1 Day 4 Choice Time p. 035 Investigation 1 Day 4 Choice Time p. 035 Investigation 1 Day 4 Choice Time p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Small Group p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 3 Small Group p. 044 Investigation 2 Day 4 Small Group p. 045 Investigation 2 Day 4 Large Group p. 045 Investigation 2 Day 4 Large Group p. 045 Investigation 2 Day 4 Large Group p. 045 Investigation 3 Day 1 Choice Time p. 051 Investigation 3 Day 1 Choice Time p. 055 Investigation 3 Day 3 Small Group p. 054 Investigation 3 Day 3 Small Group p. 055 Investigation 3 Day 3 Small Group p. 055 Investigation 3 Day 4 Small Group p. 055 Investigation 3 Day 4 Small Group p. 055 Investi

		 p. 065 Investigation 4 Day 2 Choice Time p. 065 Investigation 4 Day 2 Mighty Minutes p. 065 Investigation 4 Day 2 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 066 Investigation 4 Day 3 Large Group p. 067 Investigation 4 Day 3 Small Group p. 067 Investigation 5 Day 1 Choice Time p. 070 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Choice Time p. 081 Investigation 6 Day 2 Mighty Minutes p. 082 Investigation 6 Day 3 Choice Time p. 085 Investigation 6 Day 4 Choice Time p. 087 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Small Group p. 092 Investigation 7 Day 2 Choice Time
		p. 094 Investigation 7 Day 3 Choice Time p. 095 Investigation 7 Day 3 Small Group p. 108 Celebrating Learning Day 1 Choice Time p. 110 Celebrating Learning Day 2 Choice Time
		p. 111 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Investigating
INDICATOR		Engage in collaborative investigations to describe phenomena or to explore cause and affect relationships. <u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 027 Investigation 1 Day 1 Large Group p. 028 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Choice Time p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time p. 035 Investigation 1 Day 4 Small Group p. 035 Investigation 1 Day 4 Small Group p. 035 Investigation 1 Day 5 Small Group p. 037 Investigation 2 Day 1 Choice Time p. 035 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Small Group p. 045 Investigation 2 Day 4 Large Group p. 045 Investigation 2 Day 4 Small Group p. 045 Investigation 3 Day 2 Choice Time p. 053 Investigation 3 Day 2 Small Group p. 051 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 2 Small Group p. 056 Investigation 3 Day 2 Small Group p. 051 Investigation 4 Day 1 Choice Time p. 064 Investigation 4 Day 1 Choice Time p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Large Group p. 066 Investigation 4 Day 3 Small Group p. 066 Investigation 4 Day 3 Small Group p. 067 Investigation 4 Day 3 Small Group p. 066 Investigation 4 Day 3 Small Group p. 067 Investigation 4 Day 3 Small Group p. 067 Investigation 6 Dutdoor Experience p. 078 Investigation 6 Day 1 Large Group

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

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

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

Reduce, Reuse, Recycle Study State: Connecticut Early Learning and Development Standards Subject: Early Childhood Education

Grade: Ages 3-5

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

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

STATE FRAMEWORK	C.A.	 p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group Strand A: Early learning experiences will support children to develop effective approaches to learning.
	C.60.	4 to 5 years
		Cooperation with Peers in Learning Experiences
INDICATOR INDICATOR		Cooperation with Peers in Learning Experiences Model or teach peers how to use materials or complete a task. Reduce, Reuse, Recycle Study p. 13 Exploring the Topic Outdoor Experiences p 13 p. 14 Exploring the Topic Day 1 Large-Group Roundup 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 Large Group p. 17 Exploring the Topic Day 2 Large-Group Roundup p. 17 Exploring the Topic Day 3 Large-Group Roundup p. 18 Exploring the Topic Day 3 Large-Group Roundup 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 Large Group p. 19 Exploring the Topic Day 4 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Large-Group Roundup p. 22 Exploring the Topic Day 5 Large-Group 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 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 Carge Group
		 p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Choice Time p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 39 Investigation 2 Day 2 Read-Aloud p. 39 Investigation 2 Day 2 Small Group 39 p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large Group

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

INDICATOR C.48.8. Reductation 1 by 2 Small Group p. 37 Celebrating Learning Day 2 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup p. 15 Exploring the Topic Day 1 Small Group STATE FRAMEWORK C.8. Strand 8: Early learning experiences will support children to use GRADE LEVEL C.48. 3 to 4 years INDICATOR Attributes, Sorting and Patterns INDICATOR C.48.7. INDICATOR Reduce Reuse, Recycle Study p. 20 Exploring the Topic Day 3 Choice Time 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 Large Group p. 22 Exploring the Topic Day 3 Choice Time p. 22 Exploring the Topic Day 4 Large Group p. 23 Exploring the Topic Day 3 Choice Time p. 23 Exploring the Topic Day 3 Large Group p. 23 Exploring the Topic Day 3 Large Group p. 23 Investigation 1 Day 1 Choice Time p. 23 Investigation 1 Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 40 Investigation 1 Day 2 Small Group p. 31 Investigation 3 Day 3 Large Group p. 41 Investigation 3 Day 3 Large Group p. 41 Investigation 3 Day 1 Large Group p. 41 Investigation 3 Day 1 Large Group			
Image: Control in the			p. 87 Celebrating Learning Day 2 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup p. 87 Celebrating Learning Day 2 Small Group
EXPECTATION Y INDICATOR Attributes, Sorting and Patterns INDICATOR Attributes, Sorting and Patterns INDICATOR C.48.7. Identify similarities and differences in objects, people, events, sounds based on one attribute (e.g., same or different colors, loud or soft sound). Reduce, Reuse, Recycle Study p. 18 Exploring the Topic Day 4 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Large Group p. 23 Exploring the Topic Day 4 Large Group p. 23 Exploring the Topic Day 4 Large Group p. 28 Investigation 1 Day 2 Small Group p. 31 Investigation 1 Day 3 Small Group p. 31 Investigation 1 Day 3 Small Group p. 41 Investigation 3 Day 3 Large Group p. 41 Investigation 3 Day 3 Large Group p. 41 Investigation 3 Day 3 Large Group p. 41 Investigation 3 Day 3 Large Group p. 41 Investigation 3 Day 3 Large Group p. 41 Investigation 3 Day 3 Large Group p. 41 Investigation 3 Day 3 Large Group p. 41 Investigation 3 Day 3 Large Group p. 41 Investigation 3 Day 3 Large Group p. 41 Investigation 3 Day 4 Large Group p. 41 Investigation 3 Day 3 Large Group p. 50 Investigation 5 Day 3 Large Group p. 24 Investigation 1 Day 1 Small Group p. 41 Investitigation 3 Day 4 Large	STATE FRAMEWORK	С.В.	
INDICATOR C.48.7. Identify similarities and differences in objects, people, events, sounds based on one attribute (e.g., same or different colors, loud or soft sound). Reduce, Reuse, Recycle Study 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 Large Group p. 21 Exploring the Topic Day 1 Large Group p. 22 Exploring the Topic Day 1 Large Group p. 22 Exploring the Topic Day 1 Day 1 Choice Time p. 23 Exploring the Topic Day 1 Choice Time p. 21 Exploring the Topic Day 1 Choice Time p. 21 Exploring the Topic Day 1 Choice Time p. 28 Investigation 1 Day 1 Choice Time p. 21 Investigation 1 Day 2 Small Group p. 40 Investigation 1 Day 2 Small Group p. 41 Investigation 1 Day 2 Small Group p. 40 Investigation 3 Day 3 Large Group p. 41 Investigation 3 Day 3 Large Group p. 47 Investigation 3 Day 3 Large Group p. 41 Investigation 3 Day 3 Large Group p. 67 Investigation 3 Day 3 Large Group p. 67 Investigation 3 Day 3 Large Group p. 67 Investigation 1 Day 1 Large Group p. 67 Investigation 1 Day 1 Large Group p. 67 Investigation 1 Day 1 Small Group p. 67 Investigation 1 Day 1 Small Group p. 70 Investigation 1 Day 1 Small Group p. 24 Investigation 1 Day 1 Small Group p. 67 Investigation 1 Day 1 Small Group p. 31 Investigation		C.48.	3 to 4 years
INDICATOR C.48.8. Secure Study INDICATOR C.48.8. Strate Standing Level Study INDICATOR C.48.8. Strate Standing	INDICATOR		Attributes, Sorting and Patterns
INDICATOR C.48.8. Recognize patterns in routines, objects and/or sounds and replicate sequence using objects or language. Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 31 Investigation 1 Day 2 Small Group p. 43 Investigation 3 Day 2 Small Group p. 43 Investigation 4 Day 4 Mighty Minutes p. 49 Investigation 4 Day 4 Small Group p. 61 Investigation 4 Day 4 Small Group p. 54 Investigation 4 Day 4 Small Group p. 61 Investigation 4 Day 4 Small Group p. 61 Investigation 4 Day 4 Small Group p. 61 Investigation 4 Day 4 Small Group gRADE LEVEL C.48. 3 to 4 years EXPECTATION C.48. 3 to 4 years INDICATOR Problem Solving INDICATOR C.48.9. Think of and try an alternative strategy when a first attempt at solving a problem is unsuccessful. Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group p. 29 Investigation 3 Day 2 Small Group Strand B: Early learning experiences will support children to use logic and reasoning. GRADE LEVEL C.48. Strand B: Early learning experiences will support children to use logic and reasoning.		C.48.7.	Identify similarities and differences in objects, people, events, sounds based on one attribute (e.g., same or different colors, loud or soft sound). <u>Reduce, Reuse, Recycle Study</u> p. 18 Exploring the Topic Day 3 Choice Time p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Large-Group Roundup p. 21 Exploring the Topic Day 4 Large-Group Roundup p. 23 Exploring the Topic Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 2 Small Group p. 40 Investigation 2 Day 3 Large Group p. 42 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 50 Investigation 3 Day 3 Large Group p. 50 Investigation 3 Day 3 Large Group p. 51 Investigation 3 Day 3 Large Group p. 51 Investigation 3 Day 3 Large Group p. 51 Investigation 3 Day 3 Large Group p. 50 Investigation 5 Day 1 Small Group p. 67 Investigation 5 Day 3 Large Group
Iogic and reasoning. GRADE LEVEL EXPECTATION INDICATOR INDICATOR C.48. Think of and try an alternative strategy when a first attempt at solving a problem is unsuccessful. Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group STATE FRAMEWORK C.48. GRADE LEVEL C.48.	INDICATOR	C.48.8.	Recognize patterns in routines, objects and/or sounds and replicate sequence using objects or language. <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 31 Investigation 1 Day 2 Small Group p. 43 Investigation 2 Day 4 Mighty Minutes p. 49 Investigation 3 Day 2 Small Group p. 54 Investigation 4 Day 1 Large Group
EXPECTATION Problem Solving INDICATOR Problem Solving INDICATOR C.48.9. Think of and try an alternative strategy when a first attempt at solving a problem is unsuccessful. Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group STATE FRAMEWORK C.B. Strand B: Early learning experiences will support children to use logic and reasoning. GRADE LEVEL C.48. 3 to 4 years	STATE FRAMEWORK	С.В.	
INDICATOR C.48.9. Think of and try an alternative strategy when a first attempt at solving a problem is unsuccessful. Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group STATE FRAMEWORK C.B. GRADE LEVEL C.48.	-	C.48.	3 to 4 years
solving a problem is unsuccessful. Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group STATE FRAMEWORK C.B. Strand B: Early learning experiences will support children to use logic and reasoning. GRADE LEVEL C.48.	INDICATOR		Problem Solving
Iogic and reasoning. GRADE LEVEL C.48. 3 to 4 years	INDICATOR	C.48.9.	solving a problem is unsuccessful. <u>Reduce, Reuse, Recycle Study</u> p. 29 Investigation 1 Day 1 Small Group
	STATE FRAMEWORK	С.В.	
	-	C.48.	3 to 4 years

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

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

]	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
	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
C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
C.48.	3 to 4 years
	Cognitive Flexibility
C.48.15.	With adult assistance, stop and consider alternatives when encountering a problem.
	Reduce, Reuse, Recycle Study
	p. 29 Investigation 1 Day 1 Small Group
	p. 49 Investigation 3 Day 2 Small Group
	Strand C: Early learning experiences will support children to strengthen executive function.
C.48.	3 to 4 years
	Regulation of Attention and Impulses
C.48.18.	With adult reminders can briefly inhibit initial response (e.g., stop imitating inappropriate behaviors of peers, wait turn to respond to question or prompt in group setting).
	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
C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
C.60.	4 to 5 years
	Cognitive Flexibility
C.60.17.	Generate or seek out multiple solutions to a problem.
	Reduce, Reuse, Recycle Study
	p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group
CT SE	
	Social and Emotional Development
	Strand C: Early learning experiences will support children to develop self-regulation.
SE.48.	3 to 4 years
	Regulation of Impulses and Behavior
SE.48.5.	Make transitions and follow basic schedule, routines and rules with
	occasional reminders.
	C.48. C.48. C.48.15. C.48.15. C.48. C.48.15. C.5. C.5. C.5. C.5. C.5. C.5. C.5.

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

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

GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Mobility
INDICATOR	PH.60.1.	Alternate direction while running and stop easily without losing balance. <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 45 Investigation 3 Outdoor Experiences p. 66 Investigation 5 Day 1 Large Group
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Large Muscle Movement and Coordination
INDICATOR	PH.60.2.	Coordinate more complex movements with increasing control, balance, and accuracy (e.g., climbing on playground equipment, pumping a swing, bending, twisting, playing hopscotch, riding tricycle). <u>Reduce, Reuse, Recycle Study</u> p. 13 Exploring the Topic Outdoor Experiences p 13 p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 36 Investigation 2 Day 1 Large Group
		 p. 45 Investigation 3 Outdoor Experiences p. 65 Investigation 5 Outdoor Experience p. 66 Investigation 5 Day 1 Large Group p. 83 Celebrating Learning Outdoor Experiences
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Visual Motor Integration
INDICATOR	PH.48.6.	Use smaller objects with precision (e.g., put small pegs in light board, use large needle to sew, use scissors to cut on curved line, etc.). <u>Reduce, Reuse, Recycle Study</u> p. 19 Exploring the Topic Day 3 Small Group p.15 Exploring the Topic Day 1 Small Group
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Small Muscle Movement and Coordination
INDICATOR	PH.48.7.	Use writing/drawing tools with increased precision to draw simple shapes, pictures and/or letter. May have immature pencil grasp with 3-5 fingers on pencil shaft. <u>Reduce, Reuse, Recycle Study</u> p. 19 Exploring the Topic Day 3 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 36 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 3 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 1 Small Group
		p. 60 Investigation 4 Day 2 Choice Time
		p. 61 Investigation 4 Day 4 Large-Group Roundup
		p.15 Exploring the Topic Day 1 Small Group
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Visual Motor Integration
INDICATOR	PH.60.3.	Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors). <u>Reduce, Reuse, Recycle Study</u> p. 19 Exploring the Topic Day 3 Small Group p.15 Exploring the Topic Day 1 Small Group
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Small Muscle Movement and Coordination
INDICATOR	PH.60.4.	Have sufficient control of writing implements to copy simple forms
		name since these are most familiar). <u>Reduce, Reuse, Recycle Study</u> p. 19 Exploring the Topic Day 3 Small Group p. 33 Investigation 1 Day 3 Small Group p.15 Exploring the Topic Day 1 Small Group
INDICATOR	PH.60.5.	Use a mature pencil grasp with 3 fingers on writing implement.
		Reduce, Reuse, Recycle Study p. 19 Exploring the Topic Day 3 Small Group p.15 Exploring the Topic Day 1 Small Group
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Safety and Responsibility
INDICATOR	PH.48.9.	Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults. <u>Reduce, Reuse, Recycle Study</u>
STATE FRAMEWORK	PH.C.	p. 14 Exploring the Topic Day 1 Large Group Strand C: Early learning experiences will support children to acquire
GRADE LEVEL	PH.60.	adaptive skills. 4 to 5 years
EXPECTATION		
INDICATOR		Safety and Responsibility
INDICATOR	PH.60.7.	Understand the reason for most basic safety rules at home, in familiar settings and in the community. Reduce, Reuse, Recycle Study
		p. 14 Exploring the Topic Day 1 Large Group

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

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

		p. 63 Investigation 4 Day 5 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL	L.48.	3 to 4 years
EXPECTATION		
NDICATOR		Expression of Ideas, Feelings and Needs
INDICATOR	L.48.6.	Communicate about current or removed events and/or objects.
		Reduce, Reuse, Recycle Study p. 13 Exploring the Topic Outdoor Experiences p 13
		p. 14 Exploring the Topic Day 1 Large Group
		p. 15 Exploring the Topic Day 1 Large-Group Roundup
		p. 15 Exploring the Topic Day 1 Choice Time
		p. 15 Exploring the Topic Day 1 Read-Aloud p. 16 Exploring the Topic Day 2 Choice Time
		p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group
		p. 17 Exploring the Topic Day 2 Small Group
		p. 17 Exploring the Topic Day 2 Large-Group Roundup
		p. 18 Exploring the Topic Day 3 Choice Time
		p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Large-Group Roundup
		p. 19 Exploring the Topic Day 3 Read-Aloud
		p. 19 Exploring the Topic Day 3 Small Group
		p. 20 Exploring the Topic Day 4 Large Group
		p. 21 Exploring the Topic Day 4 Choice Time
		p. 21 Exploring the Topic Day 4 Large-Group Roundup
		p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group
		p. 23 Exploring the Topic Day 5 Large-Group Roundup
		p. 23 Exploring the Topic Day 5 Choice Time
		p. 23 Exploring the Topic Day 5 Read-Aloud
		p. 23 Exploring the Topic Day 5 Small Group
		p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group
		p. 29 Investigation 1 Day 1 Choice Time
		p. 29 Investigation 1 Day 1 Large-Group Roundup
		p. 29 Investigation 1 Day 1 Mighty Minutes
		p. 29 Investigation 1 Day 1 Small Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Large-Group Roundup
		p. 31 Investigation 1 Day 2 Small Group
		p. 32 Investigation 1 Day 3 Choice Time
		p. 32 Investigation 1 Day 3 Large Group
		p. 33 Investigation 1 Day 3 Large-Group Roundup
		p. 33 Investigation 1 Day 3 Read-Aloud p. 33 Investigation 1 Day 3 Small Group
		p. 35 Investigation 7 Day 3 Small Gloup p. 35 Investigation 2 Outdoor Experience
		p. 36 Investigation 2 Day 1 Choice Time
		p. 36 Investigation 2 Day 1 Large Group
		p. 37 Investigation 2 Day 1 Large-Group Roundup
		p. 37 Investigation 2 Day 1 Small Group
		p. 38 Investigation 2 Day 2 Choice Time p. 38 Investigation 2 Day 2 Large Group
		p. 39 Investigation 2 Day 2 Large Group Roundup
		p. 39 Investigation 2 Day 2 Read-Aloud
		p. 39 Investigation 2 Day 2 Small Group 39
		p. 40 Investigation 2 Day 3 Choice Time
		p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Large- Group Roundup
		p. 41 Investigation 2 Day 3 Earge- Group Roundup p. 41 Investigation 2 Day 3 Small Group
		p. 42 Investigation 2 Day 4 Large Group
		p. 42 investigation 2 Day 4 Choice Time

p. 43 Investigation 2 Day 4 Large-Group Roundup p. 43 Investigation 2 Day 4 Read-Aloud p. 43 Investigation 2 Day 4 Small Group p. 45 Investigation 3 Outdoor Experiences p. 46 Investigation 3 Day 1 Choice Time p. 46 Investigation 3 Day 1 Large Group p. 47 Investigation 3 Day 1 Large-Group Roundup p. 47 Investigation 3 Day 1 Small Group p. 48 Investigation 3 Day 2 Choice Time p. 48 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Large-Group Roundup p. 49 Investigation 3 Day 2 Small Group p. 50 Investigation 3 Day 3 Large Group p. 51 Investigation 3 Day 3 Choice Time p. 51 Investigation 3 Day 3 Large-Group Roundup p. 51 Investigation 3 Day 3 Read-Aloud p. 51 Investigation 3 Day 3 Small Group p. 53 Investigation 4 Outdoor Experiences p. 54 Investigation 4 Day 1 Choice Time p. 54 Investigation 4 Day 1 Large Group p. 55 Investigation 4 Day 1 Large-Group Roundup p. 55 Investigation 4 Day 1 Small Group p. 56 Investigation 4 Day 2 Choice Time p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large-Group Roundup p. 57 Investigation 4 Day 2 Read-Aloud p. 57 Investigation 4 Day 2 Small Group p. 58 Investigation 4 Day 3 Large Group p. 58 Investigation 4 Day 3 Choice Time p. 59 Investigation 4 Day 3 Large-Group Roundup p. 59 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Small Group p. 60 Investigation 4 Day 4 Choice Time p. 60 Investigation 4 Day 4 Large Group p. 61 Investigation 4 Day 4 Large-Group Roundup p. 61 Investigation 4 Day 4 Small Group p. 62 Investigation 4 Day 5 Choice Time p. 62 Investigation 4 Day 5 Large Group p. 63 Investigation 4 Day 5 Large-Group Roundup p. 63 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 4 Day 5 Small Group p. 65 Investigation 5 Outdoor Experience p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Choice Time p. 67 Investigation 5 Day 1 Large-Group Roundup p. 67 Investigation 5 Day 1 Small Group p. 68 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 2 Choice Time p. 69 Investigation 5 Day 2 Large-Group Roundup p. 69 Investigation 5 Day 2 Small Group p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Choice Time p. 71 Investigation 5 Day 3 Large-Group Roundup p. 71 Investigation 5 Day 3 Read-Aloud p. 71 Investigation 5 Day 3 Small Group p. 83 Celebrating Learning Outdoor Experiences p. 84 Celebrating Learning Day 1 Choice Time p. 84 Celebrating Learning Day 1 Large Group p. 85 Celebrating Learning Day 1 Large-Group Roundup p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup p. 87 Celebrating Learning Day 2 Small Group

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

INDICATOR	L.48.10.	Maintain a topic of conversation over the course of several turns.
		Reduce. Reuse. Recycle Study
		p. 13 Exploring the Topic Outdoor Experiences p 13
		p. 14 Exploring the Topic Day 1 Large Group
		p. 15 Exploring the Topic Day 1 Large-Group Roundup
		p. 15 Exploring the Topic Day 1 Choice Time
		p. 15 Exploring the Topic Day 1 Read-Aloud p. 16 Exploring the Topic Day 2 Choice Time
		p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group
		p. 17 Exploring the Topic Day 2 Small Group
		p. 17 Exploring the Topic Day 2 Large-Group Roundup
		p. 18 Exploring the Topic Day 3 Choice Time
		p. 18 Exploring the Topic Day 3 Large Group
		p. 19 Exploring the Topic Day 3 Large-Group Roundup
		p. 19 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Small Group
		p. 20 Exploring the Topic Day 4 Large Group
		p. 21 Exploring the Topic Day 4 Choice Time
		p. 21 Exploring the Topic Day 4 Large-Group Roundup
		p. 21 Exploring the Topic Day 4 Small Group
		p. 22 Exploring the Topic Day 5 Large Group
		p. 23 Exploring the Topic Day 5 Large-Group Roundup p. 23 Exploring the Topic Day 5 Choice Time
		p. 23 Exploring the Topic Day 5 Read-Aloud
		p. 23 Exploring the Topic Day 5 Small Group
		p. 27 Investigation 1 Outdoor Experiences
		p. 28 Investigation 1 Day 1 Large Group
		p. 29 Investigation 1 Day 1 Choice Time
		p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Mighty Minutes
		p. 29 Investigation 1 Day 1 Small Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Choice Time
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		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
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		p. 40 Investigation 2 Day 3 Large Group
		p. 41 Investigation 2 Day 3 Large- Group Roundup
		p. 41 Investigation 2 Day 3 Small Group
		p. 42 Investigation 2 Day 4 Large Group
		p. 42 investigation 2 Day 4 Choice Time p. 43 Investigation 2 Day 4 Large-Group Roundup
		p. 43 Investigation 2 Day 4 Earge-Group Roundup p. 43 Investigation 2 Day 4 Read-Aloud
		p. 43 Investigation 2 Day 4 Small Group
		p. 45 Investigation 3 Outdoor Experiences
		p. 46 Investigation 3 Day 1 Choice Time
		p. 46 Investigation 3 Day 1 Large Group
		p. 47 Investigation 3 Day 1 Large-Group Roundup p. 47 Investigation 3 Day 1 Small Group
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		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
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		p. 55 Investigation 4 Day 1 Large-Group Roundup
		p. 55 Investigation 4 Day 1 Small Group
		p. 56 Investigation 4 Day 2 Choice Time
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		p. 57 Investigation 4 Day 2 Large-Group Roundup
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		p. 65 Investigation 5 Outdoor Experience
		p. 66 Investigation 5 Day 1 Large Group
		p. 67 Investigation 5 Day 1 Choice Time
		p. 67 Investigation 5 Day 1 Large-Group Roundup
		p. 67 Investigation 5 Day 1 Small Group
		p. 68 Investigation 5 Day 2 Large Group
		p. 69 Investigation 5 Day 2 Choice Time
		p. 69 Investigation 5 Day 2 Large-Group Roundup
		p. 69 Investigation 5 Day 2 Small Group
		p. 70 Investigation 5 Day 3 Large Group
		p. 71 Investigation 5 Day 3 Choice Time
		p. 71 Investigation 5 Day 3 Large-Group Roundup
		p. 71 Investigation 5 Day 3 Read-Aloud
		p. 71 Investigation 5 Day 3 Small Group
		p. 83 Celebrating Learning Outdoor Experiences
		p. 84 Celebrating Learning Day 1 Choice Time
		p. 84 Celebrating Learning Day 1 Large Group
		p. 85 Celebrating Learning Day 1 Large-Group Roundup
		p. 85 Celebrating Learning Day 1 Small Group
		p. 86 Celebrating Learning Day 2 Large Group
		p. 87 Celebrating Learning Day 2 Read-Aloud
		p. 87 Celebrating Learning Day 2 Choice Time
		p. 87 Celebrating Learning Day 2 Large Group Roundup
		p. 87 Celebrating Learning Day 2 Small Group
		p.15 Exploring the Topic Day 1 Small Group
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use
		language for social interaction.
GRADE LEVEL	L.48.	3 to 4 years
EXPECTATION		
INDICATOR		Language for Interaction
	L.48.11.	Answer simple who, what, where and why questions.
INDICATOR	1 4X 11	

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		Reduce, Reuse, Recycle Studyp. 14 Exploring the Topic Day 1 Large Groupp. 16 Exploring the Topic Day 2 Large Groupp. 18 Exploring the Topic Day 3 Large Groupp. 18 Exploring the Topic Day 3 Large Groupp. 19 Exploring the Topic Day 3 Large-Group Roundupp. 19 Exploring the Topic Day 3 Large Groupp. 20 Exploring the Topic Day 4 Large Groupp. 22 Exploring the Topic Day 5 Large Groupp. 23 Investigation 1 Day 1 Choice Timep. 31 Investigation 1 Day 2 Read-Aloudp. 32 Investigation 1 Day 3 Small Groupp. 33 Investigation 2 Day 1 Large Groupp. 36 Investigation 2 Day 1 Choice Timep. 36 Investigation 2 Day 1 Choice Timep. 36 Investigation 2 Day 3 Small Groupp. 41 Investigation 2 Day 4 Mighty Minutesp. 43 Investigation 3 Day 2 Large Groupp. 44 Investigation 3 Day 1 Large Groupp. 45 Investigation 3 Day 2 Large Groupp. 46 Investigation 3 Day 2 Large Groupp. 49 Investigation 3 Day 2 Large Groupp. 49 Investigation 3 Day 2 Large Groupp. 51 Investigation 3 Day 2 Large Groupp. 54 Investigation 4 Day 1 Small Groupp. 55 Investigation 4 Day 2 Large Groupp. 56 Investigation 4 Day 2 Large Groupp. 56 Investigation 4 Day 2 Large Groupp. 57 Investigation 4 Day 2 Large Groupp. 58 Investigation 4 Day 2 Large Groupp. 56 Investigation 5 Day 1 Small Groupp. 56 Investigation 5 Day 1 Large Groupp. 6
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Conventions of Conversation
INDICATOR	L.60.9.	Initiate, maintain and end conversations by repeating what other person says and/or by asking questions. <u>Reduce, Reuse, Recycle Study</u> p. 13 Exploring the Topic Outdoor Experiences p 13 p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Large-Group Roundup p. 18 Exploring the Topic Day 3 Choice Time

	p. 18 Exploring the Topic Day 3 Large Group
	p. 19 Exploring the Topic Day 3 Large-Group Roundup
	p. 19 Exploring the Topic Day 3 Read-Aloud
	p. 19 Exploring the Topic Day 3 Small Group
	p. 20 Exploring the Topic Day 4 Large Group
	p. 21 Exploring the Topic Day 4 Choice Time
	p. 21 Exploring the Topic Day 4 Large-Group Roundup
	p. 21 Exploring the Topic Day 4 Small Group
	p. 22 Exploring the Topic Day 5 Large Group
	p. 23 Exploring the Topic Day 5 Large-Group Roundup
	p. 23 Exploring the Topic Day 5 Choice Time
	p. 23 Exploring the Topic Day 5 Read-Aloud
	p. 23 Exploring the Topic Day 5 Small Group
	p. 27 Investigation 1 Outdoor Experiences
	p. 28 Investigation 1 Day 1 Large Group
	p. 29 Investigation 1 Day 1 Choice Time
	p. 29 Investigation 1 Day 1 Large-Group Roundup
	p. 29 Investigation 1 Day 1 Mighty Minutes
	p. 29 Investigation 1 Day 1 Small Group
	p. 30 Investigation 1 Day 2 Large Group
	p. 31 Investigation 1 Day 2 Choice Time
	p. 31 Investigation 1 Day 2 Large-Group Roundup
	p. 31 Investigation 1 Day 2 Small Group
	p. 32 Investigation 1 Day 3 Choice Time
	p. 32 Investigation 1 Day 3 Large Group
	p. 33 Investigation 1 Day 3 Large-Group Roundup
	p. 33 Investigation 1 Day 3 Read-Aloud
	p. 33 Investigation 1 Day 3 Small Group
	p. 35 Investigation 2 Outdoor Experience
	p. 36 Investigation 2 Day 1 Choice Time
	p. 36 Investigation 2 Day 1 Large Group
	p. 37 Investigation 2 Day 1 Large-Group Roundup
	p. 37 Investigation 2 Day 1 Small Group
	p. 38 Investigation 2 Day 2 Choice Time
	p. 38 Investigation 2 Day 2 Large Group
	p. 39 Investigation 2 Day 2 Large-Group Roundup
	p. 39 Investigation 2 Day 2 Read-Aloud
	p. 39 Investigation 2 Day 2 Small Group 39
	p. 40 Investigation 2 Day 3 Choice Time
	p. 40 Investigation 2 Day 3 Large Group
	p. 41 Investigation 2 Day 3 Large- Group Roundup
	p. 41 Investigation 2 Day 3 Small Group
	p. 42 Investigation 2 Day 4 Large Group
	p. 42 investigation 2 Day 4 Choice Time
	p. 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. 45 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 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. 48 Investigation 3 Day 2 Large Group
	p. 49 Investigation 3 Day 2 Large Group Roundup
	p. 49 Investigation 3 Day 2 Small Group
	p. 50 Investigation 3 Day 3 Large Group
	p. 51 Investigation 3 Day 3 Choice Time
	p. 51 Investigation 3 Day 3 Large-Group Roundup
	p. 51 Investigation 3 Day 3 Read-Aloud
	p. 51 Investigation 3 Day 3 Small Group
	p. 53 Investigation 4 Outdoor Experiences
	p. 54 Investigation 4 Day 1 Choice Time
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Ianguage for social interaction. GRADE LEVEL EXPECTATION L.60. INDICATOR Language for Interaction INDICATOR L.60.10. Use language to share ideas and gain 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 p. 40 Investigation 2 Day 3 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 Small Group p.15 Exploring the Topic Day 1 Small GroupSTATE FRAMEWORKL.C.Strand C: Early learning experiences will support children to us language for social interaction.GRADE LEVEL EXPECTATIONL.60.4 to 5 yearsINDICATORL.60.10.Use language to share ideas and gain information.Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Choice Time p. 22 Exploring the Topic Day 1 Large-Group Roundup p. 37 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large Group p. 40 Investigation 2 Day 3 Large Group			 p. 56 Investigation 4 Day 2 Choice Time p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 58 Investigation 4 Day 3 Large Group p. 58 Investigation 4 Day 3 Large Group Roundup p. 59 Investigation 4 Day 3 Read-Aloud 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 Small Group p. 62 Investigation 4 Day 5 Large Group Roundup p. 63 Investigation 4 Day 5 Large Group Roundup p. 63 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 5 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Large Group p. 68 Investigation 5 Day 1 Large Group p. 69 Investigation 5 Day 2 Large Group p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Small Group p. 71 Investigation 5 Day 3 Small Group p. 71 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Small Group p. 71 Investigation 5 Day 3 Small Group p. 71 Investigation 5 Day 3 Large Group Roundup p. 71 I
p.15 Exploring the Topic Day 1 Small GroupSTATE FRAMEWORKL.C.Strand C: Early learning experiences will support children to us language for social interaction.GRADE LEVEL EXPECTATIONL.60.4 to 5 yearsINDICATORLanguage for InteractionINDICATORL.60.10.Use language to share ideas and gain information.Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Choice Time p. 22 Exploring the Topic Day 1 Large-Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 3 Large Group p. 40 Investigation 2 Day 3 Large Group			p. 87 Celebrating Learning Day 2 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup
Ianguage for social interaction. GRADE LEVEL EXPECTATION L.60. INDICATOR Language for Interaction INDICATOR L.60.10. Use language to share ideas and gain 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 p. 40 Investigation 2 Day 3 Large Group			
EXPECTATION Language for Interaction INDICATOR L.60.10. Use language to share ideas and gain 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 3 Large Group p. 40 Investigation 2 Day 3 Large Group p. 40 Investigation 2 Day 3 Large Group	STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
INDICATOR Language for Interaction INDICATOR L.60.10. Use language to share ideas and gain 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 3 Large Group p. 40 Investigation 2 Day 3 Large Group p. 40 Investigation 2 Day 3 Large Group	-	L.60.	4 to 5 years
INDICATORL.60.10.Use language to share ideas and gain 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 p. 40 Investigation 2 Day 3 Large Group			Language for Interaction
p. 15 Exploring the Topic Day 1 Choice Time p. 22 Exploring the Topic Day 5 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 40 Investigation 2 Day 3 Large Group	INDICATOR	L.60.10.	
			 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
book appreciation and knowledge.			
GRADE LEVEL L.48. 3 to 4 years		L.48.	3 to 4 years

INDICATOR		Interest and Engagement with Books
INDICATOR	L.48.12.	Select fiction and nonfiction books to be read and attend with
INDICATOR	L.48.12.	
STATE FRAMEWORK	L.D.	 p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud Strand D: Early learning experiences will support children to gain
		book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)
INDICATOR	L.48.13.	Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text. <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Mighty Minutes p. 23 Exploring the Topic Day 5 Read-Aloud

		p. 27 Investigation 1 Outdoor Experiences
		p. 28 Investigation 1 Day 1 Large Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Mighty Minutes
		p. 31 Investigation 1 Day 2 Small Group
		p. 32 Investigation 1 Day 3 Large Group
		p. 33 Investigation 1 Day 3 Mighty Minutes
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 35 Investigation 2 Outdoor Experience
		p. 36 Investigation 2 Day 1 Large Group
		p. 37 Investigation 2 Day 1 Mighty Minutes
		p. 37 Investigation 2 Day 1 Small Group
		p. 38 Investigation 2 Day 2 Large Group
		p. 39 Investigation 2 Day 2 Read-Aloud
		p. 41 Investigation 2 Day 3 Mighty Minutes
		p. 43 Investigation 2 Day 4 Read-Aloud
		p. 45 Investigation 3 Outdoor Experiences
		p. 49 Investigation 3 Day 2 Small Group
		p. 51 Investigation 3 Day 3 Read-Aloud
		p. 55 Investigation 4 Day 1 Mighty Minutes
		p. 55 Investigation 4 Day 1 Read-Aloud
		p. 57 Investigation 4 Day 2 Read-Aloud
		p. 58 Investigation 4 Day 3 Large Group
		p. 58 Investigation 4 Day 3 Choice Time
		p. 59 Investigation 4 Day 3 Read-Aloud
		p. 59 Investigation 4 Day 3 Small Group
		p. 61 Investigation 4 Day 4 Mighty Minutes
		p. 61 Investigation 4 Day 4 Small Group
		p. 62 Investigation 4 Day 5 Large Group
		p. 63 Investigation 4 Day 5 Read-Aloud
		p. 63 Investigation 4 Day 5 Small Group
		p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Mighty Minutes
		p. 67 Investigation 5 Day 1 Read-Aloud
		p. 69 Investigation 5 Day 2 Choice Time
		p. 69 Investigation 5 Day 2 Large-Group Roundup
		p. 69 Investigation 5 Day 2 Mighty Minutes
		p. 70 Investigation 5 Day 3 Large Group
		p. 71 Investigation 5 Day 3 Choice Time
		p. 71 Investigation 5 Day 3 Large-Group Roundup
		p. 71 Investigation 5 Day 3 Mighty Minutes
		p. 71 Investigation 5 Day 3 Read-Aloud
		p. 71 Investigation 5 Day 3 Small Group
		p. 85 Celebrating Learning Day 1 Small Group
		p. 86 Celebrating Learning Day 2 Large Group
		p. 87 Celebrating Learning Day 2 Read-Aloud
		p. 87 Celebrating Learning Day 2 Small Group
	1 40 44	
INDICATOR	L.48.14.	Ask and answer simple who, what, where and why questions related
		to story or text.
		Raduas Rauss Rasvala Study
		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 Choice Time p. 16 Exploring the Topic Day 2 Choice Time
		p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group
		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 Choice Time 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 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
1	11	p. 22 Exploring the Topic Day 5 Large Group
		p. 28 Investigation 1 Day 1 Large Group
		p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time
		p. 28 Investigation 1 Day 1 Large Group

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		p. 33 Investigation 1 Day 3 Small Group
		p. 36 Investigation 2 Day 1 Choice Time
		p. 36 Investigation 2 Day 1 Large Group
		p. 37 Investigation 2 Day 1 Large-Group Roundup
		p. 38 Investigation 2 Day 2 Large Group
		p. 39 Investigation 2 Day 2 Large-Group Roundup
		p. 40 Investigation 2 Day 3 Large Group
		p. 41 Investigation 2 Day 3 Small Group
		p. 43 Investigation 2 Day 4 Mighty Minutes
		p. 43 Investigation 2 Day 4 Small Group
		p. 46 Investigation 3 Day 1 Choice Time
		p. 46 Investigation 3 Day 1 Large Group
		p. 48 Investigation 3 Day 2 Large Group
		p. 49 Investigation 3 Day 2 Mighty Minutes
		p. 50 Investigation 3 Day 3 Large Group
		p. 51 Investigation 3 Day 3 Small Group
		p. 54 Investigation 4 Day 1 Large Group
		p. 55 Investigation 4 Day 1 Small Group
		p. 56 Investigation 4 Day 2 Choice Time
		p. 56 Investigation 4 Day 2 Large Group
		p. 57 Investigation 4 Day 2 Large-Group Roundup
		p. 57 Investigation 4 Day 2 Small Group
		p. 58 Investigation 4 Day 3 Large Group
		p. 60 Investigation 4 Day 4 Large Group
		p. 62 Investigation 4 Day 5 Large Group
		p. 66 Investigation 5 Day 1 Large Group
		p. 67 Investigation 5 Day 1 Small Group
		p. 68 Investigation 5 Day 2 Large Group
		p. 69 Investigation 5 Day 2 Choice Time
		p. 71 Investigation 5 Day 3 Small Group
		p. 84 Celebrating Learning Day 1 Large Group
		p. 87 Celebrating Learning Day 2 Choice Time
		p. 87 Celebrating Learning Day 2 Large Group Roundup
		p. 87 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	L.48.15.	Make predictions and/or ask questions about the text by examining the title, cover, pictures.
		Reduce, Reuse, Recycle Study
		p. 15 Exploring the Topic Day 1 Read-Aloud
		p. 15 Exploring the Topic Day 1 Read-Aloud
		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. 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. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud
		p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud
		p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud
		p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud
		 p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 4 Read-Aloud
		 p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 3 Day 2 Read-Aloud p. 49 Investigation 3 Day 2 Read-Aloud
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		 p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 3 Day 2 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud
		 p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 3 Day 2 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud
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		 p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 3 Day 2 Read-Aloud p. 51 Investigation 3 Day 2 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 57 Investigation 4 Day 3 Read-Aloud p. 57 Investigation 5 Day 3 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud
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		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
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		p. 49 Investigation 3 Day 2 Read-Aloud
		p. 51 Investigation 3 Day 3 Read-Aloud
		p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud
		p. 59 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud
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		p. 62 Investigation 4 Day 5 Large Group
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STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain
STATEFRAMEWORK	L.D.	book appreciation and knowledge.
GRADE LEVEL	L.60.	4 to 5 years
GRADE LEVEL		
EXPECTATION		4 to 5 years
EXPECTATION INDICATOR		Understanding of Stories or Information (Stories or information may
		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)
	L.60.12.	Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books) With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text.
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books) With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text. Reduce, Reuse, Recycle Study
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books) With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text. <u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books) With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text. <u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books) With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text. <u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books) With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text. 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 1 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books) With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text. Reduce, Reuse, Recycle Study p. 15 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
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books) With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text. Reduce, Reuse, Recycle Study p. 15 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. 39 Investigation 2 Day 2 Read-Aloud
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books) With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text. Reduce, Reuse, Recycle Study p. 15 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 2 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books) With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text. Reduce, Reuse, Recycle Study p. 15 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. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 3 Day 3 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books) With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text. <u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books) With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text. <u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 33 Investigation 1 Day 1 Read-Aloud p. 39 Investigation 1 Day 2 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books) With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text. <u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 23 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud p. 56 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 58 Investigation 4 Day 3 Large Group
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books) With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text. <u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 33 Investigation 1 Day 1 Read-Aloud p. 39 Investigation 1 Day 2 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books) With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text. <u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 23 Investigation 1 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud p. 56 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 58 Investigation 4 Day 3 Large Group p. 59 Investigation 4 Day 3 Read-Aloud
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books) With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text. <u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 23 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 2 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 1 Read-Aloud p. 58 Investigation 4 Day 3 Large Group p. 59 Investigation 4 Day 3 Small Group
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books) With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text. Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 23 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 33 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 2 Day 2 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 2 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 Large Group p. 59 Investigation 4 Day 3 Small Group p. 62 Investigation 4 Day 5 Large Group
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books) With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text. Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 23 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 33 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 2 Day 2 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 2 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. 59 Investigation 4 Day 3 Read-Aloud p. 56 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 58 Investigation 4 Day 3 Large Group p. 59 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Large Group p. 63 Investigation 4 Day 5 Read-Aloud
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books) With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text. Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 15 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 33 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 50 Investigation 4 Day 3 Read-Aloud p. 61 Investigation 4 Day 5 Small Group p. 63 Investigation 4 Day 5 Small Group p. 63 Investigation 5 Day 1 Large
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books) With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text. Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 15 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 33 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 55 Investigation 4 Day 1 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. 58 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 59 Investigation 4 Day 5 Small Group p. 63 Investigation 4 Day 5 Small Group p. 63 Investigation 4 Day 5 Small Group p. 66 Investigation 5 Day 1 Large Group
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books) With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text. Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 15 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 33 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 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 Small Group p. 63 Investigation 4 Day 5 Small Group p. 63 Investigation 5 Day 1 Large
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books) With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text. <u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 23 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 2 Day 2 Read-Aloud p. 33 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 58 Investigation 4 Day 3 Large Group p. 59 Investigation 4 Day 3 Small Group p. 61 Investigation 4 Day 5 Small Group p. 63 Investigation 4 Day 5 Small Group p. 63 Investigation 5 Day 1 Read-Aloud p. 66 Investigation 5 Day 1 Read-Aloud p. 71 Investigation 5 Day 1 Read-Aloud

INDICATOR	L.60.13.	Identify main components of a story or text (the major plot points of
	L.00.10.	a story or the main topic of an informational text).
		Reduce, Reuse, Recycle Study
		p. 55 Investigation 4 Day 1 Read-Aloud
		p. 59 Investigation 4 Day 3 Small Group
		p. 62 Investigation 4 Day 5 Large Group
		p. 63 Investigation 4 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group
		p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	L.60.14.	Use connections between self and character, experience and emotions to increase comprehension.
		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
		p. 87 Celebrating Learning Day 2 Read-Aloud
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Book Concepts
INDICATOR	L.48.16.	Look at pages of a book from left to right (or according to conventions of home language).
		Reduce, Reuse, Recycle Study
		p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group
		p. 36 Investigation 2 Day 1 Choice Time
		p. 41 Investigation 2 Day 3 Small Group
		p. 43 Investigation 2 Day 4 Small Group
		p. 71 Investigation 5 Day 3 Small Group
		p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	L.48.17.	Recognize that print represents spoken words (e.g., first name in print, environmental labels).
		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
		Strand E: Early learning experiences will support children to gain
STATE FRAMEWORK	L.E.	knowledge of print and its uses.
GRADE LEVEL	L.E.	
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR		knowledge of print and its uses.

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

		n CO Investigation E Day O Constl Organi
		p. 69 Investigation 5 Day 2 Small Group p. 71 Investigation 5 Day 3 Small Group
		p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	L.60.19.	Begin to use awareness of letter sounds along with pictures to read words in text.
		Reduce, Reuse, Recycle Studyp. 14 Exploring the Topic Day 1 Large Groupp. 17 Exploring the Topic Day 2 Small Groupp. 23 Exploring the Topic Day 5 Small Groupp. 30 Investigation 1 Day 2 Large Groupp. 31 Investigation 1 Day 3 Small Groupp. 33 Investigation 1 Day 3 Small Groupp. 34 Investigation 1 Day 3 Small Groupp. 35 Investigation 1 Day 3 Small Groupp. 36 Investigation 2 Day 1 Choice Timep. 37 Investigation 2 Day 1 Small Groupp. 38 Investigation 2 Day 1 Small Groupp. 39 Investigation 2 Day 2 Small Groupp. 39 Investigation 2 Day 2 Small Groupp. 40 Investigation 2 Day 2 Small Groupp. 41 Investigation 2 Day 3 Large Groupp. 43 Investigation 2 Day 3 Small Groupp. 44 Investigation 2 Day 4 Small Groupp. 45 Investigation 3 Day 1 Large-Group Roundupp. 46 Investigation 3 Day 1 Small Groupp. 47 Investigation 3 Day 1 Small Groupp. 47 Investigation 3 Day 1 Small Groupp. 51 Investigation 3 Day 2 Small Groupp. 51 Investigation 4 Day 3 Small Groupp. 55 Investigation 4 Day 1 Read-Aloudp. 57 Investigation 4 Day 3 Small Groupp. 59 Investigation 4 Day 3 Small Groupp. 59 Investigation 4 Day 3 Small Groupp. 61 Investigation 4 Day 3 Small Groupp. 63 Investigation 5 Day 1 Small Groupp. 64 Investigation 5 Day 2 Small Groupp. 65 Investigation 5 Day 2 Small Groupp. 65 Investigation 5 Day 2
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Letter Recognition
INDICATOR	L.60.20.	Recognize and name known letters of the alphabet in familiar and unfamiliar words. <u>Reduce, Reuse, Recycle Study</u> 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 3 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
INDICATOR	L.60.21.	Make some letter-sound connections. <u>Reduce, Reuse, Recycle Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 47 Investigation 3 Day 1 Mighty Minutes p. 61 Investigation 4 Day 4 Small Group p.15 Exploring the Topic Day 1 Small Group
STATE FRAMEWORK	L.F.	Strand F: Early learning experiences will support children to develop phonological awareness.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Phonological Awareness
		Reduce, Reuse, Recycle Studyp. 16 Exploring the Topic Day 2 Large Groupp. 21 Exploring the Topic Day 4 Mighty Minutesp. 37 Investigation 2 Day 1 Mighty Minutesp. 37 Investigation 2 Day 1 Small Groupp. 49 Investigation 3 Day 2 Mighty Minutesp. 51 Investigation 3 Day 3 Mighty Minutesp. 59 Investigation 4 Day 3 Mighty Minutesp. 67 Investigation 5 Day 1 Small Groupp. 71 Investigation 5 Day 3 Mighty Minutesp. 71 Investigation 5 Day 3 Small Group
INDICATOR	L.48.21.	Identify when initial sounds in words are the same. <u>Reduce, Reuse, Recycle Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 23 Exploring the Topic Day 5 Mighty Minutes p. 30 Investigation 1 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 47 Investigation 3 Day 1 Mighty Minutes p. 49 Investigation 3 Day 2 Mighty Minutes p. 61 Investigation 4 Day 4 Mighty Minutes p. 69 Investigation 5 Day 2 Mighty Minutes
INDICATOR	L.48.22.	Distinguish individual words in a sentence. <u>Reduce, Reuse, Recycle Study</u> p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group
STATE FRAMEWORK	L.F.	Strand F: Early learning experiences will support children to develop phonological awareness.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Phonological Awareness

INDICATOR	L.60.22.	Produce rhyming words or words that have same initial sound.
		Reduce, Reuse, Recycle Studyp. 16 Exploring the Topic Day 2 Large Groupp. 17 Exploring the Topic Day 2 Small Groupp. 21 Exploring the Topic Day 4 Mighty Minutesp. 23 Exploring the Topic Day 5 Mighty Minutesp. 30 Investigation 1 Day 2 Large Groupp. 37 Investigation 2 Day 1 Mighty Minutesp. 37 Investigation 2 Day 1 Small Groupp. 39 Investigation 3 Day 2 Mighty Minutesp. 47 Investigation 3 Day 2 Mighty Minutesp. 47 Investigation 3 Day 2 Mighty Minutesp. 51 Investigation 3 Day 3 Mighty Minutesp. 52 Investigation 4 Day 3 Mighty Minutesp. 61 Investigation 4 Day 4 Mighty Minutesp. 67 Investigation 5 Day 1 Small Groupp. 69 Investigation 5 Day 3 Mighty Minutesp. 71 Investigation 5 Day 3 Small Group
	L.60.23.	Recognize which words in a set of words 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. 61 Investigation 4 Day 4 Mighty Minutes p. 69 Investigation 5 Day 2 Mighty Minutes
INDICATOR	L.60.24.	Distinguish syllables in words. <u>Reduce, Reuse, Recycle Study</u> p. 18 Exploring the Topic Day 3 Large Group p. 51 Investigation 3 Day 3 Mighty Minutes
STATE FRAMEWORK	L.G.	Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Drawing and Writing
INDICATOR	L.48.23.	Draw or "write" to convey an idea, event or story. "Writing" involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others). Reduce, Reuse, Recycle Study p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 32 Investigation 1 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 48 Investigation 3 Day 2 Choice Time p. 67 Investigation 5 Day 1 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup
INDICATOR	L.48.24.	Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms. <u>Reduce, Reuse, Recycle Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group

		 p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Small Group p. 41 Investigation 2 Day 3 Large- Group Roundup p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 48 Investigation 3 Day 2 Choice Time p. 67 Investigation 5 Day 1 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup
STATE FRAMEWORK	L.G.	Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Drawing and Writing
INDICATOR	L.60.25.	Draw original stories with a beginning, middle and end.Reduce, Reuse, Recycle Studyp. 30 Investigation 1 Day 2 Large Groupp. 32 Investigation 1 Day 3 Large Groupp. 33 Investigation 1 Day 3 Large-Group Roundupp. 36 Investigation 2 Day 1 Large Groupp. 41 Investigation 2 Day 3 Large-Group Roundupp. 41 Investigation 2 Day 3 Small Groupp. 43 Investigation 2 Day 4 Small Groupp. 48 Investigation 3 Day 2 Choice Timep. 54 Investigation 4 Day 1 Large Groupp. 55 Investigation 4 Day 1 Small Groupp. 60 Investigation 4 Day 2 Small Groupp. 61 Investigation 4 Day 4 Choice Timep. 61 Investigation 4 Day 4 Small Groupp. 63 Investigation 5 Day 1 Small Groupp. 64 Investigation 5 Day 1 Small Groupp. 65 Investigation 4 Day 2 Small Groupp. 66 Investigation 4 Day 4 Large-Group Roundupp. 67 Investigation 5 Day 1 Small Groupp. 67 Investigation 5 Day 1 Small Groupp. 67 Investigation 5 Day 1 Small GroupD. 67
DOMAIN / CONTENT	CT.CA.	Reduce, Reuse, Recycle Study p. 33 Investigation 1 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p.15 Exploring the Topic Day 1 Small Group Creative Arts
STANDARD		
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Music
INDICATOR	CA.48.1.	Adapt to changes in the basic qualities of music and move in more organized ways to same/different qualities of music. <u>Reduce, Reuse, Recycle Study</u> p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group
INDICATOR	CA.48.2.	Imitate or spontaneously sing an entire verse of song. 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 2 Large Group
	p. 58 Investigation 4 Day 3 Large Group
	p. 60 Investigation 4 Day 4 Large Group
	p. 62 Investigation 4 Day 5 Large Group
	p. 66 Investigation 5 Day 1 Large Group
	p. 68 Investigation 5 Day 2 Large Group
	p. 70 Investigation 5 Day 3 Large Group
	p. 71 Investigation 5 Day 3 Mighty Minutes
	p. 84 Celebrating Learning Day 1 Large Group
	p. 86 Celebrating Learning Day 2 Large Group
	p. 87 Celebrating Learning Day 2 Mighty Minutes
INDICATOR CA.48.	3. Initiate new musical activities with voices or instruments (e.g., apply
	words, initiate their own listening and movement experiences with
	some adult assistance).
	bonno dudin doblotanooji
	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. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 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. 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. 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. 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. 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. 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. 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. 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. 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. 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 4 Large Group 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. 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 4 Large Group 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. 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 4 Large Group p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 1 Large Group p. 46 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 2 Large Group p. 50 Investigation 3 Day 3 Large Group p. 50 Investigation 4 Day 1 Large Group p. 56 Investigation 4 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 4 Large Group p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 1 Large Group p. 46 Investigation 3 Day 1 Large Group p. 50 Investigation 3 Day 2 Large Group p. 54 Investigation 4 Day 1 Large Group p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group
	 p. 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 1 Large Group p. 46 Investigation 3 Day 1 Large Group p. 50 Investigation 3 Day 2 Large Group p. 54 Investigation 4 Day 1 Large Group p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group p. 60 Investigation 4 Day 4 Large Group
	 p. 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 4 Large Group p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Large Group p. 46 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 1 Large Group p. 50 Investigation 3 Day 2 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group p. 60 Investigation 4 Day 5 Large Group p. 62 Investigation 4 Day 5 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 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 4 Large Group p. 60 Investigation 4 Day 5 Large Group p. 66 Investigation 4 Day 5 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 Large Group p. 44 Investigation 2 Day 4 Large Group p. 45 Investigation 3 Day 1 Large Group p. 50 Investigation 3 Day 3 Large Group p. 56 Investigation 4 Day 1 Large Group p. 58 Investigation 4 Day 2 Large Group p. 60 Investigation 4 Day 5 Large Group p. 66 Investigation 5 Day 1 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 Large Group p. 44 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Large Group p. 46 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 2 Large Group p. 50 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 2 Large Group p. 60 Investigation 4 Day 5 Large Group p. 66 Investigation 5 Day 1 Large Group p. 68 Investigation 5 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 Large Group p. 44 Investigation 2 Day 4 Large Group p. 43 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 2 Large Group p. 50 Investigation 3 Day 2 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 2 Large Group p. 60 Investigation 4 Day 3 Large Group p. 61 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 2 Large Group p. 64 Investigation 5 Day 3 Large Group p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Mighty Minutes
	 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 4 Large Group p. 41 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Large Group p. 43 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 2 Large Group p. 50 Investigation 3 Day 2 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 2 Large Group p. 60 Investigation 4 Day 3 Large Group p. 61 Investigation 5 Day 3 Large Group p. 62 Investigation 5 Day 2 Large Group p. 63 Investigation 5 Day 3 Large Group p. 64 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 3 Large Group p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 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 Mighty Minutes 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. 43 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 2 Large Group p. 50 Investigation 3 Day 2 Large Group p. 54 Investigation 4 Day 1 Large Group p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 2 Large Group p. 60 Investigation 4 Day 3 Large Group p. 61 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 2 Large Group p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Mighty Minutes

INDICATOR	CA.48.4.	Spontaneously sing songs and/or participate in songs with gestures.
		Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 3 Large Group p. 18 Exploring the Topic Day 4 Large 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 5 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Large Group p. 30 Investigation 1 Day 1 Large Group p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 3 Large Group p. 34 Investigation 1 Day 3 Large Group p. 35 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Small Group p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 3 Small Group p. 41 Investigation 2 Day 1 Small Group p. 41 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 4 Large Group p. 41 Investigation 3 Day 3 Small Group p. 42 Investigation 3 Day 4 Large Group p. 43 Investigation 3 Day 4 Large Group p. 44 Investigation 3 Day 4 Large Group p. 45 Investigation 3 Day 4 Large Group p. 46 Investigation 3 Day 1 Small Group
STATE FRAMEWORK	CA.A.	p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Mighty Minutes Strand A: Early learning experiences will support children to engage
		in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Visual Arts
INDICATOR	CA.48.5.	Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge. <u>Reduce, Reuse, Recycle Study</u> p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 23 Exploring the Topic Day 5 Large-Group
		p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Small Group

		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. 46 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Large-Group Roundup
		p. 48 Investigation 3 Day 2 Choice Time
		p. 54 Investigation 4 Day 1 Large Group
		p. 55 Investigation 4 Day 1 Small Group
		p. 57 Investigation 4 Day 2 Small Group
		p. 60 Investigation 4 Day 4 Choice Time
		p. 61 Investigation 4 Day 4 Large-Group Roundup
		p. 63 Investigation 4 Day 5 Large-Group Roundup
		p. 66 Investigation 5 Day 1 Large Group
		p. 67 Investigation 5 Day 1 Choice Time p. 67 Investigation 5 Day 1 Large-Group Roundup
		p.15 Exploring the Topic Day 1 Small Group
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL	CA.48.	3 to 4 years
EXPECTATION		
		Drama
INDICATOR	CA.48.6.	Act out simple scenarios, taking on a familiar role for brief periods
		during dramatic play.
		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
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage
		in and enjoy the arts.

GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Dance
INDICATOR	CA.48.7.	Demonstrate increasingly complex dance concepts while learning to move their body in place and through space (e.g., jumping from one place to another, combining several movements like hopping, turning, stamping feet). <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Music
INDICATOR	CA.60.1.	Initiate new musical activities with voices/instruments (e.g., apply new words, add instruments to familiar song). 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 Mighty Minutes p. 21 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. 23 Exploring the Topic Day 5 Mighty Minutes p. 23 Exploring the Topic Day 5 Mighty Minutes p. 23 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Mighty Minutes p. 38 Investigation 2 Day 2 Large Group p. 40 Investigation 2 Day 2 Large Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Large Group p. 43 Investigation 2 Day 3 Large Group p. 43 Investigation 2 Day 4 Large Group p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 1 Large Group p. 50 Investigation 3 Day 3 Large Group p. 50 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. 58 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 3 Large Group p
INDICATOR	CA.60.2.	Invent own music through humming, singing, creating rhythms, etc.). 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 Mighty Minutes
		p. 28 Investigation 1 Day 1 Large Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 32 Investigation 1 Day 3 Large Group
		p. 36 Investigation 2 Day 1 Large Group
		p. 37 Investigation 2 Day 1 Mighty Minutes
		p. 37 Investigation 2 Day 1 Small Group
		p. 38 Investigation 2 Day 2 Large Group
		p. 40 Investigation 2 Day 3 Large Group
		p. 41 Investigation 2 Day 3 Mighty Minutes
		p. 42 Investigation 2 Day 4 Large Group
		p. 43 Investigation 2 Day 4 Mighty Minutes
		p. 46 Investigation 3 Day 1 Large Group
		p. 48 Investigation 3 Day 2 Large Group
		p. 50 Investigation 3 Day 3 Large Group
		p. 54 Investigation 4 Day 1 Large Group
		p. 56 Investigation 4 Day 2 Large Group
		p. 58 Investigation 4 Day 3 Large Group
		p. 60 Investigation 4 Day 4 Large Group
		p. 62 Investigation 4 Day 5 Large Group
		p. 66 Investigation 5 Day 1 Large Group
		p. 68 Investigation 5 Day 2 Large Group
		p. 70 Investigation 5 Day 3 Large Group
		p. 71 Investigation 5 Day 3 Mighty Minutes
		p. 84 Celebrating Learning Day 1 Large Group
		p. 86 Celebrating Learning Day 2 Large Group
		p. 87 Celebrating Learning Day 2 Mighty Minutes
	CA.60.3.	Play with familiar rhythms and patterns in a novel way e.g., explore,
INDICATOR	CA.00.3.	
		and initiate pitch (high/low), rhythm (patterns), and dynamics
		(loud/soft).
		Reduce, Reuse, Recycle Study
		p. 14 Exploring the Topic Day 1 Large Group
		p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group
		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. 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. 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. 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. 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. 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. 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. 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. 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. 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. 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. 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 5 Large Group p. 22 Exploring the Topic Day 5 Mighty Minutes 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. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Small Group
		 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. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 38 Investigation 2 Day 2 Large Group p. 38 Investigation 2 Day 2 Large Group
		 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. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 38 Investigation 2 Day 2 Large Group p. 38 Investigation 2 Day 3 Large Group p. 40 Investigation 2 Day 3 Large Group
		 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 5 Large Group p. 22 Exploring the Topic Day 5 Mighty Minutes 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. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes 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. 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. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 38 Investigation 2 Day 2 Large Group p. 38 Investigation 2 Day 3 Large Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 4 Large Group p. 42 Investigation 2 Day 4 Large Group
		 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. 23 Exploring the Topic Day 5 Mighty Minutes p. 30 Investigation 1 Day 1 Large Group p. 32 Investigation 1 Day 2 Large Group p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 38 Investigation 2 Day 1 Small Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Mighty Minutes
		 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 5 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 2 Day 1 Large Group p. 36 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 3 Large Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 4 Mighty Minutes p. 42 Investigation 2 Day 4 Mighty Minutes p. 43 Investigation 2 Day 4 Mighty Minutes p. 46 Investigation 3 Day 1 Large Group
		 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 2 Day 1 Large Group p. 36 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 3 Large Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 4 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
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		 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 5 Large Group p. 22 Exploring the Topic Day 5 Mighty Minutes 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 2 Day 1 Large Group p. 36 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 2 Large Group p. 38 Investigation 2 Day 3 Large Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Large Group p. 43 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 2 Large Group p. 48 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 1 Large Group p. 46 Investigation 4 Day 1 Large Group
		 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 5 Large Group p. 22 Exploring the Topic Day 5 Mighty Minutes 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 Mighty Minutes p. 37 Investigation 2 Day 1 Small Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Large Group p. 43 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 2 Large Group p. 46 Investigation 3 Day 1 Large Group p. 46 Investigation 4 Day 1 Large Group
		 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 5 Large Group p. 22 Exploring the Topic Day 5 Mighty Minutes 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 2 Day 1 Large Group p. 36 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 2 Large Group p. 38 Investigation 2 Day 3 Large Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Large Group p. 43 Investigation 3 Day 2 Large Group p. 48 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 1 Large Group p. 48 Investigation 4 Day 3 Large Group p. 50 Investigation 3 Day 2 Large Group p. 50 Investigation 3 Day 3 Large Group p. 56 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 3 Large Group
		 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 5 Large Group p. 22 Exploring the Topic Day 5 Mighty Minutes p. 23 Exploring the Topic Day 5 Mighty Minutes p. 23 Exploring the Topic Day 5 Mighty Minutes p. 24 Exploring the Topic Day 5 Mighty Minutes p. 25 Exploring the Topic Day 5 Mighty Minutes p. 26 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 2 Day 1 Large Group p. 36 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 3 Large Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Large Group p. 43 Investigation 3 Day 4 Large Group p. 46 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 1 Large Group p. 50 Investigation 3 Day 3 Large Group p. 54 Investigation 4 Day 1 Large Group p. 56 Investigation 4 Day 1 Large Group p. 56 Investigation 4 Day 2 Large Group p. 56 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group
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GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Visual Arts
INDICATOR	CA.60.5.	Use a variety of tools and materials to represent ideas through the visual arts. <u>Reduce, Reuse, Recycle Study</u> p. 19 Exploring the Topic Day 3 Small Group p.15 Exploring the Topic Day 1 Small Group
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Drama
INDICATOR	CA.60.6.	Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time). <u>Reduce, Reuse, Recycle Study</u> p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group

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GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Dance
INDICATOR	CA.60.8.	Use multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., use movement to represent leaves falling off trees – sway arms, wiggle fingers, stretch, fall to ground). <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
STATE FRAMEWORK	CA.B.	Strand B: Early learning experiences will support children to explore and respond to creative works.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Appreciation of the Arts
INDICATOR	CA.48.8.	Respond to the materials, techniques, ideas and emotions of artworks (2- and 3-dimensional (e.g. explain a picture or sculpture including several details). 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 3 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. 32 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 3 Small Group p. 40 Investigation 2 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 3 Small Group p. 44 Investigation 2 Day 3 Small Group p. 45 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Small Group p. 48 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 1 Small Group p. 51 Investigation 3 Day 1 Small Group p. 53 Investigation 3 Day 1 Small Group p. 53 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 3 Small Group p. 59 Investigation 4 Day 3 Small Group p. 59 Investigation 4 Day 3 Large-Group Roundup p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 3 Small Group p. 63 Investigation 5 Day 1 Small Group p. 67 Investigation 5 Day 1 Small Group p. 67 Investigation 5 Day 2 Smal
INDICATOR	CA.48.9.	Demonstrate increased appreciation of the work of others and identify preferences. 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. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud

		n 97 Investigen 9 Dev 4 Omell Office
		p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group 39
		p. 40 Investigation 2 Day 3 Large Group
		p. 41 Investigation 2 Day 3 Small Group
		p. 43 Investigation 2 Day 4 Small Group
		p. 46 Investigation 3 Day 1 Choice Time
		p. 47 Investigation 3 Day 1 Large-Group Roundup
		p. 47 Investigation 3 Day 1 Small Group
		p. 49 Investigation 3 Day 2 Small Group
		p. 51 Investigation 3 Day 3 Small Group
		p. 53 Investigation 4 Outdoor Experiences p. 55 Investigation 4 Day 1 Read-Aloud
		p. 57 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Small Group
		p. 59 Investigation 4 Day 2 Small Group
		p. 59 Investigation 4 Day 3 Small Group
		p. 63 Investigation 4 Day 5 Small Group
		p. 67 Investigation 5 Day 1 Small Group
		p. 69 Investigation 5 Day 2 Small Group
		p. 85 Celebrating Learning Day 1 Small Group
		p. 87 Celebrating Learning Day 2 Read-Aloud
		p. 87 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	CA.B.	Strand B: Early learning experiences will support children to explore
		and respond to creative works.
GRADE LEVEL	CA.60.	4 to 5 years
EXPECTATION		
INDICATOR		Appreciation of the Arts
INDICATOR	CA.60.9.	Describe the attributes of various arts media (e.g., used a lot of
		colors and the paint is thick, sculpture is bumpy).
		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. 36 Investigation 2 Day 1 Choice Time
		p. 37 Investigation 2 Day 1 Read-Aloud
		p. 37 Investigation 2 Day 1 Small Group
		p. 39 Investigation 2 Day 2 Small Group 39
		p. 40 Investigation 2 Day 3 Large Group
		p. 41 Investigation 2 Day 3 Small Group
		p. 43 Investigation 2 Day 4 Small Group
		p. 46 Investigation 3 Day 1 Choice Time
		p. 47 Investigation 3 Day 1 Large-Group Roundup p. 47 Investigation 3 Day 1 Small Group
		p. 49 Investigation 3 Day 1 Small Group
		p. 51 Investigation 3 Day 3 Small Group
		p. 53 Investigation 4 Outdoor Experiences
		p. 55 Investigation 4 Day 1 Read-Aloud
	11	
		p. 57 Investigation 4 Day 2 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 Large-Group Roundup p. 59 Investigation 4 Day 3 Small Group
		p. 59 Investigation 4 Day 3 Large-Group Roundup p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Small Group
		p. 59 Investigation 4 Day 3 Large-Group Roundup p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 1 Small Group
		p. 59 Investigation 4 Day 3 Large-Group Roundup p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 1 Small Group p. 69 Investigation 5 Day 2 Small Group
		 p. 59 Investigation 4 Day 3 Large-Group Roundup p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 1 Small Group p. 69 Investigation 5 Day 2 Small Group p. 85 Celebrating Learning Day 1 Small Group
		 p. 59 Investigation 4 Day 3 Large-Group Roundup p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 1 Small Group p. 69 Investigation 5 Day 2 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud
		 p. 59 Investigation 4 Day 3 Large-Group Roundup p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 1 Small Group p. 69 Investigation 5 Day 2 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Small Group
DOMAIN / CONTENT	CT.M.	 p. 59 Investigation 4 Day 3 Large-Group Roundup p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 1 Small Group p. 69 Investigation 5 Day 2 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud
DOMAIN / CONTENT STANDARD STATE FRAMEWORK	СТ.М.	 p. 59 Investigation 4 Day 3 Large-Group Roundup p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 1 Small Group p. 69 Investigation 5 Day 2 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Small Group

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

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

EXPECTATION		
INDICATOR		Cardinality
INDICATOR	M.60.2.	Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set. <u>Reduce, Reuse, Recycle Study</u> p. 13 Exploring the Topic Outdoor Experiences p 13 p. 14 Exploring the Topic Day 1 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 2 Day 4 Choice Time p. 42 investigation 2 Day 4 Choice Time p. 47 Investigation 3 Day 1 Small Group 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 1 Small Group p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	M.60.3.	Count out a set of objects up to five.
		Reduce, Reuse, Recycle Studyp. 13 Exploring the Topic Outdoor Experiences p 13p. 14 Exploring the Topic Day 1 Large Groupp. 19 Exploring the Topic Day 3 Mighty Minutesp. 21 Exploring the Topic Day 4 Small Groupp. 23 Exploring the Topic Day 5 Small Groupp. 29 Investigation 1 Day 1 Small Groupp. 32 Investigation 1 Day 3 Choice Timep. 42 investigation 2 Day 4 Choice Timep. 47 Investigation 3 Day 1 Small Groupp. 57 Investigation 4 Day 2 Mighty Minutesp. 57 Investigation 4 Day 2 Small Groupp. 63 Investigation 5 Day 1 Small Groupp. 64 Investigation 5 Day 2 Small Groupp. 65 Investigation 5 Day 2 Small Groupp. 66 Investigation 5 Day 2 Small Groupp. 67 Investigation 5 Day 2 Small Groupp. 68 Investigation 5 Day 2 Small Groupp. 68 Investigation 5 Day 2 Small Groupp. 68 Investigation 5 Day 2 Small Groupp. 67 Solution 5 Day 2 Small Groupp. 68 Investigation 5 Day 2 Small Groupp. 69 Solution 5 Day 2 Small Groupp. 60 Solution 5 Day 2 Small Groupp. 61 Solution 5 Day 2 Small Groupp. 62 Solution 5 Day 2 Small Groupp. 63 Solution 5 Day 2 Small Groupp. 64 Solution 5 Day 2 Small Groupp. 65 Solution 5 Day 2 Small Groupp. 66 Solution 5 Day 2 Small Groupp. 67 Solution 5 Day 2 Small Groupp. 68 Solution 5 Day 2 Small Groupp. 68 Solution 5 Day 2 Small Groupp. 67 Solution 5 Day 2 Small Groupp. 68 Solution 5 Day 2 Small Groupp. 68 Solution 5 Day 2 Small Groupp. 68 Solution 5 Day 2 Small Gr
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Written Numerals
INDICATOR	M.60.4.	Recognize written numerals up to at least 10. <u>Reduce, Reuse, Recycle Study</u> p. 21 Exploring the Topic Day 4 Small Group p. 69 Investigation 5 Day 2 Choice Time p. 71 Investigation 5 Day 3 Choice Time
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Recognition of Quantity
INDICATOR	M.60.5.	Quickly recognize and name, without counting, the number of objects in collections of up to at least five items.
		Reduce, Reuse, Recycle Study

		p. 21 Exploring the Topic Day 4 Small Group
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to
		understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Comparison
INDICATOR	M.60.6.	Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same. <u>Reduce, Reuse, Recycle Study</u> p. 13 Exploring the Topic Outdoor Experiences p 13 p. 14 Exploring the Topic Day 1 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Small Group
		 p. 32 Investigation 1 Day 3 Choice Time p. 42 investigation 2 Day 4 Choice Time p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 57 Investigation 4 Day 2 Mighty Minutes p. 57 Investigation 4 Day 2 Small Group p. 63 Investigation 4 Day 5 Mighty Minutes p. 67 Investigation 5 Day 1 Small Group p. 68 Investigation 5 Day 2 Large Group p. 87 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	М.В.	Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Number Operations
INDICATOR	M.48.7.	Understand that adding to (or taking away) one or more objects from a group will increase or decrease the objects in the group. <u>Reduce, Reuse, Recycle Study</u> p. 16 Exploring the Topic Day 2 Large Group p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group
STATE FRAMEWORK	М.В.	Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Number Operations
INDICATOR	M.60.7.	Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five. Reduce, Reuse, Recycle Study
		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
INDICATOR	M.60.8.	Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects).
		Reduce, Reuse, Recycle Study 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
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Measurement
INDICATOR	M.48.8.	Recognize measurable attribute of an object such as length, weight or capacity. <u>Reduce, Reuse, Recycle Study</u> p. 39 Investigation 2 Day 2 Small Group 39 p. 57 Investigation 4 Day 2 Small Group p. 87 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Data
INDICATOR	M.48.9.	Sort objects into two groups, count, and compare the quantity of the groups formed (e.g., indicate which is more). <u>Reduce, Reuse, Recycle Study</u> p. 18 Exploring the Topic Day 3 Choice Time p. 21 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 47 Investigation 3 Day 1 Small Group
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Sorting and Classifying
INDICATOR	M.48.10.	Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape). <u>Reduce, Reuse, Recycle Study</u> p. 18 Exploring the Topic Day 3 Choice Time p. 21 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 47 Investigation 3 Day 1 Small Group
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Measurement
INDICATOR	M.60.9.	Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount).
		Reduce, Reuse, Recycle Study

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

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

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

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

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

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

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

		 p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large-Group Roundup p. 57 Investigation 4 Day 2 Read-Aloud p. 60 Investigation 4 Day 4 Choice Time p. 60 Investigation 4 Day 4 Large Group p. 61 Investigation 4 Day 4 Large-Group Roundup p. 62 Investigation 4 Day 5 Choice Time p. 62 Investigation 4 Day 5 Large Group p. 63 Investigation 4 Day 5 Large Group p. 63 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Choice Time p. 67 Investigation 5 Day 1 Large-Group Roundup p. 67 Investigation 5 Day 1 Large-Group Roundup p. 67 Investigation 5 Day 1 Large-Group Roundup p. 67 Investigation 5 Day 2 Choice Time p. 69 Investigation 5 Day 2 Large-Group Roundup p. 69 Investigation 5 Day 2 Large-Group Roundup p. 69 Investigation 5 Day 3 Choice Time p. 71 Investigation 5 Day 3 Large-Group Roundup p. 71 Investigation 5 Day 2 Large Group p. 84 Celebrating Learning Day 1 Large Group p. 85 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup p. 87 Celebrating Learning Day 2 Large Group Roundup p. 87 Celebrating Learning Day 2 Large Group Roundup p. 87 Celebrating Learning Day 2 Large Group Roundup p. 87 Celebrating Learning Day 2 Large Group Roundup p. 87 Celebrating Learning Day 2 Large Group Roundup p. 87 Celebrating Learning Day 2 Large Group Roundup p. 87 Celebrating Learning Day 2 Large Group Roundup p. 87 Celebrating Learning Day 2 Large Group Roundup p. 87 Celebrating Learning Day 2 Large Group Roundup p. 87 Celebrating Learning Day 2 Large Group Roundup
STATE FRAMEWORK	S.E.	Strand E: Early learning experiences will support children to understand features of earth.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Earth and Human Activity
INDICATOR	S.60.15.	Explore how humans' use of natural resources impacts the environment (e.g., If we catch all the salmon, this can no longer be a food source. Cutting down trees can cause erosion.). Reduce, Reuse, Recycle Study p. 31 Investigation 1 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 41 Investigation 2 Day 3 Small Group p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Small Group p. 43 Investigation 3 Day 4 Large Group p. 43 Investigation 3 Day 1 Large Group p. 44 Investigation 3 Day 2 Large Group p. 48 Investigation 3 Day 2 Large-Group Roundup p. 49 Investigation 3 Day 2 Large-Group Roundup p. 49 Investigation 3 Day 2 Large-Group Roundup p. 50 Investigation 3 Day 3 Large-Group Roundup p. 51 Investigation 3 Day 3 Large-Group Roundup p. 53 Investigation 4 Day 1 Large Group p. 54 Investigation 4 Day 1 Large Group p. 55 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 2 Large-Group Roundup p. 55 Investigation 4 Day 2 Large-Group Roundup p. 56 Investigation 4 Day 2 Large-Group Roundup p. 57 Investigation 4 Day 2 Large-Group Roundup p. 57 Investigation 4 Day 2 Large-Group Roundup p. 57 Investigation 4 Day 2 Large-Group Roundup p. 61 Investigation 4 Day 4 Large-Group Roundup p. 61 Investigation 4 Day 4 Large-Group Roundup p. 62 Investigation 4 Day 5 Large Group p. 61 Investigation 4 Day 5 Large-Group Roundup p. 62 Investigation 4 Day 5 Large-Group Roundup p. 63 Investigation 4 Day 5 Large-Group Roundup p. 64 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Large Group p. 61 Investigation 5 Day 1 Large Group p. 61 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 1 Large Group p. 65 Investigation 5 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Gr

		 p. 67 Investigation 5 Day 1 Large-Group Roundup p. 67 Investigation 5 Day 1 Read-Aloud p. 69 Investigation 5 Day 2 Choice Time p. 69 Investigation 5 Day 2 Large-Group Roundup p. 69 Investigation 5 Day 2 Read-Aloud p. 71 Investigation 5 Day 3 Choice Time p. 71 Investigation 5 Day 3 Choice Time p. 71 Investigation 5 Day 3 Large-Group Roundup p. 84 Celebrating Learning Day 1 Large Group p. 85 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Choice Time p. 87 Celebrating Learning Day 2 Choice Time p. 87 Celebrating Learning Day 2 Large Group
DOMAIN / CONTENT STANDARD	CT.SS.	p. 87 Celebrating Learning Day 2 Mighty Minutes Social Studies
STATE FRAMEWORK	SS.B.	Strand B: Early Learning experiences will support children to learn about people and the environment.
GRADE LEVEL EXPECTATION	SS.48.	3 to 4 years
INDICATOR		Power, Authority and Governance
INDICATOR	SS.48.4.	Demonstrate an understanding of some reasons for basic rules in the home, cultural community and/or classroom. <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group
STATE FRAMEWORK	SS.B.	Strand B: Early Learning experiences will support children to learn about people and the environment.
GRADE LEVEL EXPECTATION	SS.60.	4 to 5 years
INDICATOR		People, Places and Environments
INDICATOR	SS.60.4.	 Demonstrate awareness that people have a responsibility to take care of the environment through active participation in activities such as recycling. Reduce, Reuse, Recycle Study 13 Exploring the Topic Outdoor Experiences p 13 14 Exploring the Topic Day 1 Large Group 15 Exploring the Topic Day 1 Choice Time 15 Exploring the Topic Day 1 Read-Aloud 16 Exploring the Topic Day 2 Choice Time 16 Exploring the Topic Day 4 Large Group 18 Exploring the Topic Day 2 Large Group 18 Exploring the Topic Day 4 Large Group 18 Exploring the Topic Day 4 Large Group 20 Exploring the Topic Day 4 Choice Time 21 Exploring the Topic Day 4 Choice Time 22 Exploring the Topic Day 5 Large Group 23 Exploring the Topic Day 5 Small Group 23 Exploring the Topic Day 5 Small Group 27 Investigation 1 Day 1 Choice Time 29 Investigation 1 Day 2 Choice Time 21 Envestigation 1 Day 2 Choice Time 23 Investigation 1 Day 2 Choice Time 24 Investigation 1 Day 3 Choice Time 33 Investigation 1 Day 2 Choice Time 34 Investigation 1 Day 3 Choice Time 35 Investigation 1 Day 3 Choice Time 36 Investigation 1 Day 3 Choice Time 36 Investigation 2 Day 1 Choice Time 40 Investigation 2 Day 1 Choice Time

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

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

Trees Study State: Connecticut Early Learning and Development Standards Subject: Early Childhood Education Grade: Ages 3-5

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

p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Read-Aloud p. 041 Investigation 2 Day 1 Small Group p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 2 Large-Group Roundup p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Choice Time p. 045 Investigation 2 Day 3 Large-Group Roundup p. 045 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Choice Time p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Large-Group Roundup p. 047 Investigation 2 Day 4 Small Group p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Large-Group Roundup p. 049 Investigation 2 Day 5 Read-Aloud p. 049 Investigation 2 Day 5 Small Group p. 051 Investigation 3 Outdoor Experiences p. 052 Investigation 3 Day 1 Choice Time p. 052 Investigation 3 Day 1 Large Group p. 053 Investigation 3 Day 1 Large-Group Roundup p. 053 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 2 Choice Time p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Large-Group Roundup p. 055 Investigation 3 Day 2 Small Group p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 3 Large Group p. 057 Investigation 3 Day 3 Large-Group Roundup p. 057 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 3 Small Group p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Choice Time p. 059 Investigation 3 Day 4 Large-Group Roundup p. 059 Investigation 3 Day 4 Small Group p. 060 Investigation 3 Day 5 Choice Time p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Large-Group Roundup p. 061 Investigation 3 Day 5 Small Group p. 064 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Choice Time p. 065 Investigation 4 Day 1 Large-Group Roundup p. 065 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 2 Large-Group Roundup p. 067 Investigation 4 Day 2 Small Group p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Choice Time p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 070 Investigation 4 Day 4 Small Group p. 074 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Choice Time p. 075 Investigation 5 Day 1 Large-Group Roundup p. 075 Investigation 5 Day 1 Read-Aloud

		 p. 075 Investigation 5 Day 1 Small Group p. 076 Investigation 5 Day 2 Choice Time p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Large-Group Roundup p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Large-Group Roundup p. 079 Investigation 5 Day 3 Large-Group Roundup p. 079 Investigation 5 Day 3 Small Group p. 079 Investigation 5 Day 4 Large Group p. 080 Investigation 5 Day 4 Large Group Roundup p. 081 Investigation 5 Day 4 Large-Group Roundup p. 081 Investigation 5 Day 4 Large-Group Roundup p. 081 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 Small Group p. 083 Investigation 5 Day 5 Small Group p. 083 Investigation 6 Day 1 Large Group p. 085 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Large-Group Roundup p. 087 Investigation 6 Day 1 Large-Group Roundup p. 087 Investigation 6 Day 1 Small Group p. 087 Investigation 6 Day 1 Large-Group Roundup p. 087 Investigation 6 Day 1 Choice Time p. 087 Investigation 6 Day 1 Choice Time
STATE FRAMEWORK	C.A.	 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. 091 Investigation 6 Day 4 Large Group p. 091 Investigation 6 Day 4 Large 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 Kead-Aloud p. 093 Investigation 6 Day 4 Small Group p. 105 Celebrating Learning Outdoor Experiences p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Large-Group Roundup p. 107 Celebrating Learning Day 2 Choice Time p. 108 Celebrating Learning Day 2 Choice Time p. 109 Celebrating Learning Day 2 Large Group 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 p. 109 Celebrating Learning Day 2 Small Group p. 109 Celebrating Learning Day 2 Read-Aloud p. 109 Celebrating Learning Day 2 Small Group
		develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Cooperation with Peers in Learning Experiences
INDICATOR	C.60.6.	Model or teach peers how to use materials or complete a task. <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences p 13 p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Small Group

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

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

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

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

	0.40.40	Because of a state of the state
INDICATOR	C.48.12.	Represent people, places or things through simple drawings, movements and three-dimensional construction.
		Trees Studyp. 016 Exploring the Topic Day 2 Large Groupp. 030 Investigation 1 Day 2 Large Groupp. 032 Investigation 1 Day 3 Large Groupp. 033 Investigation 1 Day 3 Choice Timep. 033 Investigation 1 Day 4 Large-Group Roundupp. 035 Investigation 1 Day 5 Read-Aloudp. 037 Investigation 2 Day 5 Small Groupp. 038 Investigation 3 Day 4 Large-Group Roundupp. 039 Investigation 3 Day 4 Large Groupp. 059 Investigation 3 Day 4 Large Groupp. 059 Investigation 3 Day 4 Large Groupp. 059 Investigation 4 Day 1 Large Groupp. 066 Investigation 4 Day 2 Choice Timep. 066 Investigation 4 Day 2 Choice Timep. 066 Investigation 4 Day 2 Large Groupp. 066 Investigation 4 Day 2 Large Groupp. 066 Investigation 4 Day 3 Large Groupp. 069 Investigation 4 Day 3 Large Groupp. 069 Investigation 4 Day 3 Large-Group Roundupp. 070 Investigation 4 Day 3 Large-Group Roundupp. 070 Investigation 4 Day 4 Choice Timep. 070 Investigation 4 Day 4 Large Groupp. 070 Investigation 5 Day 2 Small Groupp. 071 Investigation 5 Day 2 Small Groupp. 073 Investigation 5 Day 2 Small Groupp. 081 Investigation 6 Day 3 Small Groupp. 083 Investigation 6 Day 3 Small Groupp. 084 Investigation 6 Day 3 Small Groupp. 085 Investigation 6 Day 3 Small Groupp. 086 Investigation 6 Day 2 Small Groupp. 081 Investigation 6 Day 3 Small Group <t< td=""></t<>
		p. 109 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	С.В.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Cause and Effect
INDICATOR	C.60.7.	Try multiple uses of same materials and observe differing results. 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. 031 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 2 Day 1 Read-Aloud p. 041 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. 061 Investigation 3 Day 5 Read-Aloud p. 067 Investigation 4 Day 2 Read-Aloud p. 067 Investigation 4 Day 2 Read-Aloud p. 075 Investigation 5 Day 1 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 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
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Attributes, Sorting and Patterns
INDICATOR	C.60.8.	Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less). <u>Trees Study</u> p. 029 Investigation 1 Day 1 Small Group
		p. 041 Investigation 2 Day 1 Small Group p. 079 Investigation 5 Day 3 Small Group p. 090 Investigation 6 Day 3 Choice Time
INDICATOR	C.60.9.	Use familiar patterns to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will). <u>Trees Study</u> p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 079 Investigation 5 Day 3 Small Group p. 090 Investigation 6 Day 3 Choice Time
INDICATOR	C.60.10.	Begin to question accuracy of information and sources as evidenced by sharing conflicting information from another source (e.g., when the teacher shares information with class, says, "But my dad says"). <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 017 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Choice Time 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. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Large Group Roundup p. 031 Investigation 1 Day 2 Large Group Roundup p. 031 Investigation 1 Day 2 Large Group Roundup p. 033 Investigation 1 Day 3 Large-Group Roundup p. 033 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 3 Large Group p. 035 Investigation 1 Day 3 Large Group p. 036 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 036 Investigation 1 Day 5 Large Group p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large Group p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 3 Large Group p. 043 Investigation 2 Day 3 Large Group p. 044 Investigation 2 Day 3 Large Group p. 043 Investigation

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

INDICATOR		Problem Solving
INDICATOR	C.60.11.	Try multiple strategies to solve a problem and draw on multiple resources (e.g., look at what a peer is doing for ideas). <u>Trees Study</u> p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 049 Investigation 2 Day 5 Small Group
		p. 079 Investigation 5 Day 3 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 090 Investigation 6 Day 3 Choice Time p. 091 Investigation 6 Day 3 Small Group
STATE FRAMEWORK	С.В.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Symbolic Representation
INDICATOR	C.60.13.	Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality. <u>Trees Study</u> p. 058 Investigation 3 Day 4 Large Group
INDICATOR	C.60.14.	Processing the serve of the s
		strengthen executive function.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years

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

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

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

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

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

		p. 085 Investigation 6 Outdoor Experience p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Visual Motor Integration
INDICATOR	PH.60.3.	Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors). <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 040 Investigation 2 Day 1 Choice Time p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Large Group p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 061 Investigation 4 Day 1 Large Group p. 069 Investigation 5 Day 2 Small Group p. 077 Investigation 5 Day 2 Small Group p. 085 Investigation 6 Outdoor Experience
STATE FRAMEWORK	PH.B.	p. 109 Celebrating Learning Day 2 Large-Group Roundup Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Small Muscle Movement and Coordination
INDICATOR	PH.60.4.	Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (e.g., may write own name since these are most familiar). <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 040 Investigation 2 Day 1 Choice Time p. 048 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 3 Day 5 Large Group p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Small Group p. 061 Investigation 3 Day 5 Small Group p. 064 Investigation 3 Day 5 Small Group p. 065 Investigation 4 Day 1 Large Group p. 069 Investigation 5 Day 2 Small Group p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 2 Small Group p. 078 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group p. 095 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group p. 095 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 2 Choice Time
	PH.60.5.	Use a mature pencil grasp with 3 fingers on writing implement.

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

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

		p. 105 Celebrating Learning Outdoor Experiences p. 109 Celebrating Learning Day 2 Large-Group Roundup
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Language Comprehension
INDICATOR	L.48.2.	Understand increasingly complex sentences that include 2 - 3 concepts (e.g., "Put the blue paper under the box."). <u>Trees Study</u> p. 046 Investigation 2 Day 4 Large Group p. 056 Investigation 3 Day 3 Large Group p. 066 Investigation 4 Day 2 Large Group p. 088 Investigation 6 Day 2 Large Group
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Word Comprehension
INDICATOR	L.60.1.	Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts. <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 015 Exploring the Topic Day 1 Small Group p. 027 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 4 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 2 Outdoor Experiences p. 042 Investigation 2 Day 2 Large Group p. 046 Investigation 2 Day 2 Large Group p. 051 Investigation 3 Outdoor Experiences p. 060 Investigation 3 Day 5 Large Group p. 063 Investigation 4 Day 2 Small Group p. 063 Investigation 5 Day 2 Choice Time p. 079 Investigation 5 Day 2 Small Group p. 063 Investigation 5 Day 2 Small Group p. 064 Investigation 5 Day 2 Small Group p. 076 Investigation 5 Day 3 Read-Aloud p. 081 Investigation 5 Day 3 Small Group p. 083 Investigation 5 Day 4 Small Group p. 083 Investigation 5 Day 4 Small Group p. 083 Investigation 5 Day 5 Small Group p. 083 Investigation 6 Outdoor Experiences p. 093 Investigation 6 Day 4 Small Group p. 085 Investigation 6 Day 4 Small Group p. 093 Investigation 6 Day 4 Small Group p. 095 Investigation 6 Day 4 Small Group p. 095 Investigation 6 Day 4 Small Group p. 095 Investigation 6 Day 4 Small Group
INDICATOR	L.60.2.	Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects. <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 015 Exploring the Topic Day 1 Small Group p. 027 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Small Group p. 034 Investigagtion 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 042 Investigation 2 Day 2 Large Group

		n 046 Investigation 2 Day 4 Large Crown
		 p. 046 Investigation 2 Day 4 Large Group p. 051 Investigation 3 Outdoor Experiences p. 060 Investigation 3 Day 5 Large Group p. 063 Investigation 4 Outdoor Experiences p. 067 Investigation 4 Day 2 Small Group p. 076 Investigation 5 Day 2 Choice Time p. 079 Investigation 5 Day 3 Read-Aloud p. 081 Investigation 5 Day 4 Small Group p. 083 Investigation 5 Day 5 Small Group p. 085 Investigation 6 Outdoor Experience p. 093 Investigation 6 Day 4 Small Group p. 105 Celebrating Learning Outdoor Experiences p. 109 Celebrating Learning Day 2 Large-Group Roundup
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Language Comprehension
INDICATOR	L.60.3.	Understand increasingly complex sentences that include 3-4 concepts (e.g., "Plants are living things that will not survive without soil, sunlight and water."). <u>Trees Study</u> p. 046 Investigation 2 Day 4 Large Group p. 056 Investigation 3 Day 3 Large Group p. 066 Investigation 4 Day 2 Large Group p. 088 Investigation 6 Day 2 Large Group
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Vocabulary
INDICATOR	L.48.3.	Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts. <u>Trees Study</u> p. 042 Investigation 2 Day 2 Large Group p. 093 Investigation 6 Day 4 Small Group
INDICATOR	L.48.5.	Begin to use some words that are not a part of everyday conversational speech but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race or jog). Trees Study p. 015 Exploring the Topic Day 1 Choice Time p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 1 Read-Aloud p. 032 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 5 Read-Aloud p. 037 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 2 Day 1 Large Group p. 040 Investigation 2 Day 1 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 043 Investigation 2 Day 3 Read-Aloud p. 043 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 051 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 055 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 3 Day 4 Read-Aloud

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		p. 065 Investigation 4 Day 1 Read-Aloud
		p. 069 Investigation 4 Day 3 Read-Aloud
		p. 076 Investigation 5 Day 2 Large Group
		p. 077 Investigation 5 Day 2 Read-Aloud
		p. 079 Investigation 5 Day 3 Choice Time
		p. 081 Investigation 5 Day 4 Choice Time
		p. 082 Investigation 5 Day 5 Large Group
		p. 083 Investigation 5 Day 5 Read-Aloud
		p. 087 Investigation 6 Day 1 Read-Aloud
		p. 089 Investigation 6 Day 2 Read-Aloud
		p. 091 Investigation 6 Day 3 Read-Aloud
		p. 093 Investigation 6 Day 4 Read-Aloud
		p. 109 Celebrating Learning Day 2 Read-Aloud
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use
		language (expressive language).
GRADE LEVEL	L.48.	3 to 4 years
EXPECTATION		
INDICATOR		Expression of Ideas, Feelings and Needs
INDICATOR	L.48.6.	Communicate about current or removed events and/or objects.
		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
		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 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 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
		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
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		p. 035 Investigation 1 Day 4 Large-Group Roundup
		p. 035 Investigation 1 Day 4 Large-Group Roundup
		p. 035 Investigation 1 Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Read-Aloud p. 035 Investigation 1 Day 4 Small Group

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

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

		 p. 022 Exploring the Topic Day 5 Large Group p. 046 Investigation 2 Day 4 Large Group p. 049 Investigation 2 Day 5 Small Group p. 055 Investigation 3 Day 2 Large-Group Roundup p. 056 Investigation 3 Day 3 Large Group p. 065 Investigation 4 Day 1 Large-Group Roundup p. 066 Investigation 4 Day 2 Large Group p. 077 Investigation 5 Day 2 Large-Group Roundup p. 087 Investigation 6 Day 1 Large-Group Roundup p. 088 Investigation 6 Day 2 Choice Time p. 088 Investigation 6 Day 2 Large Group p. 091 Investigation 6 Day 3 Small Group p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	L.48.9.	Use speech that is mostly intelligible to familiar and unfamiliar adults. <u>Trees Study</u> p. 042 Investigation 2 Day 2 Large Group p. 093 Investigation 6 Day 4 Small Group
	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Vocabulary
		experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs). <u>Trees Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 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. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 049 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 4 Read-Aloud p. 069 Investigation 4 Day 1 Read-Aloud p. 069 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Read-Aloud p. 079 Investigation 5 Day 2 Read-Aloud p. 079 Investigation 5 Day 2 Read-Aloud p. 081 Investigation 5 Day 3 Choice Time p. 081 Investigation 5 Day 4 Choice Time p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Read-Aloud p. 089 Investigation 6 Day 1 Read-Aloud p. 091 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 3 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud
STATE FRAMEWORK	L.B.	 p. 043 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 057 Investigation 3 Day 2 Read-Aloud p. 059 Investigation 3 Day 4 Read-Aloud p. 065 Investigation 4 Day 1 Read-Aloud p. 065 Investigation 4 Day 1 Read-Aloud p. 069 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Read-Aloud p. 079 Investigation 5 Day 2 Read-Aloud p. 079 Investigation 5 Day 2 Large Group p. 071 Investigation 5 Day 2 Choice Time p. 081 Investigation 5 Day 5 Large Group p. 082 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 081 Investigation 6 Day 3 Read-Aloud p. 093 Investigation 6 Day 3 Read-Aloud

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

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 p. 049 Investigation 2 Day 5 Small Group p. 051 Investigation 3 Outdoor Experiences p. 052 Investigation 3 Day 1 Choice Time p. 052 Investigation 3 Day 1 Large Group p. 053 Investigation 3 Day 1 Large-Group Roundup p. 053 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 2 Choice Time p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Large-Group Roundup p. 055 Investigation 3 Day 2 Small Group p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 3 Large Group p. 057 Investigation 3 Day 3 Large-Group Roundup p. 057 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 3 Small Group p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Choice Time p. 059 Investigation 3 Day 4 Large-Group Roundup p. 059 Investigation 3 Day 4 Small Group p. 060 Investigation 3 Day 5 Choice Time p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Large-Group Roundup p. 061 Investigation 3 Day 5 Small Group p. 063 Investigation 4 Outdoor Experiences p. 064 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Choice Time p. 065 Investigation 4 Day 1 Large-Group Roundup p. 065 Investigation 4 Day 1 Small Group

		066 Investigation 4 Day 2 Choice Time
		066 Investigation 4 Day 2 Large Group
		067 Investigation 4 Day 2 Large-Group Roundup
		067 Investigation 4 Day 2 Small Group
		068 Investigation 4 Day 3 Large Group
		069 Investigation 4 Day 3 Choice Time
		069 Investigation 4 Day 3 Large-Group Roundup
		069 Investigation 4 Day 3 Small Group
	p. (070 Investigation 4 Day 4 Choice Time
	p. (070 Investigation 4 Day 4 Large Group
		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
		077 Investigation 5 Day 2 Large-Group Roundup
		077 Investigation 5 Day 2 Small Group
		078 Investigation 5 Day 3 Large Group
	p. (079 Investigation 5 Day 3 Choice Time
	p. (079 Investigation 5 Day 3 Large-Group Roundup
		079 Investigation 5 Day 3 Small Group
	p. (080 Investigation 5 Day 4 Large Group
	p. (081 Investigation 5 Day 4 Choice Time
	p. (81 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
		083 Investigation 5 Day 5 Read-Aloud
		083 Investigation 5 Day 5 Small Group
		085 Investigation 6 Outdoor Experience
		086 Investigation 6 Day 1 Large Group
		087 Investigation 6 Day 1 Choice Time
	p. (087 Investigation 6 Day 1 Large-Group Roundup
		087 Investigation 6 Day 1 Small Group
		088 Investigation 6 Day 2 Choice Time
	p. (088 Investigation 6 Day 2 Large Group
		089 Investigation 6 Day 2 Large-Group Roundup
		089 Investigation 6 Day 2 Read-Aloud
		089 Investigation 6 Day 2 Small Group
		090 Investigation 6 Day 3 Choice Time
		090 Investigation 6 Day 3 Large Group
		091 Investigation 6 Day 3 Large-Group Roundup
		091 Investigation 6 Day 3 Small Group
		092 Investigation 6 Day 4 Large Group
		093 Investigation 6 Day 4 Choice Time
		093 Investigation 6 Day 4 Large-Group Roundup
		093 Investigation 6 Day 4 Read-Aloud
		093 Investigation 6 Day 4 Small Group
		105 Celebrating Learning Outdoor Experiences
		106 Celebrating Learning Day 1 Choice Time
		06 Celebrating Learning Day 1 Large Group
		107 Celebrating Learning Day 1 Large-Group Roundup
		107 Celebrating Learning Day 1 Small Group
		08 Celebrating Learning Day 2 Choice Time
		108 Celebrating Learning Day 2 Choice Time
1		109 Celebrating Learning Day 21 args Group Poundup
		09 Celebrating Learning Day 2 Large-Group Roundup
	p. 1	09 Celebrating Learning Day 2 Read-Aloud
	p p	09 Celebrating Learning Day 2 Read-Aloud 09 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	p. p.	09 Celebrating Learning Day 2 Read-Aloud

GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Language for Interaction
EXPECTATION	L.48.	Language for InteractionAnswer simple who, what, where and why questions.Trees Studyp. 014 Exploring the Topic Day 1 Large Groupp. 015 Exploring the Topic Day 2 Choice Timep. 016 Exploring the Topic Day 2 Choice Timep. 016 Exploring the Topic Day 2 Large Groupp. 017 Exploring the Topic Day 3 Choice Timep. 018 Exploring the Topic Day 3 Large Groupp. 019 Exploring the Topic Day 3 Large Groupp. 019 Exploring the Topic Day 4 Large Groupp. 020 Exploring the Topic Day 5 Small Groupp. 021 Exploring the Topic Day 5 Small Groupp. 023 Exploring the Topic Day 5 Small Groupp. 034 Investigation 1 Day 4 Large Groupp. 035 Investigation 1 Day 5 Choice Timep. 036 Investigation 1 Day 5 Large Groupp. 036 Investigation 1 Day 5 Large Groupp. 037 Investigation 1 Day 5 Large Groupp. 037 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. 046 Investigation 2 Day 4 Small 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. 052 Investigation 3 Day 1 Large Group p. 054 Investigation 3 Day 2 Choice Time p. 056 Investigation 3 Day 3 Large Group p. 056 Investigation 3 Day 3 Large Group p. 059 Investigation 3 Day 4 Small Group
		 p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Small Group p. 064 Investigation 4 Day 1 Large Group p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Large Group p. 074 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Large-Group Roundup p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Small Group
		 p. 081 Investigation 5 Day 4 Choice Time p. 082 Investigation 5 Day 5 Choice Time p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Read-Aloud p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Choice Time p. 087 Investigation 6 Day 1 Small Group p. 090 Investigation 6 Day 3 Choice Time p. 090 Investigation 6 Day 3 Large Group p. 092 Investigation 6 Day 4 Large Group p. 106 Celebrating Learning Day 1 Large Group p. 109 Celebrating Learning Day 2 Small Group p. 109 Celebrating Learning Day 2 Small Group

STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Conventions of Conversation
INDICATOR INDICATOR	L.60.9.	Initiate, maintain and end conversations by repeating what other person says and/or by asking questions. <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group
		 p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 017 Exploring the Topic Day 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 4 Large-Group Roundup p. 020 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 5 Large-Group Roundup p. 022 Exploring the Topic Day 5 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. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Choice Time p. 024 Investigation 1 Day 1 Large Group p. 025 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Large-Group Roundup p. 031 Investigation 1 Day 2 Large-Group Roundup p. 031 Investigation 1 Day 2 Large-Group Roundup p. 031 Investigation 1 Day 2 Large-Group Roundup p. 031 Investigation 1 Day 3 Large-Group Roundup p. 033 Investigation 1 Day 3 Large-Group Roundup p. 034 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 4 Large Group p. 034 Investigatio
		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 Earge-Group Roundup
p. 048 Investigation 2 Day 5 Large Group
p. 049 Investigation 2 Day 5 Choice Time
p. 049 Investigation 2 Day 5 Large-Group Roundup
p. 049 Investigation 2 Day 5 Read-Aloud
p. 049 Investigation 2 Day 5 Small Group
p. 051 Investigation 3 Outdoor Experiences
p. 052 Investigation 3 Day 1 Choice Time
p. 052 Investigation 3 Day 1 Large Group
p. 053 Investigation 3 Day 1 Large-Group Roundup
p. 053 Investigation 3 Day 1 Read-Aloud
p. 053 Investigation 3 Day 1 Small Group
p. 054 Investigation 3 Day 2 Choice Time
p. 054 Investigation 3 Day 2 Large Group
p. 055 Investigation 3 Day 2 Large-Group Roundup
p. 055 Investigation 3 Day 2 Small Group
p. 056 Investigation 3 Day 3 Choice Time
p. 056 Investigation 3 Day 3 Large Group
p. 057 Investigation 3 Day 3 Large-Group Roundup
p. 057 Investigation 3 Day 3 Read-Aloud
p. 057 Investigation 3 Day 3 Small Group
p. 058 Investigation 3 Day 4 Large Group
p. 059 Investigation 3 Day 4 Choice Time p. 059 Investigation 3 Day 4 Large-Group Roundup
p. 059 Investigation 3 Day 4 Earge-Group Roundup
p. 060 Investigation 3 Day 5 Choice Time
p. 060 Investigation 3 Day 5 Choice Time
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 Earge-Group Roundup
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
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		 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. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Large Group Roundup p. 081 Investigation 5 Day 4 Large-Group Roundup p. 081 Investigation 5 Day 4 Small Group p. 081 Investigation 5 Day 4 Small Group p. 081 Investigation 5 Day 5 Choice Time p. 082 Investigation 5 Day 5 Large-Group Roundup p. 083 Investigation 5 Day 5 Kead-Aloud p. 083 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Large-Group Roundup p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 088 Investigation 6 Day 2 Large-Group Roundup p. 088 Investigation 6 Day 2 Large Group p. 088 Investigation 6 Day 2 Large Group Roundup p. 089 Investigation 6 Day 2 Small Group p. 089 Investigation 6 Day 3 Small Group p. 090 Investigation 6 Day 3 Large Group Roundup p. 091 Investigation 6 Day 3 Large Group Roundup p. 091 Investigation 6 Day 3 Large Group Roundup p. 093 Investigation 6 Day 4 Large Group p. 105 Celebrating Learning Day 1 Large Gr
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Language for Interaction
INDICATOR	L.60.10.	Use language to share ideas and gain information. <u>Trees Study</u> p. 016 Exploring the Topic Day 2 Choice Time p. 022 Exploring the Topic Day 5 Large Group p. 046 Investigation 2 Day 4 Large Group p. 049 Investigation 2 Day 5 Small Group p. 049 Investigation 3 Day 2 Large-Group Roundup p. 055 Investigation 3 Day 3 Large Group p. 065 Investigation 4 Day 1 Large-Group Roundup p. 066 Investigation 4 Day 2 Large Group p. 077 Investigation 5 Day 2 Large-Group Roundup p. 087 Investigation 6 Day 1 Large-Group Roundup p. 088 Investigation 6 Day 2 Choice Time p. 088 Investigation 6 Day 2 Large Group p. 091 Investigation 6 Day 3 Small Group p. 109 Celebrating Learning Day 2 Small Group

STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Interest and Engagement with Books
INDICATOR	L.48.12.	Select fiction and nonfiction books to be read and attend with interest. 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 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 Investigation 1 Outdoor Experiences
		p. 029 Investigation 1 Day 1 Mighty Minutes p. 029 Investigation 1 Day 1 Read-Aloud
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group
		p. 033 Investigation 1 Day 3 Read-Aloud p. 034 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. 051 Investigation 3 Outdoor Experiences
		p. 053 Investigation 3 Day 1 Read-Aloud
		p. 055 Investigation 3 Day 2 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud
		p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Read-Aloud
		p. 060 Investigation 3 Day 5 Choice Time p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Read-Aloud p. 063 Investigation 4 Outdoor Experiences
		p. 065 Investigation 4 Day 1 Read-Aloud p. 067 Investigation 4 Day 2 Read-Aloud
		p. 069 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 4 Day 3 Small Group
		p. 071 Investigation 4 Day 4 Read- Aloud p. 075 Investigation 5 Day 1 Read-Aloud
		p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Read-Aloud
		p. 079 Investigation 5 Day 3 Choice Time
		p. 079 Investigation 5 Day 3 Read-Aloud p. 079 Investigation 5 Day 3 Small Group
		p. 081 Investigation 5 Day 4 Choice Time p. 081 Investigation 5 Day 4 Read-Aloud
		p. 081 Investigation 5 Day 4 Small Group p. 082 Investigation 5 Day 5 Large Group
		p. 083 Investigation 5 Day 5 Read-Aloud p. 083 Investigation 5 Day 5 Small Group
		p. 085 Investigation 6 Outdoor Experience p. 087 Investigation 6 Day 1 Read-Aloud
		p. 087 Investigation 6 Day 1 Small Group
		p. 089 Investigation 6 Day 2 Read-Aloud

		p. 091 Investigation 6 Day 3 Read-Aloud p. 093 Investigation 6 Day 4 Mighty Minutes p. 093 Investigation 6 Day 4 Read-Aloud p. 107 Celebrating Learning Day 1 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)
INDICATOR	L.48.13.	Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text. Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 2 Nead-Aloud p. 015 Exploring the Topic Day 2 Read-Aloud p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 023 Exploring the Topic Day 5 Read-Aloud p. 023 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 4 Large Group p. 033 Investigation 1 Day 4 Read-Aloud p. 034 Investigation 1 Day 4 Read-Aloud p. 035 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 5 Large Group p. 037 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 1 Small Group p. 044 Investigation 2 Day 1 Small Group p. 045 Investigation 2 Day 3 Small Group p. 044 Investigation 2 Day 3 Small Group p. 045 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 4 Read-Aloud p. 046 Investigation 2 Day 3 Carge Group p. 046 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 4 Read-Aloud p. 046 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Large Group p. 049 Investigation 3 Day 1 Large Group p. 049 Investigation 3 Day 1 Large Group p. 049 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Large Group p. 05

		p. 061 Investigation 3 Day 5 Large-Group Roundup
		p. 061 Investigation 3 Day 5 Mighty Minutes
		p. 061 Investigation 3 Day 5 Small Group
		p. 063 Investigation 4 Outdoor Experiences
		p. 065 Investigation 4 Day 1 Read-Aloud
		p. 065 Investigation 4 Day 1 Small Group
		p. 066 Investigation 4 Day 2 Large Group
		p. 069 Investigation 4 Day 3 Read-Aloud
		p. 069 Investigation 4 Day 3 Small Group
		p. 070 Investigation 4 Day 4 Choice Time
		p. 070 Investigation 4 Day 4 Large Group
		p. 073 Investigation 5 Outdoor Experiences
		p. 075 Investigation 5 Day 1 Read-Aloud
		p. 075 Investigation 5 Day 1 Small Group
		p. 076 Investigation 5 Day 2 Large Group
		p. 077 Investigation 5 Day 2 Mighty Minutes
		p. 077 Investigation 5 Day 2 Read-Aloud
		p. 079 Investigation 5 Day 3 Choice Time
		p. 079 Investigation 5 Day 3 Read-Aloud
		p. 079 Investigation 5 Day 3 Small Group
		p. 080 Investigation 5 Day 4 Large Group
		p. 081 Investigation 5 Day 4 Choice Time
		p. 081 Investigation 5 Day 4 Small Group
		p. 082 Investigation 5 Day 5 Large Group
		p. 083 Investigation 5 Day 5 Mighty Minutes
		p. 083 Investigation 5 Day 5 Read-Aloud
		p. 083 Investigation 5 Day 5 Small Group
		p. 085 Investigation 6 Outdoor Experience
		p. 087 Investigation 6 Day 1 Read-Aloud
		p. 089 Investigation 6 Day 2 Read-Aloud
		p. 091 Investigation 6 Day 3 Mighty Minutes
		p. 091 Investigation 6 Day 3 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud
		p. 105 Celebrating Learning Outdoor Experiences
		p. 106 Celebrating Learning Day 1 Large Group
		p. 107 Celebrating Learning Day 1 Mighty Minutes
		p. 107 Celebrating Learning Day 1 Mighty Minutes
		p. 109 Celebrating Learning Day 2 Mighty Minutes
		p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.48.14.	p. 109 Celebrating Learning Day 2 Read-Aloud Ask and answer simple who, what, where and why questions related
INDICATOR	L.48.14.	p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.48.14.	p. 109 Celebrating Learning Day 2 Read-Aloud Ask and answer simple who, what, where and why questions related to story or text.
INDICATOR	L.48.14.	p. 109 Celebrating Learning Day 2 Read-Aloud Ask and answer simple who, what, where and why questions related to story or text. <u>Trees Study</u>
INDICATOR	L.48.14.	p. 109 Celebrating Learning Day 2 Read-Aloud Ask and answer simple who, what, where and why questions related to story or text. <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group
INDICATOR	L.48.14.	 p. 109 Celebrating Learning Day 2 Read-Aloud Ask and answer simple who, what, where and why questions related to story or text. <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group
INDICATOR	L.48.14.	 p. 109 Celebrating Learning Day 2 Read-Aloud Ask and answer simple who, what, where and why questions related to story or text. 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
INDICATOR	L.48.14.	 p. 109 Celebrating Learning Day 2 Read-Aloud Ask and answer simple who, what, where and why questions related to story or text. 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
INDICATOR	L.48.14.	 p. 109 Celebrating Learning Day 2 Read-Aloud Ask and answer simple who, what, where and why questions related to story or text. <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group
INDICATOR	L.48.14.	 p. 109 Celebrating Learning Day 2 Read-Aloud Ask and answer simple who, what, where and why questions related to story or text. 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
INDICATOR	L.48.14.	 p. 109 Celebrating Learning Day 2 Read-Aloud Ask and answer simple who, what, where and why questions related to story or text. <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 018 Exploring the Topic Day 3 Choice Time p. 018 Exploring the Topic Day 3 Large Group
INDICATOR	L.48.14.	 p. 109 Celebrating Learning Day 2 Read-Aloud Ask and answer simple who, what, where and why questions related to story or text. 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 Choice Time p. 018 Exploring the Topic Day 3 Choice Time
INDICATOR	L.48.14.	 p. 109 Celebrating Learning Day 2 Read-Aloud Ask and answer simple who, what, where and why questions related to story or text. 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 Small Group p. 017 Exploring the Topic Day 3 Choice Time p. 018 Exploring the Topic Day 3 Choice Time p. 018 Exploring the Topic Day 3 Choice Time p. 018 Exploring the Topic Day 3 Choice Time p. 019 Exploring the Topic Day 4 Large Group
INDICATOR	L.48.14.	 p. 109 Celebrating Learning Day 2 Read-Aloud Ask and answer simple who, what, where and why questions related to story or text. 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 Small Group p. 017 Exploring the Topic Day 3 Choice Time p. 018 Exploring the Topic Day 3 Choice Time p. 018 Exploring the Topic Day 3 Choice Time p. 018 Exploring the Topic Day 3 Choice Time p. 019 Exploring the Topic Day 4 Large Group p. 020 Exploring the Topic Day 4 Small Group
INDICATOR	L.48.14.	 p. 109 Celebrating Learning Day 2 Read-Aloud Ask and answer simple who, what, where and why questions related to story or text. Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 2 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 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 018 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
INDICATOR	L.48.14.	 p. 109 Celebrating Learning Day 2 Read-Aloud Ask and answer simple who, what, where and why questions related to story or text. 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 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 018 Exploring the Topic Day 3 Read-Aloud p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 5 Large Group
INDICATOR	L.48.14.	 p. 109 Celebrating Learning Day 2 Read-Aloud Ask and answer simple who, what, where and why questions related to story or text. 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. 016 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 3 Choice Time p. 018 Exploring the Topic Day 3 Choice Time p. 018 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. 023 Exploring the Topic Day 5 Choice Time
INDICATOR	L.48.14.	 p. 109 Celebrating Learning Day 2 Read-Aloud Ask and answer simple who, what, where and why questions related to story or text. 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. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 4 Large Group p. 020 Exploring the Topic Day 4 Small Group p. 021 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group
INDICATOR	L.48.14.	 p. 109 Celebrating Learning Day 2 Read-Aloud Ask and answer simple who, what, where and why questions related to story or text. 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 Small Group p. 021 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 024 Investigation 1 Day 4 Large Group
INDICATOR	L.48.14.	 p. 109 Celebrating Learning Day 2 Read-Aloud Ask and answer simple who, what, where and why questions related to story or text. 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. 018 Exploring the Topic Day 3 Read-Aloud p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 024 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time
INDICATOR	L.48.14.	 p. 109 Celebrating Learning Day 2 Read-Aloud Ask and answer simple who, what, where and why questions related to story or text. 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. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 4 Large Group p. 020 Exploring the Topic Day 5 Small Group p. 021 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 024 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 036 Investigation 1 Day 5 Choice Time
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INDICATOR	L.48.14.	 p. 109 Celebrating Learning Day 2 Read-Aloud Ask and answer simple who, what, where and why questions related to story or text. 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 Choice Time p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 4 Large Group p. 019 Exploring the Topic Day 4 Large Group p. 020 Exploring the Topic Day 5 Large Group p. 021 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large Group
INDICATOR	L.48.14.	 p. 109 Celebrating Learning Day 2 Read-Aloud Ask and answer simple who, what, where and why questions related to story or text. 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 Choice Time p. 018 Exploring the Topic Day 3 Read-Aloud p. 020 Exploring the Topic Day 4 Large Group p. 021 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. 035 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Small Group
INDICATOR	L.48.14.	 p. 109 Celebrating Learning Day 2 Read-Aloud Ask and answer simple who, what, where and why questions related to story or text. 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 Choice Time p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 4 Large Group p. 019 Exploring the Topic Day 4 Large Group p. 020 Exploring the Topic Day 5 Large Group p. 021 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large Group

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		p. 046 Investigation 2 Day 4 Large Group
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		p. 048 Investigation 2 Day 5 Large Group
		p. 049 Investigation 2 Day 5 Choice Time
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		p. 052 Investigation 3 Day 1 Large Group
		p. 054 Investigation 3 Day 2 Choice Time
		p. 054 Investigation 3 Day 2 Large Group
		p. 055 Investigation 3 Day 2 Large-Group Roundup
		p. 056 Investigation 3 Day 3 Choice Time
		p. 056 Investigation 3 Day 3 Large Group
		p. 059 Investigation 3 Day 4 Small Group
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Small Group
		p. 064 Investigation 4 Day 1 Large Group
		p. 065 Investigation 4 Day 1 Large-Group Roundup
		p. 066 Investigation 4 Day 2 Large Group
		p. 068 Investigation 4 Day 3 Large Group
		p. 069 Investigation 4 Day 3 Small Group
		p. 070 Investigation 4 Day 4 Large Group
		p. 074 Investigation 5 Day 1 Large Group
		p. 076 Investigation 5 Day 2 Large Group
		p. 077 Investigation 5 Day 2 Large-Group Roundup
		p. 078 Investigation 5 Day 3 Large Group
		p. 079 Investigation 5 Day 3 Choice Time
		p. 079 Investigation 5 Day 3 Small Group
		p. 081 Investigation 5 Day 4 Choice Time
		p. 082 Investigation 5 Day 5 Choice Time
		p. 082 Investigation 5 Day 5 Large Group
		p. 083 Investigation 5 Day 5 Read-Aloud
		p. 086 Investigation 6 Day 1 Large Group
		p. 087 Investigation 6 Day 1 Choice Time
		p. 087 Investigation 6 Day 1 Large-Group Roundup
		p. 087 Investigation 6 Day 1 Small Group
		p. 088 Investigation 6 Day 2 Choice Time
		p. 088 Investigation 6 Day 2 Choice Time
		p. 090 Investigation 6 Day 3 Choice Time
		p. 090 Investigation 6 Day 3 Large Group
		p. 091 Investigation 6 Day 3 Small Group
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INDICATOR	L.48.15.	Make predictions and/or ask questions about the text by examining
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INDICATOR	L.48.15.	Make predictions and/or ask questions about the text by examining the title, cover, pictures. <u>Trees Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud
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INDICATOR	L.48.15.	Make predictions and/or ask questions about the text by examining the title, cover, pictures. <u>Trees Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud
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INDICATOR	L.48.15.	Make predictions and/or ask questions about the text by examining the title, cover, pictures. 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. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 023 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud
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INDICATOR	L.48.15.	Make predictions and/or ask questions about the text by examining the title, cover, pictures. 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. 019 Exploring the Topic Day 5 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 023 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 043 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 2 Day 3 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. 087 Investigation 6 Day 1 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Interest and Engagement with Books
INDICATOR	L.60.11.	Independently choose to "read" books and select a variety of texts including fiction and nonfiction. <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 029 Investigation 1 Day 4 Read-Aloud p. 034 Investigation 1 Day 4 Read-Aloud p. 035 Investigation 1 Day 5 Read-Aloud p. 035 Investigation 2 Day 1 Large Group p. 035 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 2 Day 5 Read-Aloud p. 045 Investigation 2 Day 5 Read-Aloud p. 045 Investigation 2 Day 5 Read-Aloud p. 052 Investigation 3 Day 1 Choice Time p. 052 Investigation 3 Day 1 Large Group p. 053 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 058 Investigation 3 Day 4 Read-Aloud p. 060 Investigation 3 Day 4 Read-Aloud p. 061 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Read-Aloud p. 065 Investigation 4 Day 1 Read-Aloud p. 065 Investigation 4 Day 1 Read-Aloud p. 065 Investigation 4 Day 2 Read-Aloud p. 069 Investigation 5 Day 2 Large Group p. 071 Investigation 5 Day 2 Large Group p. 071 Investigation 5 Day 3 Read-Aloud p. 075 Investigation 5 Day 3 Read-Aloud p. 079 Investigation 5 Day 3 Read-Aloud p. 083 Investigation 5 Day 3 Read-Aloud p. 083 Investigation 5 Day 3 Read-Aloud p. 083 Investigation 6 Day 4 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 093 Investigation 6 Day
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)
INDICATOR	L.60.12.	With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text. <u>Trees Study</u> p. 015 Exploring the Topic Day 1 Choice Time

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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 Small Group p. 083 Investigation 6 Day 5 Small Group p. 087 Investigation 6 Day 2 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 091 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 3 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 107 Celebrating Learning Day 1 Read-Aloud p. 109 Celebrating Learning Day 2 Read-AloudINDICATORL.60.13.
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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-AloudINDICATORL.60.13.Identify main components of a story or text (the major plot points of a story or text (the major plot points of
p. 107 Celebrating Learning Day 1 Read-Aloud p. 107 Celebrating Learning Day 1 Small Group p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Read-Aloud INDICATOR L.60.13. Identify main components of a story or text (the major plot points of
p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Read-Aloud INDICATOR L.60.13.
p. 109 Celebrating Learning Day 2 Read-Aloud INDICATOR L.60.13. Identify main components of a story or text (the major plot points of a story)
INDICATOR L.60.13. Identify main components of a story or text (the major plot points of
a story or the main topic of an informational text).
a story of the main topic of an informational text).
Trees Study
p. 015 Exploring the Topic Day 1 Choice Time
p. 029 Investigation 1 Day 1 Read-Aloud
p. 032 Investigation 1 Day 1 Kead-Aloud
p. 032 Investigation 1 Day 3 Large Group p. 034 Investigagtion 1 Day 4 Large Group
p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group
p. 043 Investigation 2 Day 2 Read-Aloud
p. 055 Investigation 3 Day 2 Read-Aloud
p. 057 Investigation 3 Day 3 Small Group
p. 059 Investigation 3 Day 4 Read-Aloud
p. 060 Investigation 3 Day 5 Choice Time
p. 060 Investigation 3 Day 5 Large Group
p. 065 Investigation 4 Day 1 Read-Aloud
p. 069 Investigation 4 Day 3 Read-Aloud
p. 069 Investigation 4 Day 3 Small Group
p. 070 Investigation 4 Day 4 Choice Time
p. 076 Investigation 5 Day 2 Large Group
p. 077 Investigation 5 Day 2 Read-Aloud

emotions to increase comprehension. 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. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 2 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. 057 Investigation 3 Day 1 Read-Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud			
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knowledge of print and its uses.GRADE LEVEL EXPECTATIONL.48.3 to 4 yearsINDICATORBook ConceptsINDICATORL.48.16.Look at pages of a book from left to right (or according to conventions of home language).Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 037 Investigation 1 Day 5 Small Group p. 049 Investigation 2 Day 4 Small Group p. 053 Investigation 3 Day 1 Small Group p. 065 Investigation 3 Day 3 Small Group p. 065 Investigation 4 Day 1 Small Group p. 065 Investigation 5 Day 3 Small Group p. 075 Investigation 5 Day 3 Small Group p. 081 Investigation 5 Day 5 Choice Time p. 083 Investigation 5 Day 5 Small Group p. 083 Investigation 5 Day 5 Small Group p. 081 Investigation 5 Day 1 Small Group p. 082 Investigation 5 Day 1 Small Group p. 083 Investigation 5 Day 1 Small Group p. 083 Investigation 5 Day 1 Small Group p. 083 Investigation 5 Day 1 Small Group p. 081 Investigation 5 Day 1 Small Group p. 081 Investigation 6 Day 1 Small Group p. 083 Investigation 6 Day 1 Small Group p. 081 Investigation 6 Day 1 Small Group p. 083 Investigation 6 Day 1 Small Group p. 107 Celebrating Learning Day 1 Small Group	NDICATOR	60.14.	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. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 1 Read-Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud
EXPECTATION Book Concepts INDICATOR L.48.16. Look at pages of a book from left to right (or according to conventions of home language). Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 037 Investigation 1 Day 5 Small Group p. 049 Investigation 2 Day 5 Small Group p. 049 Investigation 3 Day 1 Small Group p. 053 Investigation 3 Day 1 Small Group p. 055 Investigation 4 Day 3 Small Group p. 065 Investigation 5 Day 3 Small Group p. 065 Investigation 5 Day 3 Small Group p. 067 Investigation 5 Day 3 Small Group p. 067 Investigation 5 Day 3 Small Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 081 Investigation 5 Day 5 Choice Time p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Small Group p. 087 Investigation 6 Day 1 Small Group p. 087 Investigation 6 Day 1 Small Group	STATE FRAMEWORK	E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
INDICATORL.48.16.Look at pages of a book from left to right (or according to conventions of home language).Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 037 Investigation 1 Day 5 Small Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 053 Investigation 3 Day 1 Small Group p. 065 Investigation 3 Day 3 Small Group p. 065 Investigation 4 Day 3 Small Group p. 065 Investigation 5 Day 4 Small Group p. 065 Investigation 5 Day 3 Small Group p. 081 Investigation 5 Day 4 Small Group p. 083 Investigation 5 Day 5 Choice Time p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Small Group p. 087 Investigation 6 Day 1 Small Group		48.	3 to 4 years
conventions of home language). Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 037 Investigation 1 Day 5 Small Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 049 Investigation 3 Day 1 Small Group p. 053 Investigation 3 Day 1 Small Group p. 055 Investigation 4 Day 1 Small Group p. 069 Investigation 4 Day 3 Small Group p. 075 Investigation 5 Day 4 Small Group p. 081 Investigation 5 Day 5 Choice Time p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Small Group p. 087 Investigation 6 Day 1 Small Group p. 087 Investigation 6 Day 1 Small Group	NDICATOR		Book Concepts
	NDICATOR	48.16.	conventions of home language). <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 037 Investigation 1 Day 5 Small Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 049 Investigation 3 Day 1 Small Group p. 053 Investigation 3 Day 3 Small Group p. 057 Investigation 4 Day 3 Small Group p. 065 Investigation 4 Day 3 Small Group p. 075 Investigation 5 Day 4 Small Group p. 081 Investigation 5 Day 5 Choice Time p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Small Group p. 107 Celebrating Learning Day 1 Small Group
INDICATOR L.48.17. Recognize that print represents spoken words (e.g., first na print, environmental labels). <u>Trees Study</u> p. 037 Investigation 1 Day 5 Small Group p. 053 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 2 Small Group	NDICATOR	48.17.	Recognize that print represents spoken words (e.g., first name in print, environmental labels). <u>Trees Study</u> p. 037 Investigation 1 Day 5 Small Group p. 053 Investigation 3 Day 1 Small Group
STATE FRAMEWORK L.E. Strand E: Early learning experiences will support children to	STATE FRAMEWORK	E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.

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

		p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	L.60.17.	Recognize words as a unit of print and that letters are grouped to form words. Trees Study
		p. 033 Investigation 1 Day 3 Mighty Minutes p. 035 Investigation 1 Day 4 Mighty Minutes
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Print Concepts
INDICATOR	L.60.18.	Identify some familiar printed words out of context.
		Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 029 Investigation 1 Day 1 Small Group p. 037 Investigation 1 Day 5 Small Group p. 053 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 3 Small Group p. 065 Investigation 4 Day 1 Small Group p. 069 Investigation 4 Day 3 Small Group p. 082 Investigation 5 Day 5 Choice Time p. 083 Investigation 5 Day 5 Read-Aloud p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	L.60.19.	Begin to use awareness of letter sounds along with pictures to read words in text.
		Trees Studyp. 013 Exploring the Topic Outdoor Experiencesp 13p. 014 Exploring the Topic Day 1 Large Groupp. 015 Exploring the Topic Day 1 Small Groupp. 016 Exploring the Topic Day 2 Large Groupp. 017 Exploring the Topic Day 2 Large-Group Roundupp. 017 Exploring the Topic Day 3 Small Groupp. 017 Exploring the Topic Day 4 Large Groupp. 017 Exploring the Topic Day 4 Large Groupp. 019 Exploring the Topic Day 4 Small Groupp. 020 Exploring the Topic Day 5 Large-Group Roundupp. 021 Exploring the Topic Day 5 Large Groupp. 023 Exploring the Topic Day 5 Small Groupp. 023 Exploring the Topic Day 5 Small Groupp. 023 Exploring the Topic Day 5 Large-Group Roundupp. 023 Exploring the Topic Day 5 Small Groupp. 024 Envestigation 1 Outdoor Experiencesp. 025 Investigation 1 Day 1 Large Groupp. 030 Investigation 1 Day 2 Large Groupp. 031 Investigation 1 Day 3 Small Groupp. 033 Investigation 1 Day 3 Small Groupp. 033 Investigation 1 Day 3 Read-Aloudp. 033 Investigation 1 Day 4 Large Groupp. 034 Investigation 1 Day 4 Large Groupp. 035 Investigation 1 Day 4 Small Groupp. 035 Investigation 1 Day 4 Small Groupp. 036 Investigation 1 Day 5 Choice Timep. 036 Investigation 1 Day 5 Large-Group Roundupp. 037 Investigation 1 Day 5 Small Groupp. 036 Investigation 1 Day 5 Large-Group Roundupp. 037 Investi

	L.E. L.60.	 p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 5 Small Group p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 3 Day 1 Choice Time p. 055 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 4 Read-Aloud p. 055 Investigation 3 Day 4 Read-Aloud p. 055 Investigation 3 Day 5 Small Group p. 055 Investigation 3 Day 5 Large Group p. 056 Investigation 3 Day 5 Large Group p. 057 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Small Group p. 065 Investigation 3 Day 5 Small Group p. 065 Investigation 3 Day 1 Choice Time p. 065 Investigation 4 Day 1 Small Group p. 065 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 2 Small Group p. 067 Investigation 4 Day 3 Read-Aloud p. 068 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 4 Day 2 Small Group p. 069 Investigation 4 Day 2 Small Group p. 070 Investigation 5 Day 2 Large Group p. 071 Investigation 5 Day 1 Large Group p. 071 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Small Group p. 079 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 3 Small Group p. 081 Investigation 5 Day 5 Large-Group Ro
		p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 089 Investigation 6 Day 2 Small Group p. 091 Investigation 6 Day 3 Read-Aloud p. 091 Investigation 6 Day 3 Small Group p. 092 Investigation 6 Day 4 Large Group
		p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group
		knowledge of print and its uses.
	L.60.	4 to 5 years
INDICATOR		Letter Recognition
INDICATOR	L.60.20.	Recognize and name known letters of the alphabet in familiar and unfamiliar words.
		p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Read-Aloud
		p. 021 Exploring the Topic Day 4 Mighty Minutes

		 p. 031 Investigation 1 Day 2 Mighty Minutes p. 031 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 035 Investigation 1 Day 4 Mighty Minutes p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Mighty Minutes p. 037 Investigation 1 Day 5 Small Group p. 037 Investigation 2 Day 1 Mighty Minutes p. 037 Investigation 2 Day 1 Mighty Minutes p. 041 Investigation 2 Day 1 Mighty Minutes p. 041 Investigation 2 Day 5 Small Group p. 041 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 1 Small Group p. 053 Investigation 3 Day 5 Small Group p. 061 Investigation 3 Day 5 Small Group p. 065 Investigation 4 Day 1 Mighty Minutes p. 065 Investigation 4 Day 1 Mighty Minutes p. 067 Investigation 4 Day 2 Mighty Minutes p. 069 Investigation 5 Day 2 Mighty Minutes p. 077 Investigation 5 Day 2 Small Group p. 081 Investigation 5 Day 2 Small Group p. 081 Investigation 5 Day 5 Choice Time p. 083 Investigation 5 Day 5 Read-Aloud p. 091 Investigation 5 Day 5 Read-Aloud p. 091 Investigation 5 Day 6 Read-Aloud p. 091 Investigation 7 Day 7 Read-Aloud p. 091 Investigation 7 Day 2 Mighty Minutes p. 082 Investigation 7 Day 2 Mighty Minutes p. 083 Investigation 7 Day 3 Read-Aloud p. 091 Investigation 7 Day 2 Read-Aloud p. 091 Investigation 7 Day 3 Read-Aloud p. 091 Investigation 6 Day 3 Mighty Minutes
INDICATOR	L.60.21.	 p. 109 Celebrating Learning Day 2 Small Group Make some letter-sound connections. Trees Study p. 021 Exploring the Topic Day 4 Small Group p. 031 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 035 Investigation 1 Day 4 Mighty Minutes p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 2 Day 4 Small Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 3 Day 5 Small Group p. 055 Investigation 3 Day 5 Small Group p. 061 Investigation 3 Day 5 Small Group p. 065 Investigation 4 Day 1 Small Group p. 077 Investigation 5 Day 2 Small Group p. 077 Investigation 5 Day 2 Small Group p. 082 Investigation 5 Day 5 Choice Time p. 083 Investigation 6 Day 1 Small Group
STATE FRAMEWORK	L.F.	p. 109 Celebrating Learning Day 2 Small Group Strand F: Early learning experiences will support children to develop
GRADE LEVEL EXPECTATION	L.48.	phonological awareness. 3 to 4 years
INDICATOR		Phonological Awareness
INDICATOR	L.48.20.	Recognize rhyming words in songs, chants or poems. <u>Trees Study</u> p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 021 Exploring the Topic Day 4 Read-Aloud p. 021 Exploring the Topic Day 4 Mighty Minutes p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Small Group

		 p. 045 Investigation 2 Day 3 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. 055 Investigation 3 Day 3 Large Group p. 056 Investigation 3 Day 3 Large Group p. 057 Investigation 3 Day 4 Large Group p. 058 Investigation 3 Day 4 Choice Time p. 061 Investigation 4 Day 1 Large Group p. 064 Investigation 4 Day 2 Large Group p. 066 Investigation 4 Day 2 Large Group p. 067 Investigation 5 Day 3 Mighty Minutes p. 069 Investigation 4 Day 2 Large Group p. 069 Investigation 4 Day 2 Large Group p. 069 Investigation 5 Day 3 Mighty Minutes p. 070 Investigation 5 Day 3 Mighty Minutes p. 079 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Small Group p. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Mighty Minutes p. 083 Investigation 5 Day 5 Mighty Minutes p. 083 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
	L.48.21.	Identify when initial sounds in words are the same.
		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. 035 Investigation 2 Day 1 Mighty Minutes p. 041 Investigation 2 Day 5 Large Group p. 048 Investigation 2 Day 5 Small Group p. 049 Investigation 3 Day 4 Large 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 2 Mighty Minutes p. 067 Investigation 4 Day 2 Mighty Minutes 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 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
INDICATOR	L.48.22.	Distinguish individual words in a sentence. <u>Trees Study</u> p. 018 Exploring the Topic Day 3 Large Group p. 049 Investigation 2 Day 5 Small Group p. 053 Investigation 3 Day 1 Small Group p. 109 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	L.F.	Strand F: Early learning experiences will support children to develop phonological awareness.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Phonological Awareness
INDICATOR	L.60.22.	Produce rhyming words or words that have same initial sound.
		Trees 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 Small Group
		p. 017 Exploring the Topic Day 2 Mighty Minutes
		p. 021 Exploring the Topic Day 4 Read-Aloud
		p. 021 Exploring the Topic Day 4 Mighty Minutes
		p. 029 Investigation 1 Day 1 Mighty Minutes
		p. 030 Investigation 1 Day 2 Large Group
		p. 032 Investigation 1 Day 3 Large Group
		p. 033 Investigation 1 Day 3 Mighty Minutes
		p. 034 Investigagtion 1 Day 4 Large Group
		p. 035 Investigation 1 Day 4 Mighty Minutes
		p. 040 Investigation 2 Day 1 Large Group
		p. 041 Investigation 2 Day 1 Mighty Minutes
		p. 043 Investigation 2 Day 2 Small Group
		p. 045 Investigation 2 Day 3 Mighty Minutes
		p. 045 Investigation 2 Day 3 Small Group
		p. 048 Investigation 2 Day 5 Large Group
		p. 049 Investigation 2 Day 5 Mighty Minutes
		p. 049 Investigation 2 Day 5 Small Group
		p. 053 Investigation 3 Day 1 Mighty Minutes
		p. 053 Investigation 3 Day 1 Small Group
		p. 054 Investigation 3 Day 2 Large Group
		p. 055 Investigation 3 Day 2 Small Group
		p. 056 Investigation 3 Day 2 Small Group
		p. 057 Investigation 3 Day 3 Mighty Minutes
		p. 058 Investigation 3 Day 4 Large Group
		p. 059 Investigation 3 Day 4 Choice Time
		p. 059 Investigation 3 Day 4 Small Group
		p. 061 Investigation 3 Day 5 Read-Aloud
		p. 064 Investigation 4 Day 1 Large Group
		p. 065 Investigation 4 Day 1 Small Group
		p. 066 Investigation 4 Day 2 Large Group
		p. 067 Investigation 4 Day 2 Mighty Minutes
		p. 069 Investigation 4 Day 3 Mighty Minutes
		p. 070 Investigation 4 Day 4 Large Group
		p. 078 Investigation 5 Day 3 Large Group
		p. 079 Investigation 5 Day 3 Choice Time
		p. 079 Investigation 5 Day 3 Mighty Minutes
		p. 079 Investigation 5 Day 3 Small Group
		p. 080 Investigation 5 Day 4 Large Group
		p. 081 Investigation 5 Day 4 Mighty Minutes
		p. 083 Investigation 5 Day 5 Mighty Minutes
		p. 088 Investigation 6 Day 2 Choice Time
		p. 089 Investigation 6 Day 2 Mighty Minutes
		p. 090 Investigation 6 Day 3 Large Group
		p. 091 Investigation 6 Day 3 Small Group
		p. 093 Investigation 6 Day 4 Mighty Minutes
		p. 107 Celebrating Learning Day 1 Mighty Minutes
INDICATOR	L.60.23.	Recognize which words in a set of words begin with the same
INDICATOR	L.00.23.	sound.
		500md.
		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
		n 033 Investigation 1 Day 3 Mighty Minutes
		p. 033 Investigation 1 Day 3 Mighty Minutes
		p. 035 Investigation 1 Day 4 Mighty Minutes
		p. 035 Investigation 1 Day 4 Mighty Minutes p. 041 Investigation 2 Day 1 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. 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. 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. 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. 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

meaning through drawing, letters and words. GRADE LEVEL EXPECTATION L.48. 3 to 4 years INDICATOR Drawing and Writing INDICATOR L.48.23. Draw or "write" to convey an idea, event or story. "Writing" involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others). 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 5 Small Group p. 049 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 3 Choice Time p. 066 Investigation 6 Day 3 Small Group p. 078 Investigation 6 Day 3 Small Group p. 078 Investigation 6 Day 3 Small Group p. 088 Investigation 6 Day 3 Small Group p. 088 Investigation 6 Day 3 Small Group p. 081 Investigation 6 Day 3 Small Group p. 091 Investigation 6 Day 3 Small Group p. 031 Investigation 1 Day 2 Small Group p. 047 Investigation 1 Day 3 Small Group p. 031 Investigation 1 Day 2 Small Group p. 048 Investigation 1 Day 2 Small Group p. 047 Investigation 1 Day 2 Small Group p. 049 Investigation 1 Day 2 Small Group p. 041 Investigation 1 Day 2 Small Group p. 049 Investigation 1 Day 2 Small Group p. 041 Investigation 1 D			
Trees Study D15 Exploring the Topic Day 1 Mighty Minutes D.015 Exploring the Topic Day 5 Mighty Minutes D.023 Exploring the Topic Day 5 Mighty Minutes D.23 Exploring the Topic Day 5 Mighty Minutes D.24 Investigation 2 Day 2 Mighty Minutes D.25 Investigation 3 Day 6 Large Group D.83 Investigation 3 Day 4 Mighty Minutes STATE FRAMEWORK L.C. STATE GRAMEWORK L.48. 3 to 4 years STATE FRAMEWORK L.48. Drawing and Writing INDICATOR Daw or "write" to convey an idea, event or story, "Writing" involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others). Trees Study P.016 Exploring the Topic Day 2 Large Group P.021 Exploring the Topic Day 4 Small Group P.041 Exploring the Topic Day 4 Small Group P.041 Exploring the Topic Day 4 Small Group P.041 Exploring the Topic Day 4 Small Group P.043 Investigation 5 Day 3 Choice Time P.066 Investigation 4 Day 2 Choice Time P.078 Investigation 5 Day 3 Small Group P.081 Investigation 5 Day 3 Small Group P.081 Investigation 5 Day 3 Small G			 p. 069 Investigation 4 Day 3 Mighty Minutes p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Mighty Minutes p. 088 Investigation 6 Day 2 Choice Time p. 089 Investigation 6 Day 2 Mighty Minutes p. 090 Investigation 6 Day 3 Large Group p. 091 Investigation 6 Day 3 Small Group p. 093 Investigation 6 Day 4 Mighty Minutes
meaning through drawing, letters and words. GRADE LEVEL EXPECTATION L.48. 3 to 4 years INDICATOR Drawing and Writing INDICATOR L.48.23. Draw or "write" to convey an idea, event or story. "Writing" involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others). Trees Study p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 049 Investigation 4 Day 1 Choice Time p. 066 Investigation 4 Day 2 Choice Time p. 066 Investigation 6 Day 2 Choice Time p. 068 Investigation 6 Day 2 Large Group p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 3 Small Group p. 088 Investigation 6 Day 3 Small Group p. 088 Investigation 1 Day 2 Choice Time p. 091 Investigation 1 Day 2 Small Group p. 081 Investigation 1 Day 2 Small Group p. 031 Investigation 1 Day 5 Small Group p. 047 Investigation 2 Day 5 Small Group p. 047 Investigation 2 Day 5 Small Group p. 047 Investigation 2 Day 5 Small Group p. 048 Investigation 2 Day 5 Small Group p. 048 Investigation 2 Day 5 Small Group p. 047 Investigation 3 Day 5 Small Group p. 047 Investigation 3 Day 5 Small Group p. 048 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 2 Choice Time p. 076 Investigation 4 Day 2 Choice Time p. 076 Investigation 4 Day 2 Choice Time p. 076 Investigation 4 Day 2 Choice Time p. 077 Investigation 5 Day 3 Large Group p. 048 Investigation 6 Day 2 Small Group p. 048 Investigation 6 Day 2 Choice Time p. 078 Investigation	INDICATOR	L.60.24.	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
EXPECTATION Instruction INDICATOR Drawing and Writing INDICATOR Draw or "write" to convey an idea, event or story. "Writing" involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others). Trees Study p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 2 Small Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 2 Schoice Time p. 066 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 2 Choice Time p. 069 Investigation 6 Day 3 Large Group p. 087 Investigation 6 Day 3 Large Group p. 087 Investigation 6 Day 3 Large Group p. 087 Investigation 6 Day 3 Small Group p. 087 Investigation 6 Day 3 Small Group p. 091 Investigation 6 Day 3 Small Group p. 091 Investigation 6 Day 3 Small Group p. 091 Investigation 1 Day 2 Choice Time p. 091 Investigation 1 Day 2 Small Group p. 081 Investigation 1 Day 2 Small Group p. 081 Investigation 1 Day 2 Small Group p. 031 Investigation 1 Day 2 Small Group p. 031 Investigation 1 Day 2 Small Group p. 031 Investigation 2 Day 4 Small Group p. 041 Investigation 2 Day 4 Small Group p. 041 Investigation 2 Day 4 Small Group p. 041 Investigation 2 Day 5 Small Group p. 041 Investigation 2 Day 4 Small Group p. 049 Investigation 3 Day 5 Small Group p. 049 Investigation 3 Day 5 Small Group p. 049 Investigation 4 Day 1 Choice Time p. 066 Investigation 4 Day 2 Choice Time p. 066 Investigation 5 Day 3 Large Group p. 071 Investigation 5 Day 3 Large Group p. 078 Investigation 5 Day 3 Large G	STATE FRAMEWORK		meaning through drawing, letters and words.
INDICATOR L.48.23. Draw or "write" to convey an idea, event or story. "Writing" involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others). Trees Study p. 016 Exploring the Topic Day 2 Large Group p. 047 Investigation 2 Day 5 Small Group p. 047 Investigation 2 Day 5 Small Group p. 046 Investigation 4 Day 1 Choice Time p. 066 Investigation 4 Day 3 Choice Time p. 067 Investigation 4 Day 3 Choice Time p. 067 Investigation 6 Day 3 Large Group p. 078 Investigation 6 Day 3 Small Group p. 087 Investigation 6 Day 3 Large Group p. 088 Investigation 6 Day 3 Small Group p. 088 Investigation 6 Day 3 Small Group INDICATOR L.48.24. Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms. Trees Study p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 2 Small Group INDICATOR L.48.24. Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms. Trees Study p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 049 Investigation 1 Day 2 Small Group p. 041 Investigation 2 Day 4 Small Group p. 041 Investigation 2 Day 5 Small Group p. 049 Investigation 2 Day 5 Small Group p. 041 Investigation 4 Day 2 Choice Tim	GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR L.48.24. Write in a manner that is distinct from drawing. Combine scribbles INDICATOR L.48.24. Write in a manner that is distinct from drawing. Combine scribbles Write in a manner that is distinct from drawing. Combine scribbles 0.04 Sinvestigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group 0.049 Investigation 4 Day 1 Choice Time p. 066 Investigation 4 Day 3 Choice Time 0.069 Investigation 6 Day 3 Small Group p. 076 Investigation 5 Day 3 Large Group 0.087 Investigation 6 Day 1 Small Group p. 087 Investigation 6 Day 1 Small Group 0.081 Investigation 6 Day 2 Small Group p. 086 Investigation 6 Day 3 Small Group 0.081 Investigation 6 Day 3 Small Group NDICATOR L.48.24. Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms. Trees Study 0.016 Exploring the Topic Day 2 Large Group 0.021 Exploring the Topic Day 4 Small Group p. 047 Investigation 1 Day 2 Small Group 0.041 Investigation 1 Day 2 Small Group 0.041 Investigation 2 Day 5 Small Group p. 047 Investigation 4 Day 1 Choice Time 0.046 Investigation 4 Day 1 Choice Time 0.066 Investigation 4 Day 1 Choice Time p. 066 Investigation 6 Day 1 Small Group 0.061 Investigation 6 Day 1 Small Group 0.061 Investigation 5 Day 3 Large Group p. 066 Investigat	INDICATOR		Drawing and Writing
with letter-like forms.Trees Study p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 021 Investigation 1 Day 2 Small Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 061 Investigation 3 Day 5 Small Group p. 065 Investigation 4 Day 1 Choice Time p. 066 Investigation 4 Day 2 Choice Time p. 069 Investigation 4 Day 3 Choice Time p. 070 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 2 Small Group p. 088 Investigation 6 Day 1 Small GroupSTATE FRAMEWORKL.G.Strand G: Early learning experiences will support children to convey			scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others). <u>Trees Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 065 Investigation 4 Day 1 Choice Time p. 066 Investigation 4 Day 2 Choice Time p. 069 Investigation 4 Day 3 Choice Time p. 070 Investigation 4 Day 3 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
STATE FRAMEWORK L.G. Strand G: Early learning experiences will support children to convey		L.40.24.	with letter-like forms. <u>Trees Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 031 Investigation 1 Day 2 Small Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 061 Investigation 3 Day 5 Small Group p. 065 Investigation 4 Day 1 Choice Time p. 066 Investigation 4 Day 2 Choice Time p. 069 Investigation 4 Day 3 Choice Time p. 070 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group p. 088 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time
	STATE FRAMEWORK	L.G.	Strand G: Early learning experiences will support children to convey

GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Drawing and Writing
INDICATOR	L.60.25.	Draw original stories with a beginning, middle and end.Trees Studyp. 016 Exploring the Topic Day 2 Large Groupp. 030 Investigation 1 Day 3 Large Groupp. 031 Investigation 1 Day 3 Large Groupp. 033 Investigation 1 Day 3 Large-Group Roundupp. 033 Investigation 1 Day 3 Large-Group Roundupp. 035 Investigation 1 Day 5 Kead-Aloudp. 037 Investigation 1 Day 5 Small Groupp. 038 Investigation 1 Day 5 Small Groupp. 039 Investigation 3 Day 4 Large-Group Roundupp. 037 Investigation 3 Day 4 Large Groupp. 059 Investigation 3 Day 4 Large Groupp. 059 Investigation 3 Day 4 Large Groupp. 059 Investigation 3 Day 4 Large Groupp. 064 Investigation 4 Day 1 Choice Timep. 065 Investigation 4 Day 2 Choice Timep. 066 Investigation 4 Day 2 Large Groupp. 066 Investigation 4 Day 2 Large Groupp. 067 Investigation 4 Day 3 Large Groupp. 068 Investigation 4 Day 3 Large Groupp. 069 Investigation 4 Day 3 Large-Group Roundupp. 069 Investigation 4 Day 3 Large-Group Roundupp. 069 Investigation 4 Day 3 Large-Group Roundupp. 070 Investigation 4 Day 4 Large-Group Roundupp. 070 Investigation 4 Day 4 Small Groupp. 071 Investigation 5 Day 2 Small Groupp. 073 Investigation 5 Day 2 Small Groupp. 074 Investigation 5 Day 2 Small Groupp. 075 Investigation 5 Day 3 Large Groupp. 076 Investigation 5 Day 3 Large Groupp. 077 Investigation 5 Day 3 Large Groupp. 078 Investigation 5 Day 3 Large Groupp. 077 Investigation 5 Day 3 Large Groupp. 078 Invest
INDICATOR	L.60.26.	Use early developmental spelling. May use one letter for the initial or final sound to represent whole word. <u>Trees Study</u> p. 061 Investigation 3 Day 5 Small Group p. 065 Investigation 4 Day 1 Small Group p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Music
INDICATOR	CA.48.2.	Imitate or spontaneously sing an entire verse of song. <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group

		p. 023 Exploring the Topic Day 5 Mighty Minutes
		p. 028 Investigation 1 Day 1 Large Group
		p. 030 Investigation 1 Day 2 Large Group
		p. 032 Investigation 1 Day 3 Large Group
		p. 034 Investigagtion 1 Day 4 Large Group
		p. 036 Investigation 1 Day 5 Large Group
		p. 040 Investigation 2 Day 1 Large Group
		p. 042 Investigation 2 Day 2 Large Group
		p. 043 Investigation 2 Day 2 Mighty Minutes
		p. 043 Investigation 2 Day 2 Small Group
		p. 044 Investigation 2 Day 3 Large Group
		p. 045 Investigation 2 Day 3 Small Group
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Mighty Minutes
		p. 048 Investigation 2 Day 5 Large Group
		p. 052 Investigation 3 Day 1 Large Group
		p. 054 Investigation 3 Day 2 Large Group
		p. 055 Investigation 3 Day 2 Small Group
		p. 056 Investigation 3 Day 3 Large Group
		p. 058 Investigation 3 Day 4 Large Group
		p. 060 Investigation 3 Day 5 Large Group
		p. 064 Investigation 4 Day 1 Large Group
		p. 065 Investigation 4 Day 1 Mighty Minutes
		p. 065 Investigation 4 Day 1 Small Group
		p. 066 Investigation 4 Day 2 Large Group
		p. 068 Investigation 4 Day 3 Large Group
		p. 070 Investigation 4 Day 4 Large Group
		p. 074 Investigation 5 Day 1 Large Group
		p. 075 Investigation 5 Day 1 Mighty Minutes
		p. 075 Investigation 5 Day 1 Small Group
		p. 076 Investigation 5 Day 2 Large Group
		p. 078 Investigation 5 Day 3 Large Group
		p. 079 Investigation 5 Day 3 Mighty Minutes
		p. 080 Investigation 5 Day 4 Large Group
		p. 082 Investigation 5 Day 5 Large Group
		p. 083 Investigation 5 Day 5 Mighty Minutes
		p. 086 Investigation 6 Day 1 Large Group
		p. 087 Investigation 6 Day 1 Mighty Minutes
		p. 088 Investigation 6 Day 2 Large Group
		p. 090 Investigation 6 Day 3 Large Group
		p. 092 Investigation 6 Day 4 Large Group
		p. 106 Celebrating Learning Day 1 Large Group
		p. 107 Celebrating Learning Day 1 Mighty Minutes
		p. 108 Celebrating Learning Day 2 Large Group
INDICATOR	CA.48.3.	Initiate new musical activities with voices or instruments (e.g., apply words, initiate their own listening and movement experiences with some adult assistance).
		Troop Study
		Trees Study
		p. 014 Exploring the Topic Day 1 Large Group
		p. 016 Exploring the Topic Day 2 Large Group
		p. 018 Exploring the Topic Day 3 Large Group
		p. 019 Exploring the Topic Day 3 Mighty Minutes
		p. 020 Exploring the Topic Day 4 Large Group
		p. 022 Exploring the Topic Day 5 Large Group
		p. 023 Exploring the Topic Day 5 Mighty Minutes
		p. 028 Investigation 1 Day 1 Large Group
		p. 030 Investigation 1 Day 2 Large Group
		p. 032 Investigation 1 Day 3 Large Group
1		p. 034 Investigagtion 1 Day 4 Large Group
		p. 036 Investigation 1 Day 5 Large Group
		p. 036 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 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. 036 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 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 Mighty Minutes
		p. 048 Investigation 2 Day 5 Large Group
		p. 052 Investigation 3 Day 1 Large Group
		p. 054 Investigation 3 Day 2 Large Group
		p. 055 Investigation 3 Day 2 Small Group
		p. 056 Investigation 3 Day 3 Large Group
		p. 058 Investigation 3 Day 4 Large Group
		p. 060 Investigation 3 Day 5 Large Group
		p. 064 Investigation 4 Day 1 Large Group
		p. 065 Investigation 4 Day 1 Mighty Minutes
		p. 065 Investigation 4 Day 1 Small Group
		p. 066 Investigation 4 Day 2 Large Group
		p. 068 Investigation 4 Day 3 Large Group
		p. 070 Investigation 4 Day 4 Large Group
		p. 074 Investigation 5 Day 1 Large Group
		p. 075 Investigation 5 Day 1 Mighty Minutes
		p. 075 Investigation 5 Day 1 Small Group
		p. 076 Investigation 5 Day 2 Large Group
		p. 078 Investigation 5 Day 3 Large Group
		p. 079 Investigation 5 Day 3 Mighty Minutes
		p. 080 Investigation 5 Day 4 Large Group
		p. 082 Investigation 5 Day 5 Large Group
		p. 083 Investigation 5 Day 5 Mighty Minutes
		p. 086 Investigation 6 Day 1 Large Group
		p. 087 Investigation 6 Day 1 Mighty Minutes
		p. 088 Investigation 6 Day 2 Large Group
		p. 090 Investigation 6 Day 3 Large Group
		p. 092 Investigation 6 Day 4 Large Group
		p. 106 Celebrating Learning Day 1 Large Group
		p. 107 Celebrating Learning Day 1 Mighty Minutes
		p. 108 Celebrating Learning Day 2 Large Group
INDICATOR	CA.48.4.	Spontaneously sing songs and/or participate in songs with
INDICATOR	04.40.4.	gestures.
		gestares.
		Trees Study
		Trees Study
		p. 013 Exploring the Topic Outdoor Experiencesp 13
		p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 014 Exploring the Topic Day 1 Large 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 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 Small Group p. 016 Exploring the Topic Day 2 Large 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 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Mighty Minutes
		p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 018 Exploring the Topic Day 3 Large Group
		 p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes
		 p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 2 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 4 Large 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 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Mighty Minutes
		 p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 2 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 4 Large Group p. 020 Exploring the Topic Day 4 Mighty Minutes p. 021 Exploring the Topic Day 5 Large Group
		 p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 2 Large Group p. 016 Exploring the Topic Day 2 Mighty Minutes p. 017 Exploring the Topic Day 3 Large Group p. 018 Exploring the Topic Day 3 Mighty Minutes p. 019 Exploring the Topic Day 4 Large Group p. 020 Exploring the Topic Day 4 Mighty Minutes p. 021 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Mighty Minutes
		 p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 2 Large Group p. 016 Exploring the Topic Day 2 Mighty Minutes p. 017 Exploring the Topic Day 3 Large Group p. 018 Exploring the Topic Day 3 Mighty Minutes p. 019 Exploring the Topic Day 4 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 021 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. 013 Exploring the Topic Outdoor Experiencesp 13 p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 2 Large Group p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 4 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 021 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. 013 Exploring the Topic Outdoor Experiencesp 13 p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 2 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 4 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 021 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. 024 Exploring the Topic Day 5 Large Group p. 025 Exploring the Topic Day 5 Mighty Minutes p. 026 Investigation 1 Day 1 Large Group p. 032 Investigation 1 Day 3 Large Group p. 032 Investigation 1 Day 3 Large Group
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STATE FRAMEWORK	CA.A.	p. 108 Celebrating Learning Day 2 Large Group Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL	CA.48.	3 to 4 years
		Nievel Arte
	CA 49 5	Visual Arts
INDICATOR	CA.48.5.	Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge. <u>Trees Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Large-Group Roundup p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 035 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 4 Small Group p. 047 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 056 Investigation 3 Day 3 Choice Time

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STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Drama
INDICATOR	CA.48.6.	Act out simple scenarios, taking on a familiar role for brief periods during dramatic play. <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Mighty Minutes p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 033 Investigation 1 Day 4 Large Group p. 034 Investigation 1 Day 5 Large Group p. 036 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 Large Group p. 047 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes

		 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. 069 Investigation 4 Day 4 Large Group p. 070 Investigation 5 Outdoor Experiences p. 075 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 5 Day 2 Mighty Minutes p. 079 Investigation 5 Day 3 Small Group p. 079 Investigation 5 Day 3 Small Group p. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 5 Large Group p. 082 Investigation 6 Outdoor Experience p. 091 Investigation 6 Day 3 Mighty Minutes p. 085 Investigation 6 Day 3 Mighty Minutes p. 105 Celebrating Learning Outdoor Experiences p. 107 Celebrating Learning Day 1 Mighty Minutes p. 109 Celebrating Learning Day 2 Mighty Minutes
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Dance
INDICATOR	CA.48.7.	Demonstrate increasingly complex dance concepts while learning to move their body in place and through space (e.g., jumping from one place to another, combining several movements like hopping, turning, stamping feet). <u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage
GRADE LEVEL EXPECTATION	CA.60.	in and enjoy the arts. 4 to 5 years
INDICATOR		Music
INDICATOR	CA.60.1.	Initiate new musical activities with voices/instruments (e.g., apply new words, add instruments to familiar song).Trees Studyp. 014 Exploring the Topic Day 1 Large Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 4 Large Group p. 020 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. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 3 Large Group p. 032 Investigation 1 Day 5 Large Group p. 034 Investigation 1 Day 5 Large Group p. 040 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 Small Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group

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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. 014 Exploring the Topic Day 1 Large Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 4 Large Group p. 020 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. 023 Exploring the Topic Day 5 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 030 Investigation 1 Day 1 Large Group p. 031 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 5 Large Group p. 036 Investigation 2 Day 1 Large Group p. 040 Investigation 2 Day 2 Large Group p. 043 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 Small Group p. 046 Investigation 2 Day 4 Large Group p. 048 Investigation 2 Day 4 Large Group p. 048 Investigation 2 Day 5 Large Group p. 048 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 2 Large Group p. 052 Investigation 3 Day 2 Large Group p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Small Group p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 2 Small Group p. 056 Investigation 3 Day 3 Large Group p. 056 Investigation 3 Day 3 Large Group p. 056 Investigation 3 Day 3 Large Group
p. 065 Investigation 4 Day 1 Mighty Minutes p. 065 Investigation 4 Day 1 Small Group			 p. 014 Exploring the Topic Day 1 Large Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 4 Large Group p. 020 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. 023 Exploring the Topic Day 5 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 030 Investigation 1 Day 1 Large Group p. 031 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 4 Large Group p. 034 Investigation 1 Day 5 Large Group p. 036 Investigation 2 Day 2 Large Group p. 040 Investigation 2 Day 2 Large Group p. 041 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 043 Investigation 2 Day 3 Large Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 048 Investigation 2 Day 4 Large Group p. 048 Investigation 2 Day 5 Large Group p. 048 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 2 Small Group p. 056 Investigation 3 Day 3 Large Group p. 056 Investigation 3 Day 4 Large Group
p. 065 Investigation 4 Day 1 Small Group			 p. 014 Exploring the Topic Day 1 Large Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 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. 023 Exploring the Topic Day 5 Mighty Minutes p. 023 Exploring the Topic Day 2 Large Group p. 030 Investigation 1 Day 1 Large Group p. 032 Investigation 1 Day 3 Large Group p. 031 Investigation 1 Day 4 Large Group p. 034 Investigation 1 Day 4 Large Group p. 034 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 043 Investigation 2 Day 3 Large Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 5 Large Group p. 048 Investigation 2 Day 4 Large Group p. 045 Investigation 2 Day 4 Large Group p. 045 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 5 Large Group p. 045 Investigation 3 Day 5 Large Group p. 045 Investigation 3 Day 5 Large Group p. 045 Investigation 3 Day 4 Large Group p. 045 Investigation 3 Day 5 Large Group p. 055 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 3 Large Group p. 055 Investigation 3 Day 4 Large Group p. 056 Investigation 3 Day 5 Large Group
			 p. 014 Exploring the Topic Day 1 Large Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 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. 023 Exploring the Topic Day 5 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 023 Exploring the Topic Day 5 Large Group p. 030 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 4 Large Group p. 034 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 2 Large Group 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 4 Large Group p. 045 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Large Group p. 048 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 053 Investigation 3 Day 3 Large Group p. 054 Investigation 3 Day 4 Large Group p. 055 Investigation 3 Day 2 Large Group p. 056 Investigation 3 Day 3 Large Group p. 055 Investigation 3 Day 4 Large Group p. 056 Investigation 3 Day 2 Large Group p. 056 Investigation 3 Day 4 Large Group p. 056 Investigation 3 Day 5 Large G
p. 066 Investigation 4 Day 2 Large Group			 p. 014 Exploring the Topic Day 1 Large Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 4 Large Group p. 020 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. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 2 Day 1 Large Group p. 040 Investigation 2 Day 2 Large Group p. 041 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 043 Investigation 2 Day 2 Mighty Minutes p. 043 Investigation 2 Day 3 Small Group p. 044 Investigation 2 Day 4 Large Group p. 045 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 045 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Large Group p. 053 Investigation 3 Day 2 Small Group p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Large Group p. 056 Investigation 3 Day 3 Large Group p. 056 Investigation 3 Day 4 Large Group p. 066 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Large Group
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		p. 068 Investigation 4 Day 3 Large Group
		p. 070 Investigation 4 Day 4 Large Group
		p. 074 Investigation 5 Day 1 Large Group
		p. 075 Investigation 5 Day 1 Mighty Minutes
		p. 075 Investigation 5 Day 1 Small Group
		p. 076 Investigation 5 Day 2 Large Group
		p. 078 Investigation 5 Day 3 Large Group
		p. 079 Investigation 5 Day 3 Mighty Minutes
		p. 080 Investigation 5 Day 4 Large Group
		p. 082 Investigation 5 Day 5 Large Group
		p. 083 Investigation 5 Day 5 Mighty Minutes
		p. 086 Investigation 6 Day 1 Large Group
		p. 087 Investigation 6 Day 1 Mighty Minutes
		p. 088 Investigation 6 Day 2 Large Group
		p. 090 Investigation 6 Day 3 Large Group
		p. 092 Investigation 6 Day 4 Large Group
		p. 106 Celebrating Learning Day 1 Large Group
		p. 107 Celebrating Learning Day 1 Mighty Minutes
		p. 108 Celebrating Learning Day 2 Large Group
INDICATOR	CA.60.3.	Play with familiar rhythms and patterns in a novel way e.g., explore,
INDICATOR	UM.00.3.	and initiate pitch (high/low), rhythm (patterns), and dynamics
		(loud/soft).
		(Ioud/soft).
		Troop Study
		Trees Study
		p. 014 Exploring the Topic Day 1 Large Group
		p. 016 Exploring the Topic Day 2 Large Group
		p. 018 Exploring the Topic Day 3 Large Group
		p. 019 Exploring the Topic Day 3 Mighty Minutes
		p. 020 Exploring the Topic Day 4 Large Group
		p. 022 Exploring the Topic Day 5 Large Group
		p. 023 Exploring the Topic Day 5 Mighty Minutes
		p. 028 Investigation 1 Day 1 Large Group
		p. 030 Investigation 1 Day 2 Large Group
		p. 032 Investigation 1 Day 3 Large Group
		p. 034 Investigagtion 1 Day 4 Large Group
		p. 036 Investigation 1 Day 5 Large Group
		p. 040 Investigation 2 Day 1 Large Group
		p. 042 Investigation 2 Day 2 Large Group
		p. 043 Investigation 2 Day 2 Mighty Minutes
		p. 043 Investigation 2 Day 2 Small Group
		p. 044 Investigation 2 Day 3 Large Group
		p. 045 Investigation 2 Day 3 Small Group
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Mighty Minutes
		p. 048 Investigation 2 Day 5 Large Group
		p. 052 Investigation 3 Day 1 Large Group
		p. 054 Investigation 3 Day 2 Large Group
		p. 055 Investigation 3 Day 2 Small Group
		p. 056 Investigation 3 Day 3 Large Group
		p. 058 Investigation 3 Day 4 Large Group
		p. 060 Investigation 3 Day 5 Large Group
		p. 064 Investigation 4 Day 1 Large Group
		p. 065 Investigation 4 Day 1 Mighty Minutes
		p. 065 Investigation 4 Day 1 Small Group
		p. 066 Investigation 4 Day 2 Large Group
		p. 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 2 Large Group
		p. 079 Investigation 5 Day 3 Mighty Minutes
		p. 080 Investigation 5 Day 4 Large Group
		p. 082 Investigation 5 Day 5 Large Group

		p. 083 Investigation 5 Day 5 Mighty Minutes
		p. 086 Investigation 6 Day 1 Large Group
		p. 087 Investigation 6 Day 1 Mighty Minutes
		p. 088 Investigation 6 Day 2 Large Group
		p. 090 Investigation 6 Day 3 Large Group
		p. 092 Investigation 6 Day 4 Large Group
		p. 106 Celebrating Learning Day 1 Large Group
		p. 107 Celebrating Learning Day 1 Mighty Minutes
		p. 108 Celebrating Learning Day 2 Large Group
	04.00.4	
INDICATOR	CA.60.4.	Create music using their voices and/or a variety of instruments and
		materials.
		Trees Study
		p. 014 Exploring the Topic Day 1 Large Group
		p. 016 Exploring the Topic Day 2 Large Group
		p. 018 Exploring the Topic Day 3 Large Group
		p. 019 Exploring the Topic Day 3 Mighty Minutes
		p. 020 Exploring the Topic Day 4 Large Group
		p. 022 Exploring the Topic Day 5 Large Group
		p. 023 Exploring the Topic Day 5 Mighty Minutes
		p. 028 Investigation 1 Day 1 Large Group
		p. 030 Investigation 1 Day 2 Large Group
		p. 032 Investigation 1 Day 3 Large Group
		p. 034 Investigation 1 Day 4 Large Group
		p. 036 Investigation 1 Day 5 Large Group
		p. 040 Investigation 2 Day 1 Large Group
		p. 040 Investigation 2 Day 2 Large Group
		p. 042 Investigation 2 Day 2 Large Gloup p. 043 Investigation 2 Day 2 Mighty Minutes
		p. 043 Investigation 2 Day 2 Small Group
		p. 044 Investigation 2 Day 3 Large Group
		p. 045 Investigation 2 Day 3 Small Group
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Mighty Minutes
		p. 048 Investigation 2 Day 5 Large Group
		p. 052 Investigation 3 Day 1 Large Group
		p. 054 Investigation 3 Day 2 Large Group
		p. 055 Investigation 3 Day 2 Small Group
		p. 056 Investigation 3 Day 3 Large Group
		p. 058 Investigation 3 Day 4 Large Group
		p. 060 Investigation 3 Day 5 Large Group
		p. 064 Investigation 4 Day 1 Large Group
		p. 065 Investigation 4 Day 1 Mighty Minutes
		p. 065 Investigation 4 Day 1 Small Group
		p. 066 Investigation 4 Day 2 Large Group
		p. 068 Investigation 4 Day 3 Large Group
		p. 070 Investigation 4 Day 4 Large Group
		p. 074 Investigation 5 Day 1 Large Group
		p. 075 Investigation 5 Day 1 Mighty Minutes
		p. 075 Investigation 5 Day 1 Small Group
		p. 076 Investigation 5 Day 2 Large Group
		p. 078 Investigation 5 Day 3 Large Group
		p. 079 Investigation 5 Day 3 Mighty Minutes
		p. 080 Investigation 5 Day 4 Large Group
		p. 082 Investigation 5 Day 5 Large Group
		p. 083 Investigation 5 Day 5 Mighty Minutes
		p. 086 Investigation 6 Day 1 Large Group
		p. 087 Investigation 6 Day 1 Mighty Minutes
		p. 088 Investigation 6 Day 2 Large Group
		p. 090 Investigation 6 Day 3 Large Group
		p. 092 Investigation 6 Day 4 Large Group
		p. 106 Celebrating Learning Day 1 Large Group
		p. 100 Celebrating Learning Day 1 Large Gloup p. 107 Celebrating Learning Day 1 Mighty Minutes
		p. 107 Celebrating Learning Day 1 Mighty Minutes p. 108 Celebrating Learning Day 2 Large Group
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage

		in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Visual Arts
INDICATOR	CA.60.5.	Use a variety of tools and materials to represent ideas through the visual arts. <u>Trees Study</u> p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 040 Investigation 2 Day 1 Choice Time p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Choice Time p. 069 Investigation 4 Day 3 Small Group p. 077 Investigation 5 Day 2 Small Group p. 109 Celebrating Learning Day 2 Large-Group Roundup
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Drama
INDICATOR	CA.60.6.	Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time). Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 3 Large Group p. 018 Exploring the Topic Day 3 Mighty Minutes p. 018 Exploring the Topic Day 5 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 023 Investigation 1 Day 1 Large Group p. 034 Investigation 1 Day 5 Large Group p. 036 Investigation 2 Day 2 Mighty Minutes p. 041 Investigation 2 Day 1 Mighty Minutes p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 3 Large Group p. 044 Investigation 2 Day 3 Large Group p. 044 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 5 Large Group p. 047 Investigation 2 Day 5 Large Group p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 3 Day 5 Large Group p. 051 Investigation 3 Day 1 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 Roundup p. 051 Investigation 3 Day 5 Large-Group Roundup p. 061 Investigation 3 Day 5 Large-Group Roundup p. 061 Investigation 3 Day 5 Large-Group Roundup p. 061 Investigation 3 Day 5 Large Group p. 063 Investigation 4 Day 1 Small Group p. 064 Investigation 4 Day 1 Small Group p. 065 Investigation 4 Day 1 Small Group p. 075 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 5 Day 1 Small Group p. 075 Investigation 5 Day 2 Mighty Minutes p. 079 Investigation 5 Day 3 S

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		 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
INDICATOR	CA.60.7.	Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play. <u>Trees Study</u> 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. 028 Exploring the Topic Day 5 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 023 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. 044 Investigation 2 Day 1 Small Group p. 044 Investigation 2 Day 4 Choice Time p. 046 Investigation 2 Day 4 Choice Time p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Large Group p. 048 Investigation 3 Day 5 Large Group p. 048 Investigation 3 Day 5 Large Group p. 049 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 4 Large-Group Roundup p. 051 Investigation 3 Day 5 Large-Group Roundup p. 051 Investigation 3 Day 5 Small Group p. 051 Investigation 3 Day 5 Small Group p. 051 Investigation 4 Day 1 Small Group p. 053 Investigation 4 Day 1 Small Group p. 075 Investigation 5 Day 1 Kaad-Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 5 Day 1 Small Group p. 080 Investigation 5 Day 3 Small Group p. 081 Investigation 5 Day 3 Large Group p. 082 Investigation 5 Day 3 Large Group p. 082 Investigat
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Dance
INDICATOR	CA.60.8.	Use multiple dance concepts as a way to communicate meaning,
		ideas and feelings (e.g., use movement to represent leaves falling off

		trees – sway arms, wiggle fingers, stretch, fall to ground).
		Trees Study p. 055 Investigation 3 Day 2 Mighty Minutes
STATE FRAMEWORK	CA.B.	Strand B: Early learning experiences will support children to explore
STATETRAMEWORK	CA.D.	and respond to creative works.
GRADE LEVEL	CA.48.	3 to 4 years
EXPECTATION		
INDICATOR		Appreciation of the Arts
INDICATOR	CA.48.8.	Respond to the materials, techniques, ideas and emotions of artworks (2- and 3-dimensional (e.g. explain a picture or sculpture including several details). <u>Trees Study</u>
		p. 013 Exploring the Topic Outdoor Experiencesp 13 p. 014 Exploring the Topic Day 1 Large Group
		p. 015 Exploring the Topic Day 1 Choice Time
		p. 015 Exploring the Topic Day 1 Small Group
		p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group
		p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup
		p. 019 Exploring the Topic Day 3 Small Group
		p. 020 Exploring the Topic Day 4 Large Group
		p. 021 Exploring the Topic Day 4 Small Group
		p. 022 Exploring the Topic Day 5 Large Group
		p. 023 Exploring the Topic Day 5 Large-Group Roundup
		p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences
		p. 028 Investigation 1 Day 1 Large Group
		p. 029 Investigation 1 Day 1 Read-Aloud
		p. 030 Investigation 1 Day 2 Large Group
		p. 032 Investigation 1 Day 3 Large Group
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 033 Investigation 1 Day 3 Small Group
		p. 034 Investigagtion 1 Day 4 Large Group
		p. 035 Investigation 1 Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Small Group
		p. 036 Investigation 1 Day 5 Choice Time
		p. 036 Investigation 1 Day 5 Large Group
		p. 037 Investigation 1 Day 5 Large-Group Roundup
		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 037 Investigation 1 Day 5 Small Group
		p. 042 Investigation 2 Day 2 Large Group
		p. 043 Investigation 2 Day 2 Read-Aloud p. 043 Investigation 2 Day 2 Small Group
		p. 044 Investigation 2 Day 2 Small Group
		p. 045 Investigation 2 Day 3 Small Group
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Small Group
		p. 048 Investigation 2 Day 5 Large Group
		p. 049 Investigation 2 Day 5 Small Group
		p. 052 Investigation 3 Day 1 Choice Time p. 053 Investigation 3 Day 1 Small Group
		p. 055 Investigation 3 Day 2 Read-Aloud
		p. 055 Investigation 3 Day 2 Small Group
		p. 057 Investigation 3 Day 3 Small Group
		p. 059 Investigation 3 Day 4 Read-Aloud
		p. 059 Investigation 3 Day 4 Small Group
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Read-Aloud p. 065 Investigation 4 Day 1 Choice Time
		p. 065 Investigation 4 Day 1 Choice Time p. 065 Investigation 4 Day 1 Read-Aloud
		p. 065 Investigation 4 Day 1 Small Group
		p. 067 Investigation 4 Day 2 Small Group
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		p. 069 Investigation 4 Day 3 Read-Aloud
		p. 069 Investigation 4 Day 3 Small Group
		p. 070 Investigation 4 Day 4 Choice Time
		p. 070 Investigation 4 Day 4 Small Group
		p. 074 Investigation 5 Day 1 Large Group
		p. 075 Investigation 5 Day 1 Read-Aloud
		p. 076 Investigation 5 Day 2 Large Group
		p. 077 Investigation 5 Day 2 Read-Aloud
		p. 079 Investigation 5 Day 3 Choice Time
		p. 079 Investigation 5 Day 3 Read-Aloud
		p. 079 Investigation 5 Day 3 Small Group
		p. 081 Investigation 5 Day 4 Small Group
		p. 082 Investigation 5 Day 5 Choice Time
		p. 082 Investigation 5 Day 5 Large Group
		p. 083 Investigation 5 Day 5 Large-Group Roundup
		p. 083 Investigation 5 Day 5 Read-Aloud
		p. 083 Investigation 5 Day 5 Small Group
		p. 087 Investigation 6 Day 1 Choice Time
		p. 087 Investigation 6 Day 1 Read-Aloud
		p. 087 Investigation 6 Day 1 Small Group
		p. 088 Investigation 6 Day 2 Choice Time
		p. 089 Investigation 6 Day 2 Small Group
		p. 091 Investigation 6 Day 3 Read-Aloud
		p. 091 Investigation 6 Day 3 Small Group
		p. 092 Investigation 6 Day 4 Large Group
		p. 093 Investigation 6 Day 4 Small Group
		p. 107 Celebrating Learning Day 1 Small Group
		p. 109 Celebrating Learning Day 2 Large-Group Roundup
		p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	CA.48.9.	Demonstrate increased appreciation of the work of others and
		identify preferences.
		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. 017 Exploring the Topic Day 2 Large-Group Roundup p. 019 Exploring the Topic Day 3 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. 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. 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. 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. 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. 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. 023 Exploring the Topic Day 5 Small Group p. 024 Exploring the Topic Day 5 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. 023 Exploring the Topic Day 5 Small Group p. 024 Exploring the Topic Day 5 Large-Group Roundup p. 025 Exploring the Topic Day 5 Small Group p. 026 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large 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. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 024 Exploring the Topic Day 5 Small Group p. 025 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Read-Aloud
		 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. 023 Exploring the Topic Day 5 Small Group p. 024 Exploring the Topic Day 5 Large-Group Roundup p. 025 Exploring the Topic Day 5 Small Group p. 026 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large 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. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 024 Exploring the Topic Day 5 Small Group p. 025 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Read-Aloud
		 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. 023 Exploring the Topic Day 5 Small Group p. 024 Exploring the Topic Day 5 Large-Group Roundup p. 025 Exploring the Topic Day 5 Small Group p. 026 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large 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. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences 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. 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. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud
		 p. 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. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small 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 3 Read-Aloud p. 033 Investigation 1 Day 3 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. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small 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 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. 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 5 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small 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 3 Kead-Aloud p. 033 Investigation 1 Day 4 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 035 Investigation 1 Day 4 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 5 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small 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 3 Kead-Aloud p. 033 Investigation 1 Day 4 Large Group p. 034 Investigation 1 Day 4 Large-Group p. 035 Investigation 1 Day 4 Small Group p. 035 Investigation 1 Day 4 Small Group p. 036 Investigation 1 Day 5 Choice Time
		 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 5 Large Group p. 022 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small 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 3 Kead-Aloud p. 033 Investigation 1 Day 4 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 035 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large 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 5 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group 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 2 Large Group p. 030 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large 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 5 Large Group p. 022 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group 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 2 Large Group p. 030 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Read-Aloud
		 p. 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 5 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group 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 2 Large Group p. 030 Investigation 1 Day 3 Read-Aloud p. 031 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 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 5 Large Group p. 022 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group 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 2 Large Group p. 030 Investigation 1 Day 3 Large Group p. 031 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 4 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Small Group p. 037 Investigation 1 Day 5 Small Group p. 037 Investigation 1 Day 5 Small Group p. 037 Investigation 1 Day 5 Large 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 5 Large Group p. 022 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group 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 2 Large Group p. 030 Investigation 1 Day 3 Large Group p. 031 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 4 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Small Group p. 037 Investigation 1 Day 5 Large Group p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large Group p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large Group p. 043 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Read-Aloud
		 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 5 Large Group p. 022 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group 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 2 Large Group p. 030 Investigation 1 Day 3 Large Group p. 031 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 4 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Small Group p. 037 Investigation 1 Day 5 Small Group p. 037 Investigation 1 Day 5 Small Group p. 037 Investigation 1 Day 5 Large Group

		p. 045 Investigation 2 Day 3 Small Group
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Small Group
		p. 048 Investigation 2 Day 5 Large Group
		p. 049 Investigation 2 Day 5 Small Group
		p. 052 Investigation 3 Day 1 Choice Time
		p. 053 Investigation 3 Day 1 Small Group
		p. 055 Investigation 3 Day 2 Read-Aloud
		p. 055 Investigation 3 Day 2 Small Group
		p. 057 Investigation 3 Day 3 Small Group
		p. 059 Investigation 3 Day 4 Read-Aloud
		p. 059 Investigation 3 Day 4 Small Group
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Read-Aloud
		p. 065 Investigation 4 Day 1 Choice Time
		p. 065 Investigation 4 Day 1 Read-Aloud
		p. 065 Investigation 4 Day 1 Small Group
		p. 067 Investigation 4 Day 2 Small Group
		p. 069 Investigation 4 Day 3 Read-Aloud
		p. 069 Investigation 4 Day 3 Small Group
		p. 070 Investigation 4 Day 4 Choice Time
		p. 070 Investigation 4 Day 4 Small Group
		p. 074 Investigation 5 Day 1 Large Group
		p. 075 Investigation 5 Day 1 Read-Aloud
		p. 076 Investigation 5 Day 2 Large Group
		p. 077 Investigation 5 Day 2 Read-Aloud
		p. 079 Investigation 5 Day 3 Choice Time
		p. 079 Investigation 5 Day 3 Read-Aloud
		p. 079 Investigation 5 Day 3 Small Group
		p. 081 Investigation 5 Day 4 Small Group
		p. 082 Investigation 5 Day 5 Choice Time
		p. 082 Investigation 5 Day 5 Large Group
		p. 083 Investigation 5 Day 5 Large-Group Roundup
		p. 083 Investigation 5 Day 5 Read-Aloud
		p. 083 Investigation 5 Day 5 Small Group
		p. 087 Investigation 6 Day 1 Choice Time
		p. 087 Investigation 6 Day 1 Read-Aloud
		p. 087 Investigation 6 Day 1 Small Group
		p. 088 Investigation 6 Day 2 Choice Time
		p. 089 Investigation 6 Day 2 Small Group
		p. 091 Investigation 6 Day 3 Read-Aloud
		p. 091 Investigation 6 Day 3 Small Group
		p. 092 Investigation 6 Day 4 Large Group
		p. 093 Investigation 6 Day 4 Small Group
		p. 107 Celebrating Learning Day 1 Small Group
		p. 109 Celebrating Learning Day 2 Large-Group Roundup
		p. 109 Celebrating Learning Day 2 Small Group
STATE FRAMEWORK	CA.B.	Strand B: Early learning experiences will support children to explore and respond to creative works.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Appreciation of the Arts
INDICATOR	CA.60.9.	Describe the attributes of various arts media (e.g., used a lot of
INDICATOR	CA.00.9.	colors and the paint is thick, sculpture is bumpy).
		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
L	11	p. c.c

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

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

		 p. 043 Investigation 2 Day 2 Small Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 052 Investigation 3 Day 1 Large Group p. 055 Investigation 3 Day 2 Mighty Minutes p. 057 Investigation 3 Day 3 Small Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 3 Small Group p. 079 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Small Group p. 079 Investigation 5 Day 3 Small Group p. 079 Investigation 5 Day 3 Small Group p. 079 Investigation 6 Day 2 Small Group p. 079 Investigation 6 Day 2 Small Group p. 079 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 2 Small Group p. 073 Investigation 6 Day 1 Small Group p. 074 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Small Group
INDICATOR	M.48.3.	Count out a set of objects up to four. 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. 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. 043 Investigation 2 Day 4 Mighty Minutes p. 052 Investigation 3 Day 1 Large Group p. 055 Investigation 3 Day 2 Mighty Minutes p. 057 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group
STATE FRAMEWORK	M.A.	 p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large-Group Roundup p. 074 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 2 Large Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Small Group p. 089 Investigation 6 Day 2 Small Group p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Small Group Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL	M.48.	3 to 4 years
EXPECTATION		
INDICATOR		Comparison
INDICATOR	M.48.6.	Compare sets of 1 to 5 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same. <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group

		 p. 036 Investigation 1 Day 5 Large Group p. 039 Investigation 2 Outdoor Experiences p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 052 Investigation 3 Day 1 Large Group p. 055 Investigation 3 Day 2 Mighty Minutes p. 057 Investigation 3 Day 3 Small Group p. 061 Investigation 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 5 Day 1 Large Group p. 076 Investigation 5 Day 2 Large Group p. 076 Investigation 5 Day 2 Large Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 6 Day 4 Small Group p. 089 Investigation 6 Day 4 Small Group p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Small Group
STATE FRAMEWORK	М.А.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Number Names
INDICATOR	M.60.1.	Say or sign the number sequence up to at least 20. Trees Study
		 p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group p. 033 Investigation 1 Day 3 Small Group p. 041 Investigation 2 Day 1 Small Group p. 079 Investigation 5 Day 3 Small Group p. 089 Investigation 6 Day 2 Small Group p. 093 Investigation 6 Day 4 Small Group
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Cardinality
INDICATOR	M.60.2.	Continuity Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set. 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. 033 Investigation 1 Day 5 Large Group p. 036 Investigation 2 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 043 Investigation 2 Day 2 Small Group p. 041 Investigation 2 Day 4 Mighty Minutes p. 052 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 2 Mighty Minutes p. 055 Investigation 3 Day 3 Small Group p. 051 Investigation 3 Day 5 Mighty Minutes p. 051 Investigation 3 Day 5 Mighty Minutes p. 061 Investigation 3 Day 5 Mighty Minutes p. 061 Investigation 4 Day 3 Small Group p. 061 Investigation 4 Day 3 Small Group

		 p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large-Group Roundup p. 074 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 2 Large Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Small Group p. 089 Investigation 6 Day 2 Small Group p. 093 Investigation 6 Day 4 Small Group p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Small Group
INDICATOR	M.60.3.	Count out a set of objects up to five. <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 3 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 033 Investigation 1 Day 3 Small Group p. 033 Investigation 2 Dutdoor Experiences p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 043 Investigation 2 Day 2 Small Group p. 043 Investigation 3 Day 1 Large Group p. 055 Investigation 3 Day 2 Mighty Minutes p. 057 Investigation 3 Day 5 Mighty Minutes p. 069 Investigation 4 Day 3 Small Group p. 061 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Large-Group Roundup p. 070 Investigation 4 Day 3 Large-Group Roundup p. 070 Investigation 4 Day 4 Large-Group Roundup p. 070 Investigation 5 Day 1 Large Group p. 070 Investigation 5 Day 1 Large Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 070 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 3 Large Group p. 076 Investigation 5 Day 3 Large Group p. 076 Investigation 5 Day 3 Large Group p. 079 Investigation 6 Day 4 Small Group p. 079 Investigation 6 Day 4 Small Group p. 079 Investigation 6 Day 4 Small Group p. 079 Investigation 6 Day 2 Small Group p. 079 Investigation 6 Day 4 Small Group p. 079 Investigation 6 Day 2 Small Group p. 079 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 2 Small Group p. 079 Investigation 6 Day 3 Small Group p. 079 Investigation 6 Day 3 Small Group p. 079 Investigation 6 Day 1 Small Group p. 070 Investigation 6 Day 3 Small Group p. 070 Investigation 6 Day 4 Small Group p. 070 Investigation 6 Day 4 Small Group
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Comparison
INDICATOR	M.60.6.	Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same. <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 033 Investigation 1 Day 3 Small Group p. 036 Investigation 1 Day 5 Large Group p. 039 Investigation 2 Outdoor Experiences p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 052 Investigation 3 Day 2 Mighty Minutes p. 055 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 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group
		p. 070 Investigation 4 Day 4 Choice Time
		p. 070 Investigation 4 Day 4 Large-Group Roundup
		p. 074 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 2 Large Group
		p. 078 Investigation 5 Day 3 Large Group
		p. 079 Investigation 5 Day 3 Small Group
		p. 089 Investigation 6 Day 2 Small Group p. 093 Investigation 6 Day 4 Small Group
		p. 106 Celebrating Learning Day 1 Large Group
		p. 107 Celebrating Learning Day 1 Small Group
STATE FRAMEWORK	М.В.	Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Number Operations
INDICATOR	M.48.7.	Understand that adding to (or taking away) one or more objects from a group will increase or decrease the objects in the group.
		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 Roundup
		p. 076 Investigation 5 Day 2 Large Group
		p. 106 Celebrating Learning Day 1 Large Group
STATE FRAMEWORK	М.В.	Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Number Operations
INDICATOR	M.60.7.	Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five.
		Trees Study
		p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Small Group
		p. 041 Investigation 2 Day 1 Small Group p. 054 Investigation 3 Day 2 Large Group
		p. 058 Investigation 3 Day 4 Large Group
		p. 066 Investigation 4 Day 2 Large Group
		p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large-Group Roundup
		p. 076 Investigation 5 Day 2 Large Group
		p. 106 Celebrating Learning Day 1 Large Group
INDICATOR	M.60.8.	Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five
		objects).
		Trees Study
		p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Small Group
	10 C	
		p. 054 Investigation 3 Day 2 Large Group

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

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

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

GRADE LEVEL EXPECTATION	М.60.	4 to 5 years
INDICATOR		Spatial Relationships
INDICATOR	M.60.13.	Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object. <u>Trees Study</u> p. 049 Investigation 2 Day 5 Mighty Minutes p. 073 Investigation 5 Outdoor Experiences
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Identification of Shapes
INDICATOR	M.60.14.	Identify and describe a variety of 2-dimensional and 3-dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size. <u>Trees Study</u> p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Small Group p. 075 Investigation 5 Day 1 Small Group
DOMAIN / CONTENT STANDARD	CT.S.	Science
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Investigating
INDICATOR	S.48.2.	Intentionally vary actions in order to observe the effect of these actions on materials. <u>Trees Study</u> p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 3 Choice Time p. 018 Exploring the Topic Day 4 Choice Time p. 021 Exploring the Topic Day 5 Small Group 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 5 Choice Time p. 032 Investigation 1 Day 5 Choice Time p. 033 Investigation 2 Outdoor Experiences p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Choice Time p. 045 Investigation 2 Day 3 Choice Time p. 045 Investigation 2 Day 3 Choice Time p. 049 Investigation 3 Day 3 Choice Time p. 051 Investigation 3 Day 1 Small Group p. 051 Investigation 3 Day 2 Small Group p. 054 Investigation 3 Day 3 Small Group p. 057 Investigation 4 Day 3 Small Group p. 058 Investigation 4 Day 3 Small Group p. 070 Investigation 5 Day 2 Small Group p. 070 Investigation 6 Day 2 Small Group p. 071 Investigation 6 Day 2 Small Group p. 072 Investigation 6 Day 2 Small Group p. 073 Investigation 6 Day 2 Small Group p. 074 Investigation 6 Day 2 Small Group p. 075 Investigation 6 Day 2 Small Group p. 075 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 2 Small Group p. 081 Investigation 6 Day 2 Small Group p. 081 Investigation 6 Day 2 Small Group p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Choice Time

S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
S.48.	3 to 4 years
	Using Evidence
S.48.3.	Using Evidence Cite examples to support their ideas (e.g., "I think the plant will die because when I forgot to water my plant it died."). Trees Study p. 013 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Choice Time p. 018 Exploring the Topic Day 3 Choice Time p. 019 Exploring the Topic Day 4 Large-Group Roundup p. 018 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 5 Large-Group Roundup p. 022 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Large Group Roundup p. 023 Exploring the Topic Day 5 Large Group Roundup p. 023 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large Group p. 021 Investigation 1 Day 2 Large Group Roundup p. 023 Investigation 1 Day 3 Large Group p. 031 Investigation 1 Day 3 Large Group p. 031 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large

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

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

		and shelter.
INDICATOR	S.48.7.	Other Explore how animals depend upon the environment for food, water
EXPECTATION INDICATOR		Living Things and Their Interactions with the Environment and Each
GRADE LEVEL	S.48.	understand patterns, process and relationships of living things. 3 to 4 years
STATE FRAMEWORK	S.C.	p. 087 Investigation 6 Day 1 Choice Time Strand C: Early learning experiences will support children to
INDICATOR	S.48.6.	Recognize changes in living things over their lifespan by observing similarities and differences between babies and adults. Trees Study
INDICATOR		Unity and Diversity of Life
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
STATE FRAMEWORK	S.C.	Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.
INDICATOR	S.60.5.	Begin to distinguish evidence from opinion. <u>Trees Study</u> p. 106 Celebrating Learning Day 1 Choice Time p. 108 Celebrating Learning Day 2 Choice Time
INDICATOR		Using Evidence
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
		 p. 075 Investigation 5 Day 1 Small Group p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group p. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 5 Large Group p. 082 Investigation 5 Day 5 Large Group Roundup p. 083 Investigation 6 Day 1 Large Group p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 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 Roundup p. 088 Investigation 6 Day 2 Large Group p. 089 Investigation 6 Day 2 Large Group p. 089 Investigation 6 Day 3 Large Group p. 090 Investigation 6 Day 3 Large Group p. 091 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Large Group p. 105 Celebrating Learning Outdoor Experiences p. 107 Celebrating Learning Day 1 Small Group p. 108 Celebrating Learning Day 2 Small Group p. 109 Celebrating Learning Day 2 Smal

STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	S.C. S.60.	Trees Study p. 034 Investigagtion 1 Day 4 Large Group p. 065 Investigation 4 Day 1 Large-Group Roundup p. 065 Investigation 4 Day 1 Read-Aloud p. 069 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 4 Day 3 Read-Aloud 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 5 Day 1 Large Group p. 076 Investigation 5 Day 2 Large Group p. 076 Investigation 5 Day 2 Read-Aloud p. 081 Investigation 5 Day 2 Read-Aloud p. 083 Investigation 5 Day 4 Read-Aloud p. 083 Investigation 6 Day 2 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 089 Investigation 6 Day 4 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 082 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 2 Read-Aloud p. 109 Celebrating Learning Day 1 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things. 4 to 5 years Living Things and Their
		Trees Studyp. 034 Investigagtion 1 Day 4 Large Groupp. 065 Investigation 4 Day 1 Large-Group Roundupp. 065 Investigation 4 Day 1 Read-Aloudp. 069 Investigation 4 Day 3 Large-Group Roundupp. 069 Investigation 4 Day 3 Read-Aloudp. 070 Investigation 4 Day 4 Large Groupp. 070 Investigation 4 Day 4 Large Groupp. 070 Investigation 5 Day 1 Large Groupp. 071 Investigation 5 Day 2 Large Groupp. 076 Investigation 5 Day 2 Large Groupp. 077 Investigation 5 Day 2 Large Groupp. 076 Investigation 5 Day 2 Read-Aloudp. 081 Investigation 5 Day 5 Read-Aloudp. 083 Investigation 6 Day 2 Read-Aloudp. 093 Investigation 6 Day 4 Read-Aloudp. 107 Celebrating Learning Day 1 Read-Aloudp. 109 Celebrating Learning Day 2 Read-AloudStrand C: Early learning experiences will support children tounderstand patterns, process and relationships of living things.
		Trees Studyp. 034 Investigagtion 1 Day 4 Large Groupp. 065 Investigation 4 Day 1 Large-Group Roundupp. 065 Investigation 4 Day 1 Read-Aloudp. 069 Investigation 4 Day 3 Large-Group Roundupp. 069 Investigation 4 Day 3 Read-Aloudp. 069 Investigation 4 Day 3 Read-Aloudp. 070 Investigation 4 Day 4 Large Groupp. 070 Investigation 4 Day 4 Large Groupp. 070 Investigation 5 Day 1 Large Groupp. 076 Investigation 5 Day 2 Large Groupp. 077 Investigation 5 Day 2 Read-Aloudp. 081 Investigation 5 Day 2 Read-Aloudp. 083 Investigation 5 Day 5 Read-Aloudp. 083 Investigation 6 Day 2 Read-Aloudp. 093 Investigation 6 Day 4 Read-Aloudp. 107 Celebrating Learning Day 1 Read-Aloud
GRADE LEVEL EXPECTATION INDICATOR INDICATOR	S.60. S.60.8.	4 to 5 years Unity and Diversity of Life Demonstrate an understanding of how living things grow and change through predictable stages (e.g., birth, growth, reproduction, death).
STATE FRAMEWORK	S.C.	 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 Large-Group Roundup p. 045 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 2 Day 4 Choice Time p. 046 Investigation 2 Day 5 Choice Time p. 047 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 049 Investigation 3 Day 1 Mighty Minutes p. 055 Investigation 3 Day 1 Mighty Minutes p. 055 Investigation 5 Day 3 Read-Aloud p. 064 Investigation 5 Day 3 Read-Aloud p. 081 Investigation 5 Day 3 Large Group p. 081 Investigation 5 Day 4 Choice Time p. 082 Investigation 5 Day 5 Large Group p. 081 Investigation 6 Day 1 Large Group Roundup p. 081 Investigation 6 Day 1 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 081 Investigation 6 Day 1 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 091 Investigation 6 Day 3 Read-Aloud p. 091 Investigation 6 Day 3 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 093 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 3 Read-Aloud p.

		Troop Study
		Trees Study p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Mighty Minutes p. 045 Investigation 2 Day 3 Read-Aloud p. 053 Investigation 3 Day 1 Mighty Minutes
		p. 064 Investigation 4 Day 1 Large Group
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years
INDICATOR		Matter and its Properties
INDICATOR	S.48.9.	Compare and contrast attributes of common materials related to their function (e.g., flexibility, transparency, strength). <u>Trees Study</u> p. 018 Exploring the Topic Day 3 Choice Time p. 019 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 2 Large Group p. 030 Investigation 1 Day 2 Large Group p. 033 Investigation 1 Day 3 Small Group p. 033 Investigation 1 Day 4 Large Group p. 034 Investigation 1 Day 5 Choice Time p. 039 Investigation 2 Day 1 Large Group p. 040 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Large Group p. 045 Investigation 2 Day 2 Large Group p. 045 Investigation 2 Day 2 Large Group p. 045 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 4 Day 3 Choice Time p. 055 Investigation 4 Day 3 Choice Time p. 065 Investigation 4 Day 1 Choice Time p. 066 Investigation 4 Day 2 Choice Time p. 069 Investigation 4 Day 2 Choice Time p. 069 Investigation 4 Day 2 Choice Time p. 061 Investigation 4 Day 2 Choice Time p. 065 Investigation 5 Day 2 Large Group p. 070 Investigation 5 Day 4 Choice Time p. 071 Investigation 5 Day 4 Choice Time p. 075 Investigation 5 Day 4 Choice Time p. 076 Investigation 5 Day 4 Choice Time p. 076 Investigation 5 Day 4 Choice Time
STATE FRAMEWORK	S.D.	p. 083 Investigation 5 Day 5 Read-Aloud p. 089 Investigation 6 Day 2 Small Group Strand D: Early learning experiences will support children to
		understand physical sciences.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Energy, Force and Motion
INDICATOR	S.60.10.	Make predictions and conduct simple experiments to change direction, speed and distance objects move. <u>Trees Study</u> p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 033 Investigation 1 Day 3 Small Group p. 039 Investigation 2 Outdoor Experiences p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 051 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 2 Choice Time

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

EXPECTATION		
INDICATOR		Earth and Human Activity
INDICATOR	S.48.12.	Investigate how humans use design solutions to adapt natural resources to meet basic needs (e.g., cut trees to build houses, make applesauce out of apples). <u>Trees Study</u> p. 060 Investigation 3 Day 5 Large Group
STATE FRAMEWORK	S.E.	Strand E: Early learning experiences will support children to understand features of earth.
GRADE LEVEL EXPECTATION	S.60.	4 to 5 years
INDICATOR		Earth and Human Activity
INDICATOR	S.60.15.	Explore how humans' use of natural resources impacts the environment (e.g., If we catch all the salmon, this can no longer be a food source. Cutting down trees can cause erosion.). Trees Study p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Read-Aloud p. 033 Investigation 1 Day 4 Read-Aloud p. 035 Investigation 1 Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 036 Investigation 2 Day 1 Large Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 3 Large Group p. 043 Investigation 2 Day 3 Large Group p. 044 Investigation 2 Day 3 Large-Group Roundup p. 045 Investigation 2 Day 4 Large-Group Roundup p. 045 Investigation 2 Day 4 Large-Group Roundup p. 047 Inv
DOMAIN / CONTENT	CT.SS.	p. 109 Celebrating Learning Day 2 Read-Aloud Social Studies
STANDARD STATE FRAMEWORK	SS.B.	Strand B: Early Learning experiences will support children to learn about people and the environment.

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

Book Discussion Card

State: Connecticut Early Learning and Development Standards Subject: Early Childhood Education

Grade: Ages 3-5

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Cooperation with Peers in Learning Experiences
INDICATOR	C.48.5.	Help and cooperate in group.
		Book Discussion CardBDC01: Caps for SaleBDC02: The MittenBDC03: The Girl Who Wore Too MuchBDC04: Little Red Riding HoodBDC05: The Little Red HenBDC06: Three Billy Goats GruffBDC07: Just Like Josh GibsonBDC08: The Paper Bag PrincessBDC09: The Adventures of Gary & HarryBDC10: Peter's ChairBDC11: Radio ManBDC12: AbiyoyoBDC13: The Gingerbread ManBDC14: The Grouchy LadybugBDC15: Henny PennyBDC16: A Grand Old TreeBDC17: Charlie AndersonBDC18: A Chair for My MotherBDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas)BDC20: Wemberly WorriedBDC21: Too Many TamalesBDC22: The True Story of the 3 Little Pigs!
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Cooperation with Peers in Learning Experiences
INDICATOR	C.60.6.	Booperation with recirs in Learning Experiences Model or teach peers how to use materials or complete a task. 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
		BDC21: The True Story of the 3 Little Pigs!
STATE FRAMEWORK	С.В.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Cause and Effect
INDICATOR	C.48.6.	Manipulate materials and communicate about the impact of own actions. 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!
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Cause and Effect
INDICATOR	C.60.7.	Try multiple uses of same materials and observe differing results. 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!
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.B.	Strand B: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.48.	3 to 4 years
INDICATOR		Regulation of Impulses and Behavior
INDICATOR	SE.48.5.	Make transitions and follow basic schedule, routines and rules with occasional reminders.
		Book Discussion Card BDC04: Little Red Riding Hood
STATE FRAMEWORK	SE.B.	Strand B: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Regulation of Impulses and Behavior
INDICATOR	SE.60.7.	Recall and follow daily routines with little support, including adapting to changes in rules and routines.
		Book Discussion Card BDC04: Little Red Riding Hood
STATE FRAMEWORK	SE.C.	Strand D: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.48.	3 to 4 years
INDICATOR		Emotional Expression
INDICATOR	SE.48.6.	Express emotions experienced in typical daily routines (e.g., frustration at waiting, excitement about a favored activity, pride) through language and gesturing rather than physical ways. 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 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!
STATE FRAMEWORK	SE.C.	Strand D: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Emotional Expression
INDICATOR	SE.60.8.	Describe emotions and feelings to trusted adults and peers.

		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 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!
STATE FRAMEWORK	SE.D.	Strand F: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL	SE.60.	4 to 5 years
EXPECTATION INDICATOR		Personal Preferences
INDICATOR	SE.60.12.	Describe self by referring to preferences, thoughts and feelings.
		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 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!
STATE FRAMEWORK	SE.E.	Strand H: Early learning experiences will support children to develop social relationships.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Adult Relationships
INDICATOR	SE.60.15.	Typically use socially appropriate behavior with adults, such as helping, responding to limits, etc. 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 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!
DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Safety and Responsibility
INDICATOR	PH.48.9.	Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults.
		Book Discussion Card BDC04: Little Red Riding Hood
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Safety and Responsibility
INDICATOR	PH.60.7.	Understand the reason for most basic safety rules at home, in familiar settings and in the community. Book Discussion Card BDC04: Little Red Riding Hood
DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Vocabulary
INDICATOR	L.48.5.	Begin to use some words that are not a part of everyday conversational speech but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race or jog). 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!
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Expression of Ideas, Feelings and Needs
INDICATOR	L.48.6.	Communicate about current or removed events and/or objects. 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!
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language). 4 to 5 years
EXPECTATION	L.00.	to 5 years
INDICATOR		Vocabulary
INDICATOR	L.60.5.	Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs). 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 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
STATE FRAMEWORK	L.C.	BDC22: The True Story of the 3 Little Pigs! Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Conventions of Conversation
INDICATOR	L.48.10.	Maintain a topic of conversation over the course of several turns.
		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!
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Conventions of Conversation
INDICATOR	L.60.9.	Initiate, maintain and end conversations by repeating what other
		person says and/or by asking questions by repeating what other <u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair

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

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		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!
INDICATOR	L.48.15.	Make predictions and/or ask questions about the text by examining the title, cover, pictures.
		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!
STATE FRAMEWORK	L.D. L.60.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge. 4 to 5 years
EXPECTATION INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)
INDICATOR	L.60.12.	With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text. <u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much 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

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		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!
INDICATOR	L.60.14.	Use connections between self and character, experience and emotions to increase comprehension.
		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!
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Book Concepts
INDICATOR	L.60.16.	Know that books have titles, authors, illustrators or photographers. <u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man

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

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

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.48.	3 to 4 years
INDICATOR		Cooperation with Peers in Learning Experiences
INDICATOR	C.48.5.	Help and cooperate in group.
		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
		LL23: Flaying with Environmental Frint
		LL26: Searching the Web
		LL30: Knowing Our Friends
		LL31: I Went Shopping
		LL32: Describing Art
		LL34: Alphabet Books
		LL35: Fruit Salad LL36: Salsa
		LL37: Roll-Ups
		LL38: Hummus
		LL41: Our Names, Our Things
		LL43: Introducing New Vocabulary
		LL44: Rhyming Tubs
		LL45: Observational Drawing
		LL46: Storyboard LL47: The Name Game
		LL47: The Name Game
		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
		M18: Bounce & Count M20: I'm Thinking of a Shape
		M20. This finishing of a Shape M21: Geoboards
		M25: The Long and Short of It
		M31: Lining It Up

M32: Which Container Holds More?
M34: Cover Up
M36: We're Going on an Adventure
M38: Patterns Under Cover
M39: Let's Go Fishing
M40: Cube Trains
M41: Making Numerals
M42: Straw Shapes
M44: Musical Water
M45: Picture Patterns
M46: Nesting Dolls
M47: My Shadow and I
M48: Wash Day
M49: Balancing Act
M50: The Farmer Builds a Fence
M53: Black Bean Corn Salad
M54: Gingerbread Cookies
M56: Where's the Beanbag?
M58: Missing Lids
M59: More or Fewer Towers
M60: Morning, Noon, and Night
M61: Shake, Rattle, and Roll
M62: How Big Around?
M77: Board Games
M79: Ping-Pong Pick-Up
P01: Let's Sew
P03: Twisted Pretzels
P04: Kick High
P08: Cutting With Scissors
P09: Up and Away
P14: Moving Through the Forest
P15: Dribble Kick
P18: Dribbling a Ball
P19: Bounce & Catch
P20: Body Shapes & Sizes
P22: Follow the Leader
P26: Keep It Up
P28: Balloon Pong
P33: Obstacle Course
SE01: Site Visits
SE02: Look Who's Here!
SE03: Calm-Down Place
SE04: Actively Listening to Children
SE05: Character Feelings
SE06: Talk About Feelings
SE07: Good-Byes
SE08: Group Problem Solving
SE09: Big Rule, Little Rule
SE10: My Turn at the Microphone
SE11: Great Groups
SE12: Classroom Jobs
SE13: Conflict Resolution
SE14: Playing Together
SE15: Making Choices
SE16: "I" Statements
SE17: Supporting Children to Use Their Words
SE18: Encouragement
SE19: Friendship & Love Cards
SE20: Cleanup Time
SE21: Sunshine Message Board
SE22: When, Then Statements
SE23: Related Consequences
SE24: I Don't Like That!
SE25: What Can We Build Together?
SE26: Making A Mural

STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Cooperation with Peers in Learning Experiences
INDICATOR	C.60.6.	Model or teach peers how to use materials or complete a task.
		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
		LL46: Storyboard
		LL47: The Name Game
		LL49: Vegetable Soup
		LL53: We're Going on a Trip
		LL54: Asking Questions LL55: Dance & Remember
		LL55: 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
		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
		M25: The Long and Short of It M31: Lining It Up
		M32: Which Container Holds More?
		M34: Cover Up
		M36: We're Going on an Adventure
		M38: Patterns Under Cover
		M39: Let's Go Fishing
		M40: Cube Trains
		M41: Making Numerals

		M42: Straw Shapes
		M44: Musical Water
		M45: Picture Patterns
		M46: Nesting Dolls
		M47: My Shadow and I
		M48: Wash Day
		M49: Balancing Act
		M50: The Farmer Builds a Fence
		M53: Black Bean Corn Salad
		M54: Gingerbread Cookies
		M56: Where's the Beanbag?
		M58: Missing Lids
		M59: More or Fewer Towers
		M60: Morning, Noon, and Night
		M61: Shake, Rattle, and Roll
		M62: How Big Around?
		M77: Board Games
		M79: Ping-Pong Pick-Up
		P01: Let's Sew
		P03: Twisted Pretzels
		P04: Kick High
		P08: Cutting With Scissors
		P09: Up and Away
		P14: Moving Through the Forest
		P15: Dribble Kick
		P18: Dribbling a Ball
		P19: Bounce & Catch
		P20: Body Shapes & Sizes
		P22: Follow the Leader
		P26: Keep It Up
		P28: Balloon Pong
		P33: Obstacle Course
		SE01: Site Visits
		SE02: Look Who's Here!
		SE03: Calm-Down Place
		SE04: Actively Listening to Children
		SE05: Character Feelings
		SE06: Talk About Feelings
		SE07: Good-Byes
		SE08: Group Problem Solving
		SE09: Big Rule, Little Rule
		SE10: My Turn at the Microphone
		SE11: Great Groups
		SE12: Classroom Jobs
		SE13: Conflict Resolution
		SE14: Playing Together
		SE15: Making Choices
		SE16: "I" Statements
		SE17: Supporting Children to Use Their Words
		SE18: Encouragement
		SE19: Friendship & Love Cards
		SE20: Cleanup Time
		SE21: Sunshine Message Board
		SE22: When, Then Statements
		SE23: Related Consequences
		SE24: I Don't Like That!
		SE25: What Can We Build Together?
		SE26: Making A Mural
STATE FRAMEWORK	CP	
STATE FRAMEWORK	С.В.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL	C.48.	3 to 4 years
EXPECTATION	0.40.	v to + yours
INDICATOR		Attributes, Sorting and Patterns
INDICATOR	C.48.7.	Identify similarities and differences in objects, people, events,

		sounds based on one attribute (e.g., same or different colors, loud or soft sound).
		Intentional Teaching Cards
		Intentional Teaching Cards LL03: Alphabet Cards
		LL12: Same Sound Sort
		LL48: D Is for Door
		LL56: Find the Matching Letter
		M01: Dinnertime M02: Counting & Comparing
		M02: Seek & Find
		M05: Sorting & Classifying
		M06: Tallying
		M11: Graphing M14: Patterns
		M14: Fatterns M16: Show Me Five
		M19: Which Has More?
		M25: The Long and Short of It
		M30: Buried Shapes
		M39: Let's Go Fishing M46: Nesting Dolls
		M40: Nesting Dons M48: Wash Day
		M60: Morning, Noon, and Night
		M61: Shake, Rattle, and Roll
		SE09: Big Rule, Little Rule
		SE15: Making Choices SE20: Cleanup Time
INDICATOR	C.48.8.	Recognize patterns in routines, objects and/or sounds and replicate
		sequence using objects or language.
		Intentional Teaching Cards
		LL14: Did You Ever See? LL16: Tongue Twisters
		LL17: Walk a Letter
		LL47: The Name Game
		M01: Dinnertime
		M16: Show Me Five M22: Story Problems
		M22. Story Problems M23: Putting Puzzles Together
		M35: Action Patterns
		M45: Picture Patterns
		M49: Balancing Act
		M78: Math Collage P17: Balance on a Beam
		P23: Ways to Travel
		P26: Keep It Up
		P30: Mixing Paints
		P31: Tie-Dyed Towels SE02: Look Who's Here!
		SE02: LOOK Who's Here! SE03: Calm-Down Place
		SE09: Big Rule, Little Rule
		SE13: Conflict Resolution
		SE19: Friendship & Love Cards
		SE26: Making A Mural
STATE FRAMEWORK	С.В.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL	C.48.	3 to 4 years
EXPECTATION	0.40.	5 to 4 years
INDICATOR		Problem Solving
INDICATOR	C.48.9.	Think of and try an alternative strategy when a first attempt at
		solving a problem is unsuccessful.
		Intentional Teaching Cards
		M01: Dinnertime
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STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR INDICATOR	C.B. C.48. C.48.	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 B: Early learning experiences will support children to use logic and reasoning. 3 to 4 years Symbolic Representation Use or make a prop to represent an object (e.g., build a telephone). Intentional Teaching Cards
	C.48.11.	LL53: We're Going on a Trip M36: We're Going on an Adventure Act out actions or scenarios involving familiar roles (e.g., teacher, doctor, firefighter). Intentional Teaching Cards LL53: We're Going on a Trip M36: We're Going on an Adventure
INDICATOR	C.48.12.	Represent people, places or things through simple drawings, movements and three-dimensional construction. Intentional Teaching Cards LL04: Bookmaking LL13: Shaving Cream Letters LL39: My Daily Journal LL40: What Was for Breakfast? LL45: Observational Drawing LL46: Storyboard LL53: We're Going on a Trip LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL60: Writing with Wordless Books LL63: Investigating & Recording M07: Ice Cubes M34: Cover Up M36: We're Going on an Adventure M42: Straw Shapes M45: Picture Patterns P02: Play Dough Weaving P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal SE01: Site Visits SE07: Good-Byes SE15: Making Choices SE21: Sunshine Message Board
STATE FRAMEWORK	С.В.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Attributes, Sorting and Patterns
INDICATOR	C.60.8.	Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less). 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
INDICATOR	C.60.9.	Use familiar patterns to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will). 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
INDICATOR	C.60.10.	Begin to question accuracy of information and sources as evidenced by sharing conflicting information from another source (e.g., when the teacher shares information with class, says, "But my dad says"). Intentional Teaching Cards LL02: Desktop Publishing LL05: Jumping Beans LL07: Letters, Letters, Letters LL08: Memory Games LL15: Textured Letters LL18: What's Missing? LL19: Silly Names LL20: Baggie Books LL21: Buried Treasures LL22: Coupon Match LL23: Playing with Environmental Print LL23: Playing with Environmental Print LL23: Describing Art LL33: Clothesline Storytelling LL34: Alphabet Books LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL44: Ohy Mat for Breakfast? LL41: Our Names, Our Things LL44: Observational Drawing LL44: D Is for Door LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL52: Retelling Wordless Books M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M07: Ice Cubes

		M08: Baggie Ice Cream M11: Graphing M23: Putting Puzzles Together 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 M30: Buried Shapes M32: Which Container Holds More? M33: Apple Oat Muffins M34: Cover Up M38: Parterns Under Cover M38: Parterns Under Cover M38: Parterns Under Cover M42: Straw Shapes M43: Picture Patterns M44: Musical Water M45: 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: 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: Cream Cheese & Strawberry Snac
		SE13: Conflict Resolution
STATE FRAMEWORK	С.В.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL	C.60.	4 to 5 years
EXPECTATION		
INDICATOR		Problem Solving
INDICATOR	C.60.11.	Try multiple strategies to solve a problem and draw on multiple resources (e.g., look at what a peer is doing for ideas).

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

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

STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Cognitive Flexibility
INDICATOR	C.60.17.	Generate or seek out multiple solutions to a problem.
		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
DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.B.	Strand B: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.48.	3 to 4 years
INDICATOR		Regulation of Impulses and Behavior
INDICATOR	SE.48.5.	Make transitions and follow basic schedule, routines and rules with occasional reminders.
		LL42: Daily Sign-In M77: Board Games P04: Kick High P09: Up and Away SE01: Site Visits SE02: Look Who's Here! SE07: Good-Byes SE09: Big Rule, Little Rule SE12: Classroom Jobs SE20: Cleanup Time
STATE FRAMEWORK	SE.B.	Strand B: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Regulation of Impulses and Behavior
	SE.60.7.	Recall and follow daily routines with little support, including adapting to changes in rules and routines. 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
	SE.C.	Strand D: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.48.	3 to 4 years

INDICATOR		Emotional Expression
INDICATOR	SE.48.6.	Express emotions experienced in typical daily routines (e.g., frustration at waiting, excitement about a favored activity, pride) through language and gesturing rather than physical ways.
		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 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?
STATE FRAMEWORK	SE.C.	SE26: Making A Mural Strand D: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Emotional Expression
INDICATOR	SE.60.8.	Describe emotions and feelings to trusted adults and peers.
		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 SE06: Talk About Feelings SE07: Good-Byes SE08: Group Problem Solving SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE11: Great Groups SE12: Classroom Jobs SE13: Conflict Resolution SE14: Playing Together SE15: Making Choices SE16: "I" Statements SE17: Supporting Children to Use Their Words SE18: Encouragement SE19: Friendship & Love Cards SE20: Cleanup Time SE21: Sunshine Message Board SE22: When, Then Statements

		SE23: Related Consequences SE24: I Don't Like That!
		SE25: What Can We Build Together? SE26: Making A Mural
STATE FRAMEWORK	SE.D.	Strand F: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.48.	3 to 4 years
INDICATOR		Sense of self
INDICATOR	SE.48.9.	Refer to themselves by first and last name and identify some characteristics (e.g., gender, hair color, etc.) and skills. Intentional Teaching Cards LL41: Our Names, Our Things
STATE FRAMEWORK	SE.D.	Strand F: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Personal Preferences
INDICATOR	SE.60.12.	Describe self by referring to preferences, thoughts and feelings.
		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
STATE FRAMEWORK	SE.E.	Strand H: Early learning experiences will support children to develop social relationships.
GRADE LEVEL EXPECTATION	SE.60.	4 to 5 years
INDICATOR		Adult Relationships
INDICATOR	SE.60.15.	Typically use socially appropriate behavior with adults, such as helping, responding to limits, etc. Intentional Teaching Cards SE10: My Turn at the Microphone
DOMAIN / CONTENT STANDARD	СТ.РН.	Physical Development and Health

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

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

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

INDICATOR PH	1.60.3.	Visual Motor Integration Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors).
INDICATOR PH	1.60.3.	Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using
		Intentional Teaching Cards LL07: Letters, Letters, Letters LL13: Shaving Cream Letters LL40: What Was for Breakfast? M15: Play Dough M60: Morning, Noon, and Night M78: Math Collage M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P08: Cutting With Scissors P14: Moving Through the Forest P26: Keep It Up P26: Keep It Up P28: Balloon Pong P30: Mixing Paints P31: Tie-Dyed Towels SE26: Making A Mural
STATE FRAMEWORK PH	I.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL PH EXPECTATION	1.60.	4 to 5 years
INDICATOR		Small Muscle Movement and Coordination
		Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (e.g., may write own name since these are most familiar). Intentional Teaching Cards LL03: Alphabet Cards LL07: Letters, Letters, Letters LL13: Shaving Cream Letters LL34: Alphabet Books LL39: My Daily Journal LL40: What Was for Breakfast? LL42: Daily Sign-In LL48: D Is for Door LL56: Find the Matching Letter LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording M15: Play Dough M60: Morning, Noon, and Night 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 Use a mature pencil grasp with 3 fingers on writing implement.

		Intentional Teaching Cards LL07: Letters, Letters, Letters LL13: Shaving Cream Letters LL40: What Was for Breakfast? M15: Play Dough M60: Morning, Noon, and Night M78: Math Collage M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P08: Cutting With Scissors P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong P30: Mixing Paints P31: Tie-Dyed Towels SE26: Making A Mural
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Feeding Routines/Nutrition
INDICATOR	PH.48.8.	Pour liquid from a small pitcher. 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
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.48.	3 to 4 years
INDICATOR		Safety and Responsibility
INDICATOR	PH.48.9.	Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults. 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
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Feeding Routines/Nutrition
INDICATOR	PH.60.6.	Use butter knife to spread and cut. Open most containers to remove food. 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
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.60.	4 to 5 years
INDICATOR		Safety and Responsibility
INDICATOR	PH.60.7.	Understand the reason for most basic safety rules at home, in familiar settings and in the community. <u>Intentional Teaching Cards</u> LL42: Daily Sign-In M77: Board Games P04: Kick High P09: Up and Away SE01: Site Visits SE02: Look Who's Here! SE07: Good-Byes SE09: Big Rule, Little Rule SE12: Classroom Jobs SE20: Cleanup Time
DOMAIN / CONTENT STANDARD	CT.L.	Language and Literacy
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Word Comprehension
INDICATOR	L.48.1.	Understand words or signs for objects, actions and visible attributes found frequently in both real and symbolic contexts. 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 M44: Nesting Dolls M47: My Shadow and I M49: Balancing Act M56: Where's the Beanbag? M58: Missing Lids M59: More or Fewer Towers M62: How Big Around? P01: Let's Sew P02: Play Dough Weaving P03: Twisted Pretzels P04: Kick High P05: Throw Hard, Throw Far

		P06: Catching With a Scoop P07: Balloon Catch P08: Cutting With Scissors P09: Up and Away P10: Jumping Rope P11: Jump the River P12: Exploring Pathways P13: Punting P14: Moving Through the Forest P15: Dribble Kick P16: Body Part Balance P17: Balance on a Beam P18: Dribbling a Ball P19: Bounce & Catch P20: Body Shapes & Sizes P21: Hopping P22: Follow the Leader P23: Ways to Travel
		P24: Swing & Jump Rope
		P25: Kick Hard P26: Keep It Up
		P27: Galloping
		P28: Balloon Pong P29: Stop & Go
		P30: Mixing Paints
		P31: Tie-Dyed Towels P32: Math Journal
		P33: Obstacle Course
		SE17: Supporting Children to Use Their Words SE26: Making A Mural
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Word Comprehension
INDICATOR	L.60.1.	Understand an increasing variety and specificity of words for
		objects, actions and attributes encountered in both real and symbolic contexts.
		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
I	11	M26: Huff & Puff
		M30: Buried Shapes
		M30: Buried Shapes M36: We're Going on an Adventure
		M30: Buried Shapes M36: We're Going on an Adventure M42: Straw Shapes M43: Pancakes
		M30: Buried Shapes M36: We're Going on an Adventure M42: Straw Shapes M43: Pancakes M46: Nesting Dolls
		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
		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?
		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
		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?
		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

		P04: Kick High
		P05: Throw Hard, Throw Far
		P06: Catching With a Scoop
		P07: Balloon Catch
		P08: Cutting With Scissors
		P09: Up and Away
		P10: Jumping Rope
		P11: Jump the River
		P12: Exploring Pathways
		P13: Punting
		P14: Moving Through the Forest
		P15: Dribble Kick
		P16: Body Part Balance
		P17: Balance on a Beam
		P18: Dribbling a Ball
		P19: Bounce & Catch
		P20: Body Shapes & Sizes
		P21: Hopping
		P22: Follow the Leader
		P23: Ways to Travel
		P24: Swing & Jump Rope
		P25: Kick Hard
		P26: Keep It Up
		P27: Galloping
		P28: Balloon Pong
		P29: Stop & Go
		P30: Mixing Paints
		P31: Tie-Dyed Towels
		P32: Math Journal
		P33: Obstacle Course
		SE17: Supporting Children to Use Their Words
		SE26: Making A Mural
INDICATOR	L.60.2.	Determine the meanings of unknown words/concepts using the
		context of conversations, pictures or concrete objects.
		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
		M00. Tanying M17: Guessing Jar
		M20: I'm Thinking of a Shape
		M26: Huff & Puff
		M30: Buried Shapes
		M30: Buried Shapes M36: We're Going on an Adventure
		M30: Buried Shapes
		M30: Buried Shapes M36: We're Going on an Adventure
		M30: Buried Shapes M36: We're Going on an Adventure M42: Straw Shapes M43: Pancakes
		M30: Buried Shapes M36: We're Going on an Adventure M42: Straw Shapes M43: Pancakes M46: Nesting Dolls
		M30: Buried Shapes M36: We're Going on an Adventure M42: Straw Shapes M43: Pancakes M46: Nesting Dolls M47: My Shadow and I
		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
		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?
		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
		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
		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? M56: Where's the Beanbag? M58: Missing Lids M59: More or Fewer Towers M62: How Big Around?
		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? M56: Where's the Beanbag? M58: Missing Lids M59: More or Fewer Towers M62: How Big Around? P01: Let's Sew
		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? 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
		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? 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
		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? 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
		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? M56: Where's the Beanbag? M58: Missing Lids M59: More or Fewer Towers M62: How Big Around? P01: Let's Sew P02: Play Dough Weaving P03: Twisted Pretzels P04: Kick High
		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? M56: Where's the Beanbag? M58: Missing Lids M59: More or Fewer Towers M62: How Big Around? P01: Let's Sew P02: Play Dough Weaving P03: Twisted Pretzels P04: Kick High P05: Throw Hard, Throw Far
		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? M56: Where's the Beanbag? M58: Missing Lids M59: More or Fewer Towers M62: How Big Around? P01: Let's Sew P02: Play Dough Weaving P03: Twisted Pretzels P04: Kick High P05: Throw Hard, Throw Far P06: Catching With a Scoop
		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? M56: Where's the Beanbag? M58: Missing Lids M59: More or Fewer Towers M62: How Big Around? P01: Let's Sew P02: Play Dough Weaving P03: Twisted Pretzels P04: Kick High P05: Throw Hard, Throw Far

		 P09: Up and Away P10: Jumping Rope P11: Jump the River P12: Exploring Pathways P13: Punting P14: Moving Through the Forest P15: Dribble Kick P16: Body Part Balance P17: Balance on a Beam P18: Dribbling a Ball P19: Bounce & Catch P20: Body Shapes & Sizes P21: Hopping P22: Follow the Leader P23: Ways to Travel P24: Swing & Jump Rope P25: Kick Hard P26: Keep It Up
		P27: Galloping
		P28: Balloon Pong P29: Stop & Go
		P30: Mixing Paints
		P31: Tie-Dyed Towels
		P32: Math Journal P33: Obstacle Course
		SE17: Supporting Children to Use Their Words
		SE26: Making A Mural
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Vocabulary
INDICATOR	L.48.3.	Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts.
		Intentional Teaching Cards LL43: Introducing New Vocabulary LL53: We're Going on a Trip
		M06: Tallying M55: Stepping Stones
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL	L.48.	3 to 4 years
EXPECTATION		
INDICATOR		Expression of Ideas, Feelings and Needs
INDICATOR	L.48.6.	Communicate about current or removed events and/or objects.
INDICATOR	L.40.0.	Intentional Teaching Cards
INDICATOR	L.40.0.	Intentional Teaching Cards LL01: Shared Writing
INDICATOR	L.40.0.	Intentional Teaching Cards LL01: Shared Writing LL03: Alphabet Cards
INDICATOR	L.40.0.	Intentional Teaching Cards LL01: Shared Writing
INDICATOR	L.40.0.	Intentional Teaching Cards LL01: Shared Writing LL03: Alphabet Cards LL05: Jumping Beans LL08: Memory Games LL09: Pocket Storytelling: The Mitten
INDICATOR	L.40.0.	Intentional Teaching Cards LL01: Shared Writing LL03: Alphabet Cards LL05: Jumping Beans LL08: Memory Games LL09: Pocket Storytelling: The Mitten LL11: Rhyming Riddles
INDICATOR	L.40.0.	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
INDICATOR	L.40.0.	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?
INDICATOR	L.40.0.	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 LL15: Textured Letters LL17: Walk a Letter LL18: What's Missing? LL20: Baggie Books
INDICATOR	L.40.0.	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 LL15: Textured Letters LL17: Walk a Letter LL18: What's Missing? LL20: Baggie Books LL21: Buried Treasures
INDICATOR	L.40.0.	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 LL15: Textured Letters LL17: Walk a Letter LL18: What's Missing? LL20: Baggie Books LL21: Buried Treasures LL22: Coupon Match
INDICATOR	L.40.0.	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 LL15: Textured Letters LL17: Walk a Letter LL18: What's Missing? LL20: Baggie Books LL21: Buried Treasures

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
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: Umming Rope P11: Jump the River P12: Exploring Pathways P13: Putting P14: Moving Through the Forest P13: Exploring Pathways P14: Dimb Kiver P13: Exploring Pathways P14: Dimb Kiver P15: Dribble Kick P16: Body Part Balance P17: Balance on a Beam P16: Dribble Kick P16: Body Part Balance P21: Hopping P22: Follow the Leader P22: Kole Mard P22: Solo & Go P23: Stop & Stop & Go P23: Stop & Go P23: Stop & Go P23: Stop & Go P23: Stop & Stop & Stop & Go P23: Stop &			
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LL63: Investigating & Recording			
			LL63: Investigating & Recording

		SE01: Site Visits SE10: My Turn at the Microphone
INDICATOR	L.48.9.	Use speech that is mostly intelligible to familiar and unfamiliar adults.
		Intentional Teaching Cards LL43: Introducing New Vocabulary LL53: We're Going on a Trip M06: Tallying M55: Stepping Stones
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Expression of Ideas, Feelings and Needs
INDICATOR	L.60.6.	Use more complex words to describe the relationships between objects and ideas (e.g., position words such as "under" or "beside" and comparative words such as "bigger" or "longer"). Intentional Teaching Cards
		M44: Musical Water M46: Nesting Dolls M48: Wash Day M49: Balancing Act M58: Missing Lids M59: More or Fewer Towers
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Language Structure
INDICATOR	L.60.8.	Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts. <u>Intentional Teaching Cards</u> LL43: Introducing New Vocabulary LL53: We're Going on a Trip M06: Tallying M55: Stepping Stones
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Conventions of Conversation
INDICATOR	L.48.10.	Maintain a topic of conversation over the course of several turns. 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 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?
M32: Which container holds more a
M34: Cover op M36: We're Going on an Adventure
M38: Patterns Under Cover
M39: Let's Go Fishing
M39. Let S GO FISHING M40: Cube Trains
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

INDICATOR	L.48.11.	Answer simple who, what, where and why questions.
EXPECTATION INDICATOR		Language for Interaction
GRADE LEVEL	L.48.	3 to 4 years
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction
		language for social interaction.
		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

		LL03: Alphabet Cards
		LL04: Bookmaking
		LL18: What's Missing? LL26: Searching the Web
		LL27: Writing Poems
		LL22: 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
		M46: Wash Day M55: Stepping Stones
		M61: Shake, Rattle, and Roll
		M63: Fishing Trip
		M76: Orange Banana Yogurt Pops
		M78: Math Collage
		SE01: Site Visits
		SE04: Actively Listening to Children
		SE06: Talk About Feelings
		SE07: Good-Byes
		SE09: Big Rule, Little Rule
		SE10: My Turn at the Microphone
		SE13: Conflict Resolution
		SE18: Encouragement
		SE21: Sunshine Message Board
		SE25: What Can We Build Together?
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use
		language for social interaction.
GRADE LEVEL	L.60.	4 to 5 years
EXPECTATION		
INDICATOR		Conventions of Conversation
INDICATOR	L.60.9.	Initiate, maintain and end conversations by repeating what other
INDIOATOR	2.00.3.	person says and/or by asking questions.
		person says and/or by asking questions.
		Intentional Teaching Cards
		LL01: Shared Writing
		LL03: Alphabet Cards
		LEUS. Alphabet Galus
		LL05: Jumping Beans
		LL05: Jumping Beans LL08: Memory Games
		LL05: Jumping Beans LL08: Memory Games LL09: Pocket Storytelling: The Mitten
		LL05: Jumping Beans LL08: Memory Games LL09: Pocket Storytelling: The Mitten LL11: Rhyming Riddles
		LL05: Jumping Beans LL08: Memory Games LL09: Pocket Storytelling: The Mitten LL11: Rhyming Riddles LL15: Textured Letters
		LL05: Jumping Beans LL08: Memory Games LL09: Pocket Storytelling: The Mitten LL11: Rhyming Riddles LL15: Textured Letters LL17: Walk a Letter
		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?
		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
		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
		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
		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 LL21: Buried Treasures LL22: Coupon Match LL23: Playing with Environmental Print
		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
		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
		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

	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
	5
	LL47: The Name Game
	LL49: Vegetable Soup
	LL53: We're Going on a Trip
	LL54: Asking Questions
	LL55: Dance & Remember
	LL56: Find the Matching Letter
	LL59: Question Basket
	LL61: Color Hunt
	LL63: Investigating & Recording
	M01: Dinnertime
	M02: Counting & Comparing
	M07: Ice Cubes
	M09: Bigger Than, Smaller Than, Equal To
	M12: Measure & Compare
	M14: Patterns
	M16: Show Me Five
	M17: Guessing Jar
	M18: Bounce & Count
	M20: I'm Thinking of a Shape
	M21: Geoboards
	M25: The Long and Short of It
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	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
	0
	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
		SE09: Big Rule, Little Rule
		SE10: My Turn at the Microphone
		SE11: Great Groups
		SE12: Classroom Jobs
		SE13: Conflict Resolution
		SE14: Playing Together
		SE15: Making Choices
		SE16: "I" Statements
		SE17: Supporting Children to Use Their Words
		SE18: Encouragement
		SE19: Friendship & Love Cards
		SE20: Cleanup Time
		SE21: Sunshine Message Board
		SE22: When, Then Statements
		SE23: Related Consequences
		SE24: I Don't Like That!
		SE25: What Can We Build Together?
		SE26: Making A Mural
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use
		language for social interaction.
GRADE LEVEL	L.60.	4 to 5 years
EXPECTATION	L.00.	+ 10 0 years
INDICATOR		Language for Interaction
INDICATOR	L.60.10.	Use language to share ideas and gain information.
		Intentional Teaching Cards
		LL01: Shared Writing
		LL54: Asking Questions
		LL63: Investigating & Recording
		SE01: Site Visits
		SE10: My Turn at the Microphone

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

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

M61: Shake, Rattle, and Roll M63: Fishing Trip	
M76: Orange Banana Yogurt Pops M78: Math Collage	
SE01: Site Visits	
SE04: Actively Listening to Childro SE06: Talk About Feelings	en
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 Togethe	er?
INDICATOR L.48.15. Make predictions and/or ask ques the title, cover, pictures.	tions about the text by examining
Intentional Teaching Cards	
LL09: Pocket Storytelling: The Mit M34: Cover Up	ten
SE05: Character Feelings	
STATE FRAMEWORK L.D. Strand D: Early learning experience book appreciation and knowledge	
GRADE LEVEL L.60. 4 to 5 years EXPECTATION	
INDICATOR Understanding of Stories or Inform be shared through oral storytelling books)	nation (Stories or information may g, sharing of pictures and/or
INDICATOR L.60.12. With prompting and support, retel elements (e.g., setting, characters from informational text.	
Intentional Teaching Cards LL06: Dramatic Story Retelling	
LL09: Pocket Storytelling: The Mit	ten
LL33: Clothesline Storytelling LL35: Fruit Salad	
LL36: Salsa	
LL37: Roll-Ups LL38: Hummus	
LL46: Storyboard	
LL49: Vegetable Soup LL50: Making Shiny Paint	
LL51: Pizza	
LL62: Retelling Wordless Books M08: Baggie Ice Cream	
M15: Play Dough	
M24: Matzo Balls M27: Peach Cobbler	
M28: Applesauce	
M29: Apple Bread M33: Apple Oat Muffins	
M33: Apple Oat Muthins M41: Making Numerals	
M43: Pancakes	
M52: Modeling Clay	
M53: Black Bean Corn Salad	
M54: Gingerbread Cookies	
M54: Gingerbread Cookies M57: Yogurt Fruit Dip	
M54: Gingerbread Cookies M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread	
M54: Gingerbread Cookies M57: Yogurt Fruit Dip M64: Five-Layer Dip	

INDICATOR	L.60.13.	M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Stugar Cookies M76: Orange Banana Yogurt Pops SE05: Character Feelings Identify main components of a story or text (the major plot points of a story or the main topic of an informational text). Intentional Teaching Cards LL06: Dramatic Story Retelling LL33: Clothesline Storytelling: The Mitten LL33: Clothesline Storytelling LL36: Salsa LL37: Roll-Ups LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza M08: Baggie lce Cream M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Apple Bread M33: Apple Oat Muffins M41: Making Numerals M32: Maple Conder Condies M52: Modeling Clay M53: Black Bean Corn Salad M54: Five-Layer Dip M65: Conbread M66: OobECk M67: Fruit Smoothies M68: Trail Mix M69: Cream
		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
INDICATOR	L.60.14.	Use connections between self and character, experience and emotions to increase comprehension. <u>Intentional Teaching Cards</u> LL09: Pocket Storytelling: The Mitten SE05: Character Feelings
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Book Concepts
INDICATOR	L.48.16.	Look at pages of a book from left to right (or according to
	L.40.10.	conventions of home language).

	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 LL35: Fruit Salad
INDICATOR L.48.17.	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 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 M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M75: Orange Banana Yogurt Pops M77: Sougar Cookies M76: Orange Banana Yogurt Pops M77: Math Collage Recognize that print represents spoken words (e.g., first name in print, environmental labels). L10: Rhyming Chart LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL23: Playing with Environmental Print LL23: Playing with Environmental Print LL23: Playing with Environmental Print
STATE FRAMEWORK L.E.	LL23: Playing with Environmental Print

GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Print Concepts
INDICATOR	L.48.18.	Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment.
		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
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Book Concepts
INDICATOR	L.60.15.	Know how print is read (e.g., left to right, top to bottom, front to back or according to convention of home language).
		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
		LL35: Fruit Salad LL36: Salsa
		LL37: Roll-Ups
		LL38: Hummus
		LL41: Our Names, Our Things LL46: Storyboard
		LL47: The Name Game
		LL49: Vegetable Soup
		LL50: Making Shiny Paint LL51: Pizza
		M08: Baggie Ice Cream
		M27: Peach Cobbler
		M28: Applesauce M29: Apple Bread
		M33: Apple Oat Muffins
		M43: Pancakes M52: Modeling Clay
		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

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

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

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

INDICATOR		Letter Recognition
INDICATOR	L.60.20.	Recognize and name known letters of the alphabet in familiar and unfamiliar words.
		Intentional Teaching Cards
		LL01: Shared Writing
		LL02: Desktop Publishing LL04: Bookmaking
		LL04: Bookinaking
		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
INDICATOR	L.60.21.	Make some letter-sound connections.
		Intentional Teaching Cards
		LL01: Shared Writing
		LL02: Desktop Publishing LL03: Alphabet Cards
		LL04: Bookmaking
		LL07: Letters, Letters
		LL10: Rhyming Chart LL12: Same Sound Sort
		LL12: Same Sound Sort
		LL16: Tongue Twisters
		LL17: Walk a Letter
		LL19: Silly Names LL23: Playing with Environmental Print
		LL25: Playing with Environmental Print
		LL28: Stick Letters
		LL29: Making My Name
		LL32: Describing Art LL40: What Was for Breakfast?
		LL40: What was for Breaklast? LL47: The Name Game
		LL48: D Is for Door
		LL50: Making Shiny Paint
		LL54: Asking Questions LL56: Find the Matching Letter
		M27: Peach Cobbler
STATE FRAMEWORK	L.F.	Strand F: Early learning experiences will support children to develop phonological awareness.
GRADE LEVEL	L.48.	3 to 4 years

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

		LL63: Investigating & Recording M13: Nursery Rhyme Count M19: Which Has More? M37: Secret Numbers
INDICATOR	L.60.23.	Recognize which words in a set of words begin with the same sound.
		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
INDICATOR	L.60.24.	Distinguish syllables in words.
		Intentional Teaching Cards LL52: Tap It, Clap It, Stomp It, Jump It
STATE FRAMEWORK	L.G.	Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Drawing and Writing
INDICATOR	L.48.23.	Draw or "write" to convey an idea, event or story. "Writing" involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others).
		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
	L.48.24.	SE19: Friendship & Love Cards Write in a manner that is distinct from drawing. Combine scribbles
INDICATOR	L.40.24.	
		with letter-like forms.
		Intentional Teaching Cards
		Intentional Teaching Cards LL03: Alphabet Cards
		Intentional Teaching Cards LL03: Alphabet Cards LL04: Bookmaking LL13: Shaving Cream Letters
		Intentional Teaching Cards LL03: Alphabet Cards LL04: Bookmaking LL13: Shaving Cream Letters LL20: Baggie Books
		Intentional Teaching Cards LL03: Alphabet Cards LL04: Bookmaking LL13: Shaving Cream Letters LL20: Baggie Books LL32: Describing Art LL34: Alphabet Books
		Intentional Teaching Cards LL03: Alphabet Cards LL04: Bookmaking LL13: Shaving Cream Letters LL20: Baggie Books LL32: Describing Art LL34: Alphabet Books LL39: My Daily Journal
		Intentional Teaching Cards LL03: Alphabet Cards LL04: Bookmaking LL13: Shaving Cream Letters LL20: Baggie Books LL32: Describing Art LL34: Alphabet Books

		LL48: D Is for Door LL56: Find the Matching Letter LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording P32: Math Journal SE15: Making Choices SE19: Friendship & Love Cards
STATE FRAMEWORK	L.G.	Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Drawing and Writing
INDICATOR	L.60.25.	Draw original stories with a beginning, middle and end.Intentional Teaching CardsLL02: Desktop PublishingLL04: BookmakingLL13: Shaving Cream LettersLL39: My Daily JournalLL40: What Was for Breakfast?LL45: Observational DrawingLL46: StoryboardLL57: Photo WritingLL58: Our Super Duper Writing BoxLL59: Question BasketLL60: Writing with Wordless BooksLL63: Investigating & RecordingM07: Ice CubesM17: Guessing JarM34: Cover UpM45: Picture PatternsP02: Play Dough WeavingP30: Mixing PaintsP31: Tie-Dyed TowelsP32: Math JournalSE07: Good-ByesSE15: Making ChoicesSE21: Sunshine Message Board
INDICATOR	L.60.26.	Use early developmental spelling. May use one letter for the initial or final sound to represent whole word. Intentional Teaching Cards LL03: Alphabet Cards LL04: Bookmaking LL07: Letters, Letters, Letters LL15: Textured Letters LL29: Making My Name LL48: D Is for Door LL56: Find the Matching Letter LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.

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

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		LL26: Searching the Web
		LL30: Knowing Our Friends
		LL44: Rhyming Tubs LL47: The Name Game
		LL47. The Name Game
		LL52: Tap It, Clap It, Stomp It, Jump It
		LL53: We're Going on a Trip
		LL55: Dance & Remember
		LL56: Find the Matching Letter
		M03: Seek & Find
		M04: Number Cards
		M10: Biscuits
		M13: Nursery Rhyme Count
		M19: Which Has More?
		M21: Geoboards
		M29: Apple Bread
		M30: Buried Shapes
		M32: Which Container Holds More?
		M35: Action Patterns
		M36: We're Going on an Adventure
		M37: Secret Numbers
		M39: Let's Go Fishing M50: The Farmer Builds a Fence
		M50: The Farmer Builds a Fence M52: Modeling Clay
		M52: Modeling Clay M58: Missing Lids
		M62: How Big Around?
		M62: Fishing Trip
		M73: Oatmeal Raisin Cookies
		M76: Orange Banana Yogurt Pops
		M77: Board Games
		P05: Throw Hard, Throw Far
		P06: Catching With a Scoop
		P11: Jump the River
		P12: Exploring Pathways
		P15: Dribble Kick
		P16: Body Part Balance
		P22: Follow the Leader
		P24: Swing & Jump Rope
		P25: Kick Hard
		P27: Galloping
		SE05: Character Feelings
		SE06: Talk About Feelings
		SE07: Good-Byes
		SE08: Group Problem Solving
		SE17: Supporting Children to Use Their Words SE20: Cleanup Time
		SE20. Cleanup Time SE24: I Don't Like That!
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Visual Arts
INDICATOR	CA.48.5.	Use different materials and techniques to make art creations that
	UM.40.J.	reflect thoughts, feelings, experiences, knowledge.
		Intentional Teaching Carde
		Intentional Teaching Cards LL04: Bookmaking
		LL04: Bookmaking LL07: Letters, Letters, Letters
		LL13: Shaving Cream Letters
		LL32: Describing Art
		LL32: Describing Art
		LL40: What Was for Breakfast?
		LL45: Observational Drawing
		LL46: Storyboard
L	11	

		LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording M07: Ice Cubes M15: Play Dough M34: Cover Up M41: Making Numerals M42: Straw Shapes M45: Picture Patterns M60: Morning, Noon, and Night M66: OobECk M78: Math Collage P01: Let's Sew P02: Play Dough Weaving P08: Cutting With Scissors P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal SE01: Site Visits SE07: Good-Byes SE15: Making Choices SE21: Sunshine Message Board SE26: Making A Mural
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Drama
INDICATOR	CA.48.6.	Act out simple scenarios, taking on a familiar role for brief periods during dramatic play. 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 M38: Let's Go Fishing M47: My Shadow and I M50: The Farmer Builds a Fence M55: Stepping Stones M63: Fishing Trip P13: Punting P14: Moving Through the Forest P20: Body Shapes & Sizes P23: Ways to Travel P27: Galloping SE04: Actively Listening to Children SE05: Character Feelings SE08: Group Problem Solving SE09: Big Rule, Little Rule SE24: I Don't Like That!
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage
	UNIA.	in and enjoy the arts.

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

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

STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Drama
INDICATOR	CA.60.6.	Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time).
		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
INDICATOR	CA.60.7.	SE24: I Don't Like That! Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play.
		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

Image: State Stat			SE24: I Don't Like That!
EXPECTATION Dance INDICATOR Dance INDICATOR CA.60.8. Use multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., use movement to represent leaves falling of trees – sway arms, wiggle fingers, stretch, fall to ground). Intentional Teaching Cards P12: Exploring Pathways STATE FRAMEWORK CA.8. Strand B: Early learning experiences will support children to explore and respond to creative works. GRADE LEVEL CA.48. 3 to 4 years INDICATOR Appreciation of the Arts INDICATOR CA.48.8. Respond to creative works. INDICATOR CA.48.8. Respond to the materials, techniques, ideas and emotions of artworks (2 - and 3-dimensional (e.g. explain a picture or sculpture including several details). Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL02: Desktop Publishing LL03: Memory Games LL14: DU You Ever See? LL16: Tongue Twisters LL14: DU You Ever See? LL18: What's Missing? LL23: Bagie Books LL23: Staching the Web L27: Writing Poems L24: Boords L37: Rol-Ups L35: Kwais for Snack? L35: Kunowing Our Friends L35: Wasis for Snack? L37: Rol-Ups <td>STATE FRAMEWORK</td> <td>CA.A.</td> <td>Strand A: Early learning experiences will support children to engage in and enjoy the arts.</td>	STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
INDICATOR CA.60.8. Use multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., use movement to represent leaves failing of trees - sway arms, wiggle fingers, stretch, fail to ground). Intentional Teaching Cards P12: Exploring Pathways STATE FRAMEWORK CA.8. Strand B: Early learning experiences will support children to explore and respond to creative works. GRADE LEVEL CA.48. 3 to 4 years EXPECTATION Appreciation of the Arts INDICATOR CA.48.8. Respont to the materials, techniques, ideas and emotions of artwork (2- and 3-dimensional (e.g. explain a picture or sculpture including several details). INDICATOR CA.48.8. Intentional Teaching Cards L01: Shared Writing L02: Desktop Publishing L02: Doots of among the work (2- and 3-dimensional (e.g. explain a picture or sculpture including several details). Intentional Teaching Cards L01: Rhyming Chart L03: Doots of among the mory Games L14: Did You Ever See? L13: Straft for Snack? L13: Sily Wares L13: Wards Missing? L14: Did You Ever See? L13: What's Missing? L14: Did You Friends	-	CA.60.	4 to 5 years
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LL49: Vegetable Soup LL53: We're Going on a Trip			
LL53: We're Going on a Trip			
			LL53: We're Going on a Trip
LL54: Asking Questions			
LL56: Find the Matching Letter LL57: Photo Writing			
LL62: Retelling Wordless Books			LL62: Retelling Wordless Books
LL63: Investigating & Recording			
M01: Dinnertime M02: Counting & Comparing			
M03: Seek & Find			

	M06: Tallying
	M07: Ice Cubes
	M08: Baggie Ice Cream
	M11: Graphing
	M13: Nursery Rhyme Count
	M14: Patterns
	M16: Show Me Five
	M17: Guessing Jar
	M24: Matzo Balls
	M25: The Long and Short of It
	M27: Peach Cobbler
	M28: Applesauce
	M29: Apple Bread
	M31: Lining It Up
	M33: Apple Oat Muffins
	M34: Cover Up
	M36: We're Going on an Adventure
	M38: Patterns Under Cover
	M40: Cube Trains
	M43: Pancakes
	M45: Picture Patterns
	M47: My Shadow and I
	M48: Wash Day
	M51: Can You Find It?
	M52: Modeling Clay
	0,
	M53: Black Bean Corn Salad
	M54: Gingerbread Cookies
	M56: Where's the Beanbag?
	M57: Yogurt Fruit Dip
	M59: More or Fewer Towers
	M60: Morning, Noon, and Night
	M62: How Big Around?
	M63: Fishing Trip
	M64: Five-Layer Dip
	M65: Cornbread
	M66: OobECk
	M67: Fruit Smoothies
	M68: Trail Mix
	M69: Cream Cheese & Strawberry Snacks
	M70: Egg Salad
	M71: Flat Bread
	M72: Macaroni & Cheese
	M73: Oatmeal Raisin Cookies
	M74: Vegetable Stir Fry
	M75: Sugar Cookies
	M76: Orange Banana Yogurt Pops
	P01: Let's Sew
	P07: Balloon Catch
	P09: Up and Away
	P10: Jumping Rope
	P15: Dribble Kick
	P22: Follow the Leader
	P23: Ways to Travel
	P25: Kick Hard
	P26: Keep It Up
	P33: Obstacle Course
	SE01: Site Visits
	SE02: Look Who's Here!
	SE04: Actively Listening to Children
	SE05: Character Feelings
	SE06: Talk About Feelings
	SE07: Good-Byes
	SE15: Making Choices
	SE20: Cleanup Time
	SE21: Sunshine Message Board

		SE26: Making A Mural
INDICATOR	CA.48.9.	Demonstrate increased appreciation of the work of others and
		identify preferences.
		Intentional Teaching Cards
		LL01: Shared Writing
		LL02: Desktop Publishing
		LL04: Bookmaking
		LL06: Dramatic Story Retelling
		LL08: Memory Games
		LL10: Rhyming Chart
		LL11: Rhyming Riddles
		LL14: Did You Ever See?
		LL16: Tongue Twisters
		LL18: What's Missing?
		LL19: Silly Names LL20: Baggie Books
		LL23: Playing with Environmental Print
		LL23: Lemonade
		LL25: What's for Snack?
		LL26: Searching the Web
		LL27: Writing Poems
		LL29: Making My Name
		LL30: Knowing Our Friends
		LL32: Describing Art
		LL35: Fruit Salad
		LL36: Salsa
		LL37: Roll-Ups
		LL38: Hummus
		LL39: My Daily Journal LL40: What Was for Breakfast?
		LL41: Our Names, Our Things
		LL42: Daily Sign-In
		LL43: Introducing New Vocabulary
		LL45: Observational Drawing
		LL46: Storyboard
		LL49: Vegetable Soup
		LL53: We're Going on a Trip
		LL54: Asking Questions
		LL56: Find the Matching Letter
		LL57: Photo Writing LL62: Retelling Wordless Books
		LL63: Investigating & Recording
		M01: Dinnertime
		M02: Counting & Comparing
		M03: Seek & Find
		M06: Tallying
		M07: Ice Cubes
		M08: Baggie Ice Cream
		M11: Graphing
		M13: Nursery Rhyme Count
		M14: Patterns
		M16: Show Me Five
		M17: Guessing Jar M24: Matzo Balls
		M24: Matzo Balls M25: The Long and Short of It
		M23: The Long and Short of R M27: Peach Cobbler
		M28: Applesauce
		M29: Apple Bread
		M31: Lining It Up
		M33: Apple Oat Muffins
		M34: Cover Up
		M36: We're Going on an Adventure
		M38: Patterns Under Cover
		M40: Cube Trains

		M43: Pancakes
		M45: Picture Patterns M47: My Shadow and I
		M47. My Shadow and T 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
		M73: Oathear Raisin Cookies M74: Vegetable Stir Fry
		M74. Vegetable Still Fly M75: Sugar Cookies
		M76: Orange Banana Yogurt Pops
		P01: Let's Sew
		P07: Balloon Catch
		P09: Up and Away
		P10: Jumping Rope
		P15: Dribble Kick
		P22: Follow the Leader
		P23: Ways to Travel
		P25: Kick Hard
		P26: Keep It Up
		P33: Obstacle Course
		SE01: Site Visits
		SE02: Look Who's Here!
		SE04: Actively Listening to Children
		SE05: Character Feelings
		SE06: Talk About Feelings
		SE07: Good-Byes
		SE15: Making Choices SE20: Cleanup Time
		SE20: Cleanup Time SE21: Sunshine Message Board
		SE21: Suffilme Message Board SE26: Making A Mural
STATE FRAMEWORK	CA.B.	Strand B: Early learning experiences will support children to explore
		and respond to creative works.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
		Appropriation of the Arte
		Appreciation of the Arts
INDICATOR	CA.60.9.	Describe the attributes of various arts media (e.g., used a lot of
		colors and the paint is thick, sculpture is bumpy).
		Intentional Teaching Conde
		Intentional Teaching Cards
		LL01: Shared Writing
		LL02: Desktop Publishing LL04: Bookmaking
		LL04: Bookmaking LL06: Dramatic Story Retelling
		LL08: Memory Games
		LL10: Rhyming Chart
		LL11: Rhyming Riddles
		LL14: Did You Ever See?
	11	

	LL16: Tongue Twisters
	LL18: What's Missing?
	LL19: Silly Names
	LL20: Baggie Books
	LL23: Playing with Environmental Print
	LL24: Lemonade
	LL25: What's for Snack?
	LL26: Searching the Web
	LL27: Writing Poems
	LL29: Making My Name
	LL30: Knowing Our Friends
	LL32: Describing Art
	LL35: Fruit Salad
	LL36: Salsa
	LL37: Roll-Ups
	LL38: Hummus
	LL39: My Daily Journal
	LL40: What Was for Breakfast?
	LL41: Our Names, Our Things
	LL42: Daily Sign-In
	LL43: Introducing New Vocabulary
	LL45: Observational Drawing
	LL46: Storyboard
	LL49: Vegetable Soup
	LL53: We're Going on a Trip
	LL54: Asking Questions
	LL56: Find the Matching Letter
	LL57: Photo Writing
	LL62: Retelling Wordless Books
	LL63: Investigating & Recording
	M01: Dinnertime
	M02: Counting & Comparing
	M02: 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
	M23: The Long and Short of R M27: Peach Cobbler
	M28: Applesauce
	M29: Apple Bread
	M31: Lining It Up
	M33: Apple Oat Muffins
	M34: Cover Up
	M36: We're Going on an Adventure
	M38: Patterns Under Cover
	M40: Cube Trains
	M43: Pancakes
	M45: Picture Patterns
	M47: My Shadow and I
	M48: Wash Day
	M51: Can You Find It?
	M52: Modeling Clay
	M53: Black Bean Corn Salad
	M54: Gingerbread Cookies
	M56: Where's the Beanbag?
	M57: Yogurt Fruit Dip
	M59: More or Fewer Towers
	M60: Morning, Noon, and Night
	M62: How Big Around?

		M63: Fishing Trip M64: Five-Layer Dip M65: Cornbread M66: OobECk M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P01: Let's Sew P07: Balloon Catch P09: Up and Away P10: Jumping Rope P15: Dribble Kick P22: Follow the Leader P23: Ways to Travel P25: Kick Hard P26: Keep It Up P33: Obstacle Course SE01: Site Visits SE02: Look Who's Here! SE04: Actively Listening to Children SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE15: Making Choices SE21: Sunshine Message Board SE26: Making A Mural
DOMAIN / CONTENT STANDARD	CT.M.	Mathematics
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Number Names
INDICATOR	M.48.1.	Say or sign the number sequence up to at least 10.
		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 P19: Bounce & Catch P21: Hopping P29: Stop & Go SE02: Look Who's Here! SE15: Making Choices
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Cardinality
INDICATOR	M.48.2.	Count up to at least five objects using one-to-one correspondence, using the number name of the last object counted to represent the total number of objects in a set. 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 M05: Sorting & Classifying 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	
M59: More or Fewer Towers	
MOL OLALA DAME DAME	
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	
INDICATOR M.48.3. Count out a set of objects up to four.	
Intentional Tapphing Cords	
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	
P19: Bounce & Catch	
P21: Hopping	

r		
		P29: Stop & Go SE02: Look Who's Here!
		SE15: Making Choices
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to
		understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Written Numerals
INDICATOR	M.48.4.	Recognize written numerals up to at least five.
		Intentional Teaching Cards M04: Number Cards
		M37: Secret Numbers
		M41: Making Numerals M63: Fishing Trip
		M79: Ping-Pong Pick-Up
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to
		understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Comparison
INDICATOR	M.48.6.	Compare sets of 1 to 5 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same.
		Intentional Teaching Cards
		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
		M67: Fruit Smootnies M68: Trail Mix
		M73: Oatmeal Raisin Cookies

STATE FRAMEWORK	M.A. M.60.	M77: Board GamesM78: Math CollageM79: Ping-Pong Pick-UpP16: Body Part BalanceP19: Bounce & CatchP21: HoppingP29: Stop & GoSE02: Look Who's Here!SE15: Making ChoicesStrand A: Early learning experiences will support children tounderstand counting and cardinality.4 to 5 years
EXPECTATION		
INDICATOR INDICATOR	M.60.1.	Number Names Say or sign the number sequence up to at least 20.
		Intentional Teaching Cards LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL49: Vegetable Soup LL51: Pizza M02: Counting & Comparing M04: Number Cards M05: Sorting & Classifying M06: Tallying M13: Nursery Rhyme Count M17: Guessing Jar M18: Bounce & Count M19: Which Has More? M22: Story Problems M37: Secret Numbers M39: Let's Go Fishing M61: Shake, Rattle, and Roll M63: Fishing Trip M68: Trail Mix M77: Board Games M78: Math Collage SE02: Look Who's Here!
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Cardinality
INDICATOR	M.60.2.	Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set. <u>Intentional Teaching Cards</u> LL22: Coupon Match LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL49: Vegetable Soup LL51: Pizza M01: Dinnertime M02: Counting & Comparing M03: Seek & Find M04: Number Cards M05: Sorting & Classifying M06: Tallying M10: Biscuits

INDICATOR M.60.3. INDICATOR M.60.3. Count of a set of bigs bigs of bigs bigs of bigs of bigs of bigs bigs of bigs of bigs big	Provide the second seco		
M13: Nursery Rhyme Count M15: Play Dough M16: Show Me Five M17: Guessing Jar M18: Bounce & Count M19: Which Has More? M22: Story Problems M22: Applesauce M31: Lining it Up M32: Balls M27: Peach Cobbler M32: Applesauce M31: Lining it Up M37: Secret Numbers M33: Let's Go Fishing M41: Making Numerals M45: Hold Numerals M59: Bootne of Fewer Towers M33: Lat's Go Fishing M41: Making Numerals M57: Fruit Smoothies M68: Fishing The) M67: Fruit Smoothies M68: Trail Mix M73: Oatmeal Raisin Cookies M74: Vegetable Sitr Fry M77: Board Games M78: Math Collage M79: Ping-Pong Pick-Up P16: Body Part Balance P21: Hopping P22: Stop & Go SED2: Look Who's Here! SET5: Making Choices M60: Dimertime M02: Counting & Comparing M03: Seck & Find M04: Number Cards <td></td> <td></td> <td></td>			
M13: Nursery Rhyme Count M15: Play Dough M16: Show Me Five M17: Guessing Jar M18: Bounce & Count M19: Which Has More? M22: Story Problems M22: Applesauce M31: Lining it Up M32: Balls M27: Peach Cobbler M32: Applesauce M31: Lining it Up M37: Secret Numbers M33: Let's Go Fishing M41: Making Numerals M45: Hold Numerals M59: Bootne of Fewer Towers M33: Lat's Go Fishing M41: Making Numerals M57: Fruit Smoothies M68: Fishing The) M67: Fruit Smoothies M68: Trail Mix M73: Oatmeal Raisin Cookies M74: Vegetable Sitr Fry M77: Board Games M78: Math Collage M79: Ping-Pong Pick-Up P16: Body Part Balance P21: Hopping P22: Stop & Go SED2: Look Who's Here! SET5: Making Choices M60: Dimertime M02: Counting & Comparing M03: Seck & Find M04: Number Cards <td></td> <td></td> <td>M12: Measure & Compare</td>			M12: Measure & Compare
INDECATOR M.60.3. INDICATOR M.60.3. Count of a set of objects up to five. Intentional Teaching Comparing M.21 Teach Cobler M22: Story Problems M22: Story Problems M22: Marco Problems M22: Story Problems M22: Story Problems M23: Applesauce M37: Secret Numbers M38: Let's Go Fishing M41: Making Numerals M55: Work or Fewer Towers M61: Shake, Ratits, and Roll M62: Fishing Trip M66: CobeCK M67: Fruit Smoothies M68: Trail Mix M73: Oarmeal Raisin Cookies M74: Vegetable Story Fry M77: Board Games M78: Board Games			M13: Nursery Rhyme Count
M16: Show Me Five M17: Guessing Jar M18: Bounce & Count M19: Which Has More? M22: Matzo Balls M22: Matzo Balls M27: Peach Cobbler M37: Secret Numbers M37: Berech Wumbers M37: Secret Numbers M37: Berech Wumbers M37: Berech Wumbers M37: Berech Wumbers M37: Berech Wumbers M38: Initiag Numerals M41: Making Numerals M58: More or Fewer Towers M58: More or Fewer Towers M58: More of Fewer Towers M58: Trail Mix M74: Deaber Up M57: Four Comes M74: Bereak Ratile, and Roll M74: Matro Collage M74: Bereak Ratile, Cookles M74: Bereak Ratile, and Roll M78: Diap-Pong Pick-Up P16: Body Part Balance P19: Bounce & Carch P21: Hopping P28: Stop & Go SEC15: Making Choices INDICATOR M.60.3. Count out a set of objects up to five. Intentional Teaching Cards L1.24: Lomonade <td< td=""><td></td><td></td><td></td></td<>			
M17: Guessing Jar M18: Bounce & Count M18: Bounce & Count M19: Which Has More? M2: Story Problems M2: Matzo Balls M27: Peach Cobber M22: Story Problems M24: Matzo Balls M27: Peach Cobber M22: Story Goldens M31: Lining It Up M31: Lining It Up M33: Let's Go Fishing M41: Making Numerals M66: Shake, Rattle, and Roll M67: Fruit Smoothies M67: Fruit Smoothies M66: Trail Mix M73: Otamaal Raisin Cookies M74: Vegetable Stir Fry M77: Board Games M78: Math Collage M79: Ping-Ping Pick-Up P16: Boay Part Balance P20: Stop 60 SE02: Look Who's Herel SE15: Making Choices Store for Games M78: Fing-Pong Pick-Up P16: Boay Part Balance P20: Stop 60 SE02: Look Who's Herel SE15: Making Choices M10: Dimertime M02: Count out a set of objects up to five. Intentional Teaching Cards			
M19: Which Has More? M19: Which Has More? M22: Story Problems M22: Matzo Balls M27: Peach Cobbler M28: Applesauce M31: Lining It Up M37: Secret Numbers M38: Ed's Go Fishing M41: Making Numerals M58: Shing Trip M68: Trait Mix M72: Vegetable Stir Fry M73: Beach Collage M74: Vegetable Stir Fry M75: Bach Collage M78: Math Collage M79: Math Collage M10: Count out as et of objects up to five. Intentional Teaching Cards L123: Finitus Stad L123: Finitus Stad			
M19: Which Has More? M2: Story Problems M2: Matzo Balls M2: Peach Cobbler M2: Peach Cobbler M2: Peach Cobbler M3: Lining It Up M3: Lining It Up M3: Lining It Up M3: Lining It Up M3: Lining Trip M4: Making Numerals M6: Shake, Rattle, and Roll M6: Shake, Rattle, and Roll M6: Trill Mix M7: Board Comes M7: Board Comes M7: Pang Pick-Up P16: Body Part Balance P19: Bounce & Catch P19: Bounce & Catch P19: Bounce & Catch P29: Stop & Go SE15: Making Choices INDICATOR M.60.3. Count out a set of objects up to five. Intentional Teaching Cards L124: Lemonade L123: Fuit Salad L13: Fuit Salad </td <td></td> <td></td> <td></td>			
INDICATOR M.60.3. MOLICATOR M.60.3. INDICATOR M.60.3. M.60.3. Comparing Kurding Kurdi			
M22: Marzo Balis M27: Peach Cobbler M28: Applesauce M31: Lining It Up M31: Lining It Up M31: Lining It Up M31: Kining Trip M31: Kining Trip M59: More or Fewer Towers M61: Shake, Rattle, and Roll M65: OrbECk M67: Fruit Smoothies M68: Trail Mix M72: Deard Games M74: Vegetable Stir Fry M77: Bart Collage M78: Math Collage M79: Pig. Soluto & Catch P21: Hopping P28: Stip & Go SE02: Look Who's Here! SE15: Making Choices L123: Fruit Salad L124: Lemonade L124: Lemonade L125: Flyza M01: Dinnertime M02: Counting & Comparing M03: Seek & Find M04: Numer Cards			
M22: Peach Cobbler M22: Applesauce M31: Lining It Up M31: Secret Numbers M33: Let's Go Fishing M41: Making Numerals M59: More or Fower Towers M61: Shake, Rattle, and Roll M63: Fishing Trip M65: ObbECk M67: Fruit Smoothles M68: ObbECk M67: Shake, Rattle, and Roll M68: ObbECk M67: Fruit Smoothles M68: ObbECk M67: Shake, Rattle, Bir Fry M77: Nig-Pong Pick-Up P16: Body Part Balance P19: Bouroe & Catch P21: Hopping P20: Stop & Go SE02: Look Who's Here! SE15: Making Choices INDICATOR M.60.3. Count out a set of objects up to five. Intentional Teaching Cards L124: Lemonade L134: Salsa L134: Salsa L135: Salsa L136: Salsa L137: Counting & Comparing M03: Seek & Find M04: Dimer Cards M10: Biscuits M10: Biscuits M10: Biscuits<			-
M22: Applesauce M31: Lining It Up M31: Lining It Up M37: Secret Numbers M39: Let's Go Fishing M41: Making Numerals M55: More or Fewer Towers M61: Shake, Rattle, and Roll M63: Shake, Rattle, and Roll M63: Shake, Rattle, and Roll M64: Chake, Rattle, and Roll M65: ObleCk M67: Fruit Smoothies 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 INDICATOR M.60.3. Count out a set of objects up to five. Intentional Teaching Cards L124: Lemonade L138: Salsa L138: Salsa L139: L139: Vegetable Soup L149: Vegetable Soup L151: Pizza M01: Dinnertime M02: Counting & Classifying M05: Sorting & Classifying M05: Sorting & Classifying			M24: Matzo Balls
M31: Lining It Up M37: Secret Numbers M33: Let's Go Fishing M41: Making Numerals M59: More or Fewer Towers M61: Shake, Rattle, and Roll M61: Shake, Rattle, and Roll M63: Fishing Trip M61: Shake, Rattle, and Roll M63: Fishing Trip M66: ObDECk M67: Fruit Smoothies M73: Oatmeal Raisin Cookies M74: Megrable Stir Fry M77: Board Games M78: Math Collage M79: Ping-Pong Pick-Up P16: Body Part Balance P19: Bounce & Catch P21: Hopping P23: Stop & Go SED2: Look Who's Here! SE15: Making Choices INDICATOR M.60.3. Count out a set of objects up to five. Intentional Teaching Cards LL34: Usershing LL35: Stalad LL37: Roll-Ups LL43: Usershing Comparing M02: Counting & Comparing M03: Seek & Find M04: Number Cards M05: Sorting & Classifying M05: Sorting & Classifying M06: Sintying <t< td=""><td></td><td></td><td>M27: Peach Cobbler</td></t<>			M27: Peach Cobbler
M31: Lining It Up M37: Secret Numbers M33: Let's Go Fishing M41: Making Numerals M59: More or Fewer Towers M61: Shake, Rattle, and Roll M61: Shake, Rattle, and Roll M63: Fishing Trip M61: Shake, Rattle, and Roll M63: Fishing Trip M66: ObDECk M67: Fruit Smoothies M73: Oatmeal Raisin Cookies M74: Megrable Stir Fry M77: Board Games M78: Math Collage M79: Ping-Pong Pick-Up P16: Body Part Balance P19: Bounce & Catch P21: Hopping P23: Stop & Go SED2: Look Who's Here! SE15: Making Choices INDICATOR M.60.3. Count out a set of objects up to five. Intentional Teaching Cards LL34: Usershing LL35: Stalad LL37: Roll-Ups LL43: Usershing Comparing M02: Counting & Comparing M03: Seek & Find M04: Number Cards M05: Sorting & Classifying M05: Sorting & Classifying M06: Sintying <t< td=""><td></td><td></td><td>M28: Applesauce</td></t<>			M28: Applesauce
M37: Secré Numbers M39: Let's Go Fishing M41: Making Numerals M59: More or Fower Towers M61: Shake, Rattle, and Roll M63: Fishing Trip M66: OobECk M67: Fruit Smoothies M68: OobECk M67: Frait Mix M73: Beard Games M74: Vegetable Stir Fry M77: Board Games M78: Minh Collage M78: Ping-Pong Pick-Up P16: Body Part Balance P19: Bounce & Catch P21: Hopping P29: Stop & Go SEO2: Look Who's Herel SE15: Making Choices SEO3: Look Who's Herel SE15: Making Choices NDICATOR M.60.3. Count out a set of objects up to five. Intentional Teaching Cards L124: Lemonade L135: Salsa L137: Roli-Ups L143: Vegetable Soup L143: Vegetable Soup L143: Vegetable Soup L141: Vegetable Soup M12: Sinewing Mone Count M19: Bincuits M11: Graphing M12: Nursery Rhyme Count			
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 Smoothles M67: Trail Mix M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M77: Vegetable Stir Fry M77: Deard Games M78: Math Collage M79: Ping-Pong Pick-Up P16: Body Part Balance P21: Hopping P23: Stop & Go SE02: Look Who's Here! SE15: Making Choices INDICATOR M.60.3. Count out a set of objects up to five. Intentional Teaching Cards LL36: Salsa LL37: Fruit Salad LL38: Salsa LL39: Vegetable Soup LL51: Pizza M01: Dimertime M02: Counting & Comparing M03: Number Cards M11: Graphing M12: Counting & Compare M13: Nursery Rhyme Count M14: Bounce & Count M15: Bhay May M16: Show Me Five M17: Greashing			
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M06: Tallying M10: Biscuits M11: Graphing M12: Measure & Compare M13: Nursery Rhyme Count M15: Play Dough M16: Show Me Five M17: Guessing Jar 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	INDICATOR	М.60.3.	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
M10: Biscuits M11: Graphing M12: Measure & Compare M13: Nursery Rhyme Count M15: Play Dough M16: Show Me Five M17: Guessing Jar M18: Bounce & Count M18: Bounce & Count M19: Which Has More? M22: Story Problems M24: Matzo Balls M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M31: Lining It Up M37: Secret Numbers M39: Let's Go Fishing	INDICATOR	М.60.3.	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
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M37: Secret Numbers M39: Let's Go Fishing	INDICATOR	М.60.3.	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
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	INDICATOR	М.60.3.	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
M41: Making Numerals	INDICATOR	М.60.3.	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
	INDICATOR	М.60.3.	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

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		M59: More or Fewer Towers M61: Shake, Rattle, and Roll M63: Fishing Trip
		M66: OobECk
		M67: Fruit Smoothies M68: Trail Mix
		Mod: Trail Mix M73: Oatmeal Raisin Cookies
		M74: Vegetable Stir Fry
		M77: Board Games
		M78: Math Collage
		M79: Ping-Pong Pick-Up
		P16: Body Part Balance P19: Bounce & Catch
		P21: Hopping
		P29: Stop & Go
		SE02: Look Who's Here!
		SE15: Making Choices
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Written Numerals
INDICATOR	M.60.4.	Recognize written numerals up to at least 10.
		Intentional Teaching Cards M04: Number Cards
		M04: Number Cards M37: Secret Numbers
		M41: Making Numerals
		M63: Fishing Trip
		M79: Ping-Pong Pick-Up
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	М.60.	4 to 5 years
INDICATOR		Recognition of Quantity
INDICATOR	M.60.5.	Quickly recognize and name, without counting, the number of objects in collections of up to at least five items.
		Intentional Teaching Cards
		M04: Number Cards
		M37: Secret Numbers
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	М.60.	4 to 5 years
INDICATOR		Comparison
INDICATOR	M.60.6.	Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same.
		Intentional Teaching Cards
		LL24: Lemonade
		LL35: Fruit Salad
		LL36: Salsa
		LL37: Roll-Ups LL49: Vegetable Soup
		LL49: Vegetable Soup
		M01: Dinnertime
		M02: Counting & Comparing
		M03: Seek & Find
1	11	M04: Number Cards

		M05: Sorting & Classifying
		M06: Tallying
		M10: Biscuits
		M11: Graphing M12: Measure & Compare
		M12: Measure & Compare M13: Nursery Rhyme Count
		M15: Play Dough
		M16: Show Me Five
		M17: Guessing Jar
		M18: Bounce & Count M19: Which Has More?
		M19: Which has more? M22: Story Problems
		M24: Matzo Balls
		M27: Peach Cobbler
		M28: Applesauce
		M31: Lining It Up M37: Secret Numbers
		M39: Let's Go Fishing
		M41: Making Numerals
		M59: More or Fewer Towers
		M61: Shake, Rattle, and Roll
		M63: Fishing Trip M66: OobECk
		M67: Fruit Smoothies
		M68: Trail Mix
		M73: Oatmeal Raisin Cookies
		M74: Vegetable Stir Fry M77: Board Games
		M78: Math Collage
		M79: Ping-Pong Pick-Up
		P16: Body Part Balance
		P19: Bounce & Catch
		P21: Hopping P29: Stop & Go
		SE02: Look Who's Here!
		SE15: Making Choices
STATE FRAMEWORK	М.В.	Strand B: Early learning experiences will support children to
		understand and describe relationships to solve problems (operations and algebraic thinking).
GRADE LEVEL	M.48.	3 to 4 years
EXPECTATION		•
INDICATOR		Number Operations
INDICATOR	M.48.7.	Understand that adding to (or taking away) one or more objects from a group will increase or decrease the objects in the group.
		Intentional Teaching Cards
		M01: Dinnertime
		M13: Nursery Rhyme Count
		M22: Story Problems M63: Fishing Trip
		Mos: Fishing Trip M77: Board Games
		M78: Math Collage
STATE FRAMEWORK	M.B.	Strand B: Early learning experiences will support children to
		understand and describe relationships to solve problems
		(operations and algebraic thinking).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Number Operations
INDICATOR	M.60.7.	Use real-world situations and concrete objects to model and solve
		addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five.
		Intentional Teaching Cards
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INDICATOR	M.60.8.	M01: Dinnertime M13: Nursery Rhyme Count M22: Story Problems M63: Fishing Trip M77: Board Games M78: Math Collage Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects). Intentional Teaching Cards M01: Dinnertime M13: Nursery Rhyme Count M22: Story Problems
		M63: Fishing Trip M77: Board Games M78: Math Collage
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Measurement
INDICATOR		Recognize measurable attribute of an object such as length, weight or capacity. Intentional Teaching Cards M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M10: Biscuits M12: Measure & Compare M15: Play Dough M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M31: Lining It Up M32: Which Container Holds More? M33: Apple Oat Muffins M43: Pancakes M44: Musical Water M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M62: How Big Around? M64: Five-Layer Dip M65: Cornbread M66: OobECk M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P32: Math Journal
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects

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

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

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

STATE FRAMEWORK	M.D.	M23: Putting Puzzles TogetherM30: Buried ShapesM42: Straw ShapesM47: My Shadow and IM50: The Farmer Builds a FenceM58: Missing LidsP32: Math JournalStrand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Composition of Shapes
INDICATOR	M.48.13.	Combine two or more shapes to create a new shape or to represent an object in the environment. Intentional Teaching Cards M20: I'm Thinking of a Shape M21: Geoboards M42: Straw Shapes M47: My Shadow and I M50: The Farmer Builds a Fence
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	М.60.	4 to 5 years
INDICATOR		Spatial Relationships
INDICATOR	M.60.13.	Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object. <u>Intentional Teaching Cards</u> M01: Dinnertime M36: We're Going on an Adventure M47: My Shadow and I M51: Can You Find It? M55: Stepping Stones M56: Where's the Beanbag? P32: Math Journal
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	М.60.	4 to 5 years
INDICATOR		Identification of Shapes
INDICATOR	M.60.14.	Identify and describe a variety of 2-dimensional and 3-dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size. Intentional Teaching Cards M20: I'm Thinking of a Shape M21: Geoboards M23: Putting Puzzles Together M30: Buried Shapes M42: Straw Shapes M42: Straw Shapes M47: My Shadow and I M50: The Farmer Builds a Fence M58: Missing Lids P32: Math Journal
DOMAIN / CONTENT	CT.S.	Science

S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
S.48.	3 to 4 years
	Questioning and Defining Problems
S.48.1.	Ask more detailed questions including the relationship between two things or cause and effect relationships. <u>Intentional Teaching Cards</u> LL54: Asking Questions M26: Huff & Puff SE01: Site Visits
S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
S.48.	3 to 4 years
	Investigating
S.48.2.	Intentionally vary actions in order to observe the effect of these actions on materials. Intentional Teaching Cards LL07: Letters, Letters, Letters LL24: Lemonade LL25: What's for Snack? LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Flizza 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: Apple Bread M32: Which Container Holds More? M33: Apple Oat Muffins M34: Cover Up M43: Pancakes M44: Musical Water M45: Balancing Act M35: Black Bean Corn Salad M54: Gingerbread Coo
	S.48. S.48.1. S.48.1. S.48.1. S.48. S.48.

STATE FRAMEWORK	S.A.	M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P01: Let's Sew P02: Play Dough Weaving P30: Mixing Paints P31: Tie-Dyed Towels SE01: Site Visits Strand A: Early learning experiences will support children to apply
GRADE LEVEL	S.48.	scientific practices. 3 to 4 years
EXPECTATION	5.40.	S to 4 years
INDICATOR		Using Evidence
INDICATOR	S.48.3.	Cite examples to support their ideas (e.g., "I think the plant will die because when I forgot to water my plant it died."). Intentional Teaching Cards LL02: Desktop Publishing LL07: Letters, Letters, Letters LL09: Pocket Storytelling: The Mitten LL15: Textured Letters LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL27: Writing Poems LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL43: Introducing New Vocabulary LL43: Observational Drawing LL43: Observational Drawing LL43: 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 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

	1	M29: Apple Bread
		M32: Which Container Holds More?
		M33: Apple Oat Muffins
		M34: Cover Up
		M39: Let's Go Fishing
		M43: Pancakes
		M44: Musical Water
		M45: Picture Patterns
		M49: Balancing Act
		M52: Modeling Clay
		M53: Black Bean Corn Salad
		M54: Gingerbread Cookies
		M58: Missing Lids M64: Five-Layer Dip
		M65: Cornbread
		M66: OobECk
		M67: Fruit Smoothies
		M68: Trail Mix
		M69: Cream Cheese & Strawberry Snacks
		M70: Egg Salad
		M71: Flat Bread
		M72: Macaroni & Cheese
		M73: Oatmeal Raisin Cookies
		M74: Vegetable Stir Fry
		M75: Sugar Cookies
		M76: Orange Banana Yogurt Pops
		M79: Ping-Pong Pick-Up
		P01: Let's Sew
		P02: Play Dough Weaving
		P04: Kick High
		P05: Throw Hard, Throw Far
		P07: Balloon Catch
		P10: Jumping Rope P12: Exploring Pathways
		P14: Moving Through the Forest
		P15: Dribble Kick
		P18: Dribbling a Ball
		P19: Bounce & Catch
		P24: Swing & Jump Rope
		P25: Kick Hard
		P26: Keep It Up
		P28: Balloon Pong
		P30: Mixing Paints
		P31: Tie-Dyed Towels
		P32: Math Journal
		SE01: Site Visits
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply
	••••	scientific practices.
GRADE LEVEL	S.60.	4 to 5 years
EXPECTATION	0.00.	+ to 5 years
INDICATOR		Investigating
		Investigating
INDICATOR	S.60.2.	Engage in collaborative investigations to describe phenomena or to
		explore cause and affect relationships.
		Intentional Teaching Cards
		LL07: Letters, Letters, Letters
		LL27: Letters, Letters
		LL25: What's for Snack?
		LL25. Fruit Salad
		LL36: Salsa
		LL37: Roll-Ups
		LL38: Hummus
		LL49: Vegetable Soup
		LL50: Making Shiny Paint
L		

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

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

		LL25: What's for Snack?
		LL25: What's for Shack?
		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
		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
		M20. Hull & Full M27: Peach Cobbler
		M27. Peach cobbler M28: Applesauce
		M29: Apple Bread
		M32: Which Container Holds More?
		M33: Apple Oat Muffins
		M34: Cover Up
		M43: Pancakes
		M44: Musical Water
		M45: Picture Patterns
		M49: Balancing Act
		M52: Modeling Clay
		M53: Black Bean Corn Salad
		M54: Gingerbread Cookies M58: Missing Lids
		M65: Cornbread
		M66: OobECk
		M67: Fruit Smoothies
		M68: Trail Mix
		M69: Cream Cheese & Strawberry Snacks
		M70: Egg Salad
		M71: Flat Bread
		M72: Macaroni & Cheese
		M73: Oatmeal Raisin Cookies
		M74: Vegetable Stir Fry M75: Sugar Cookies
		M75: Sugar Cookies M76: Orange Banana Yogurt Pops
		P12: Exploring Pathways
INDICATOR	S.60.11.	Determine cause and effect of push/pull/collision that make objects,
	3.00.11.	start, stop and change direction.
		Start, stop and onange unconon.
		Intentional Teaching Cards
		M26: Huff & Puff
		P12: Exploring Pathways
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to
		understand physical sciences.
GRADE LEVEL	S.60.	4 to 5 years
EXPECTATION		
INDICATOR		Matter and its Properties
INDICATOR	S.60.12.	Evaluate the appropriateness of a material for a given purpose
		based upon its properties.

		Intentional Teaching Cards LL21: Buried Treasures LL61: Color Hunt M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M09: Bigger Than, Smaller Than, Equal To M11: Graphing M58: Missing Lids
DOMAIN / CONTENT STANDARD	CT.SS.	Social Studies
STATE FRAMEWORK	SS.A.	Strand A: Early Learning experiences will support children to understand self, family and a diverse community.
GRADE LEVEL EXPECTATION	SS.48.	3 to 4 years
INDICATOR		Individual Development and Identity
INDICATOR	SS.48.1.	Identify physical characteristics of self (e.g., eyes, hair, skin, etc.). Intentional Teaching Cards LL41: Our Names, Our Things
STATE FRAMEWORK	SS.B.	Strand B: Early Learning experiences will support children to learn about people and the environment.
GRADE LEVEL EXPECTATION	SS.48.	3 to 4 years
INDICATOR		Power, Authority and Governance
INDICATOR	SS.48.4.	Demonstrate an understanding of some reasons for basic rules in the home, cultural community and/or classroom. 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

Mighty Minutes State: Connecticut Early Learning and Development Standards Subject: Early Childhood Education Grade: Ages 3-5

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

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

STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR INDICATOR	C.B. C.60.	Mighty Minutes MM41: The Imaginary Ball MM63: Going on a Journey MM64: Paper Towel Rap MM83: Let's Make a Cake MM84: Let's Make Letters MM90: Little Miss Muffet Strand B: Early learning experiences will support children to use logic and reasoning. 4 to 5 years Cause and Effect Try multiple uses of same materials and observe differing results.
		Mighty Minutes MM69: The Litter Monster
STATE FRAMEWORK	С.В.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Attributes, Sorting and Patterns
INDICATOR	C.60.10.	Begin to question accuracy of information and sources as evidenced by sharing conflicting information from another source (e.g., when the teacher shares information with class, says, "But my dad says").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
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.60.	4 to 5 years
INDICATOR		Symbolic Representation
INDICATOR	C.60.12.	Use dissimilar objects to represent other objects in play or perform an action with an imaginary object (e.g., use stirring action without anything in hand). <u>Mighty Minutes</u> MM41: The Imaginary Ball MM63: Going on a Journey MM83: Let's Make a Cake MM84: Let's Make Letters MM90: Little Miss Muffet
INDICATOR	C.60.13.	Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality. <u>Mighty Minutes</u> MM41: The Imaginary Ball MM63: Going on a Journey MM83: Let's Make a Cake

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

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

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

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

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

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

		books)
INDICATOR	L.48.13.	Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text.
		Mighty Minutes
		MM10: Words in Motion MM11: What Is My Job?
		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
		MM32: Walk the Line
		MM35: My Name, Too!
		MM36: Body Patterns
		MM37: Little Ball
		MM38: Spatial Patterns MM39: Let's Pretend
		MM39. Let's Freiend 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
		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?
		MM95: Oh, Deal's What Call the Matter Bey MM96: The Old Man
		MM97: Shape Hunt
		MM99: Let's All Follow
NDICATOR	L.48.14.	Ask and answer simple who, what, where and why questions related to story or text.
		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
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STATE FRAMEWORK	L.E.	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 Strand E: Early learning experiences will support children to gain
		knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Book Concepts
INDICATOR	L.48.16.	Look at pages of a book from left to right (or according to conventions of home language). <u>Mighty Minutes</u> MM08: Clap the Missing Word MM37: Little Ball MM87: One, Two, Buckle My Shoe
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Book Concepts
INDICATOR	L.60.15.	Know how print is read (e.g., left to right, top to bottom, front to back or according to convention of home language). <u>Mighty Minutes</u> MM08: Clap the Missing Word MM37: Little Ball MM87: One, Two, Buckle My Shoe
INDICATOR	L.60.17.	Recognize words as a unit of print and that letters are grouped to form words. <u>Mighty Minutes</u> MM47: Step Up
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Print Concepts
INDICATOR	L.60.19.	Begin to use awareness of letter sounds along with pictures to read words in text. <u>Mighty Minutes</u> MM47: Step Up MM59: Clap the Beat MM97: Shape Hunt
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Letter Recognition
INDICATOR	L.60.20.	Recognize and name known letters of the alphabet in familiar and unfamiliar words. <u>Mighty Minutes</u> MM07: Hippity, Hoppity, How Many? MM09: Writing in the Air

		MM15:Say It, Show It MM22: Hot or Cold 3-D Shapes MM25: Freeze MM32: Walk the Line MM33: Thumbs Up MM36: Body Patterns MM47: Step Up MM52: Walk Around the Shapes MM57: Find the Letter Sound MM58: A-Hunting We Will Go MM75: Busy Bees MM77: Hello Bingo MM83: Let's Make a Cake MM92: Name Cheer MM96: The Old Man MM97: Shape Hunt MM98: I Have One
INDICATOR	L.60.21.	Make some letter-sound connections. <u>Mighty Minutes</u> MM47: Step Up
STATE FRAMEWORK	L.F.	Strand F: Early learning experiences will support children to develop phonological awareness.
GRADE LEVEL EXPECTATION	L.48.	3 to 4 years
INDICATOR		Phonological Awareness
INDICATOR	L.48.20.	Recognize rhyming words in songs, chants or poems. 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 MM53: 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: Listen For Your Name MM88: Disappearing Rhymes MM80: The Old Man
INDICATOR	L.48.21.	MM96: The Old Man Identify when initial sounds in words are the same. 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 MM50: 1, 2, 3, What Do I See? MM55: Mr. Forgetful MM75: Busy Bees MM76: Describing Things MM88: Disappearing Rhymes MM95: Sorting Syllables
STATE FRAMEWORK	L.F.	Strand F: Early learning experiences will support children to develop phonological awareness.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Phonological Awareness
INDICATOR	L.60.22.	Produce rhyming words or words that have same initial sound.
		Mighty MinutesMM03: Purple PantsMM04: Riddle Dee DeeMM100: La, La, LaMM12: Ticky RickyMM14: Scat SingingMM15:Say It, Show ItMM16: Nothing, Nothing, SomethingMM17: Leaping SoundsMM18: I'm Thinking OfMM18: I'm Thinking OfMM19: I Spy With My Little EyeMM27: Diddle, Diddle, DumplingMM30: Bounce, Bounce, BounceMM31: Thumbs UpMM32: Thumbs UpMM33: Thumbs UpMM33: Thumbs UpMM43: Bouncing Big Brown BallsMM44: Two Plump ArmadillosMM44: Strolling Through the ParkMM45: Strolling Through the ParkMM50: 1, 2, 3, What Do I See?MM51: High in the TreeMM55: Mr. ForgetfulMM55: Mr. ForgetfulMM55: Mr. ForgetfulMM52: A-Hunting We Will GoMM62: Where Can He Be?MM73: Are You Ready?MM74: Jack in the BoxMM75: Busy BeesMM76: Describing ThingsMM79: Here Is the BeehiveMM80: Hickory, Dickory DockMM81: Humpty Dumpty

		MM82: Let's Clean Up!
		MM83: Let's Make a Cake
		MM85: Listen For Your Name
		MM87: One, Two, Buckle My Shoe MM88: Disappearing Rhymes
		MM06. Disappearing Rightes MM95: Sorting Syllables
		MM95: Solding Synables MM96: The Old Man
INDICATOR	L.60.23.	Recognize which words in a set of words 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
		MM35: My Name, Too!
		MM37: Little Ball
		MM43: Bouncing Big Brown Balls
		MM46: Strolling Through the Park MM47: Step Up
		MM47: Step Op MM48: Feely Box
		MM46. Feely BOX MM50: 1, 2, 3, What Do I See?
		MM55: Mr. Forgetful
		MM75: Busy Bees
		MM76: Describing Things
		MM88: Disappearing Rhymes
		MM95: Sorting Syllables
INDICATOR	L.60.24.	Distinguish syllables in words.
		Mighty Minutes
		MM100: La, La, La MM17: Leaping Sounds
		MM17. Leaping Sounds MM40: Clap a Friend's Name
		MM40. Clap a Frend S Name MM55: Mr. Forgetful
		MM59: Clap the Beat
		MM60: The Name Dance
		MM85: Listen For Your Name
		MM95: Sorting Syllables
STATE FRAMEWORK		
	L.G.	Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.
GRADE LEVEL EXPECTATION	L.60.	4 to 5 years
INDICATOR		Drawing and Writing
INDICATOR	L.60.25.	Draw original stories with a beginning, middle and end.
		Mighty Minutes
		MM64: Paper Towel Rap
DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Music
INDICATOR	CA.48.1.	Adapt to changes in the basic qualities of music and move in more
	UA.40.1.	ruape to changes in the basic qualities of music and move in more

		organized ways to same/different qualities of music.
		Mighty Minutes MM66: Musical Junk
INDICATOR	CA.48.2.	Imitate or spontaneously sing an entire verse of song.
		Mighty Minutes MM01: The People in Your Neighborhood
		MM03: Purple Pants
		MM06: This Is the Way
		MM08: Clap the Missing Word MM100: La, La, La
		MM11: What Is My Job?
		MM14: Scat Singing
		MM20: I Can Make a Circle
		MM23: Hi-Ho, the Derry-O MM24: Dinky Do
		MM29: Baa, Baa, Black Sheep
		MM30: Bounce, Bounce, Bounce
		MM38: Spatial Patterns
		MM39: Let's Pretend MM40: Clap a Friend's Name
		MM43: Bouncing Big Brown Balls
		MM45: I'm a Sturdy Oak Tree
		MM52: Walk Around the Shapes
		MM53: Three Rowdy Children MM54: The Green Grass Grows
		MM58: A-Hunting We Will Go
		MM60: The Name Dance
		MM64: Paper Towel Rap
		MM66: Musical Junk MM69: The Litter Monster
		MM70: The Kids Go Marching In
		MM71: Recycle Song
		MM72: My Body Jumps
		MM77: Hello Bingo MM78: Hello Friends
		MM81: Humpty Dumpty
		MM83: Let's Make a Cake
		MM84: Let's Make Letters
		MM89: We Like Clapping MM91: Move to the Beat
		MM93: Oh, Dear! What Can the Matter Be?
		MM94: Old MacDonald
		MM96: The Old Man
		MM99: Let's All Follow
INDICATOR	CA.48.3.	Initiate new musical activities with voices or instruments (e.g., apply words, initiate their own listening and movement experiences with some adult assistance).
		Mighty Minutes
		MM01: The People in Your Neighborhood MM03: Purple Pants
		MM005: Fulple Failts 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
	11	MM30: Bounce, Bounce, Bounce

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		MM39: Let's Pretend
		MM40: Clap a Friend's Name MM43: Bouncing Big Brown Balls
		MM45. I'm a Sturdy Oak Tree
		MM52: Walk Around the Shapes
		MM53: Three Rowdy Children
		MM54: The Green Grass Grows
		MM58: A-Hunting We Will Go
		MM60: The Name Dance
		MM64: Paper Towel Rap
		MM66: Musical Junk
		MM69: The Litter Monster
		MM70: The Kids Go Marching In
		MM71: Recycle Song
		MM72: My Body Jumps
		MM77: Hello Bingo
		MM78: Hello Friends
		MM81: Humpty Dumpty
		MM83: Let's Make a Cake
		MM84: Let's Make Letters
		MM89: We Like Clapping MM91: Move to the Beat
		MM91: Move to the Beat MM93: Oh. Dear! What Can the Matter Be?
		MM95: Old MacDonald
		MM96: The Old Man
		MM99: Let's All Follow
	CA 49.4	
INDICATOR	CA.48.4.	Spontaneously sing songs and/or participate in songs with gestures.
		yesiules.
		Mighty Minutes
		MM01: The People in Your Neighborhood
		MM03: Purple Pants
		MM06: This Is the Way
		MM07: Hippity, Hoppity, How Many?
		MM08: Clap the Missing Word
		MM09: Writing in the Air
		MM100: La, La, La
		MM11: What Is My Job?
		MM14: Scat Singing
		MM15:Say It, Show It
		MM20: I Can Make a Circle
		MM23: Hi-Ho, the Derry-O
		MM24: Dinky Do
		MM26: Echo Clapping MM29: Baa, Baa, Black Sheep
		MM29: Baa, Baa, Black Sneep MM30: Bounce, Bounce, Bounce
		MM30: Bounce, Bounce, Bounce MM38: Spatial Patterns
		MM30: Spatial Patients MM39: Let's Pretend
		MM40: Clap a Friend's Name
		MM43: Bouncing Big Brown Balls
		MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree
		MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows
		MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM58: A-Hunting We Will Go
		MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM58: A-Hunting We Will Go MM60: The Name Dance
		MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM58: A-Hunting We Will Go MM60: The Name Dance MM64: Paper Towel Rap
		MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM58: A-Hunting We Will Go MM60: The Name Dance MM64: Paper Towel Rap MM66: Musical Junk
		MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM58: A-Hunting We Will Go MM60: The Name Dance MM64: Paper Towel Rap MM66: Musical Junk MM69: The Litter Monster
		MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM58: A-Hunting We Will Go MM60: The Name Dance MM64: Paper Towel Rap MM66: Musical Junk MM69: The Litter Monster MM70: The Kids Go Marching In
		MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM58: A-Hunting We Will Go MM60: The Name Dance MM64: Paper Towel Rap MM66: Musical Junk MM69: The Litter Monster MM70: The Kids Go Marching In MM71: Recycle Song
		MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM58: A-Hunting We Will Go MM60: The Name Dance MM64: Paper Towel Rap MM66: Musical Junk MM69: The Litter Monster MM70: The Kids Go Marching In MM71: Recycle Song MM72: My Body Jumps
		MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM58: A-Hunting We Will Go MM60: The Name Dance 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
		MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM58: A-Hunting We Will Go MM60: The Name Dance MM64: Paper Towel Rap MM66: Musical Junk MM69: The Litter Monster MM70: The Kids Go Marching In MM71: Recycle Song MM72: My Body Jumps

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

		MM81: Humpty Dumpty MM83: Let's Make a Cake MM84: Let's Make Letters MM86: Listening Story MM87: One, Two, Buckle My Shoe MM89: We Like Clapping MM90: Little Miss Muffet MM91: Move to the Beat MM92: Name Cheer MM93: Oh, Dear! What Can the Matter Be? MM96: The Old Man MM97: Shape Hunt MM99: Let's All Follow
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts. 3 to 4 years
EXPECTATION	CA.40.	S to 4 years
INDICATOR		Dance
INDICATOR	CA.48.7.	Demonstrate increasingly complex dance concepts while learning to move their body in place and through space (e.g., jumping from one place to another, combining several movements like hopping, turning, stamping feet). <u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Music
INDICATOR	CA.60.1.	Initiate new musical activities with voices/instruments (e.g., apply new words, add instruments to familiar song). <u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM03: Purple Pants MM06: This Is the Way MM08: Clap the Missing Word MM100: La, La, La MM11: What Is My Job? MM14: Scat Singing MM20: I Can Make a Circle MM23: Hi-Ho, the Derry-O MM24: Dinky Do MM29: Baa, Baa, Black Sheep MM30: Bounce, Bounce, Bounce MM38: Spatial Patterns MM39: Let's Pretend MM43: Spatial Patterns MM39: Let's Pretend MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM58: A-Hunting We Will Go MM60: The Name Dance MM64: Paper Towel Rap MM66: Musical Junk MM69: The Litter Monster MM70: The Kids Go Marching In MM71: Recycle Song

		MM72: My Body Jumps MM77: Hello Bingo MM78: Hello Friends MM81: Humpty Dumpty MM83: Let's Make a Cake MM84: Let's Make Letters MM89: We Like Clapping MM91: Move to the Beat MM93: Oh, Dear! What Can the Matter Be? MM94: Old MacDonald MM96: The Old Man MM99: Let's All Follow
INDICATOR	CA.60.2.	Invent own music through humming, singing, creating rhythms, etc.). Mighty Minutes MM01: The People in Your Neighborhood MM03: Purple Pants MM06: This Is the Way MM08: Clap the Missing Word MM100: La, La, La MM11: What Is My Job? MM14: Scat Singing MM20: I Can Make a Circle MM23: Hi-Ho, the Derry-O MM24: Dinky Do MM29: Baa, Baa, Black Sheep MM30: Bounce, Bounce, Bounce MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM58: A-Hunting We Will Go MM60: The Name Dance MM66: Musical Junk MM66: Musical Junk MM66: Musical Junk MM77: Hello Bingo MM77: Hello Bingo MM77: Hello Bingo MM78: Hello Friends MM31: Humpty Dumpty MM33: Let's Make Letters MM89: We Like Clapping MM91: Move to the Beat MM93: Oh, Dear! What Can the Matter Be? MM96: The Old Man
INDICATOR	CA.60.3.	MM99: Let's All Follow Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft). <u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM03: Purple Pants MM06: This Is the Way MM08: Clap the Missing Word

		MM100: La, La, La
		MM11: What Is My Job?
		MM14: Scat Singing
		MM20: I Can Make a Circle
		MM23: Hi-Ho, the Derry-O
		MM24: Dinky Do
		MM29: Baa, Baa, Black Sheep
		MM30: Bounce, Bounce, Bounce
		MM38: Spatial Patterns MM39: Let's Pretend
		MM39. Clap a Friend's Name
		•
		MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree
		MM-52: Walk Around the Shapes
		MM53: Three Rowdy Children
		MM54: The Green Grass Grows
		MM58: A-Hunting We Will Go
		MM60: The Name Dance
		MM64: Paper Towel Rap
		MM66: Musical Junk
		MM69: The Litter Monster
		MM70: The Kids Go Marching In
		MM71: Recycle Song
		MM72: My Body Jumps
		MM77: Hello Bingo
		MM78: Hello Friends
		MM81: Humpty Dumpty
		MM83: Let's Make a Cake
		MM84: Let's Make Letters
		MM89: We Like Clapping
		MM91: Move to the Beat
		MM93: Oh, Dear! What Can the Matter Be?
		MM94: Old MacDonald
		MM96: The Old Man
		MM99: Let's All Follow
	CA.60.4.	
INDICATOR	CA.60.4.	MM99: Let's All Follow Create music using their voices and/or a variety of instruments and materials.
INDICATOR	CA.60.4.	Create music using their voices and/or a variety of instruments and
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INDICATOR	CA.60.4.	Create music using their voices and/or a variety of instruments and materials. <u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM03: Purple Pants MM06: This Is the Way
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INDICATOR	CA.60.4.	Create music using their voices and/or a variety of instruments and materials. <u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM03: Purple Pants MM06: This Is the Way MM08: Clap the Missing Word MM100: La, La, La
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INDICATOR	CA.60.4.	Create music using their voices and/or a variety of instruments and materials. <u>Mighty Minutes</u> <u>MM01: The People in Your Neighborhood</u> <u>MM03: Purple Pants</u> <u>MM06: This Is the Way</u> <u>MM08: Clap the Missing Word</u> <u>MM100: La, La, La</u> <u>MM11: What Is My Job?</u> <u>MM14: Scat Singing</u> <u>MM20: I Can Make a Circle</u> <u>MM23: Hi-Ho, the Derry-O</u> <u>MM24: Dinky Do</u> <u>MM29: Baa, Baa, Black Sheep</u> <u>MM30: Bounce, Bounce, Bounce</u> <u>MM38: Spatial Patterns</u> <u>MM39: Let's Pretend</u> <u>MM44: Clap a Friend's Name</u> <u>MM43: Bouncing Big Brown Balls</u> <u>MM45: I'm a Sturdy Oak Tree</u> <u>MM52: Walk Around the Shapes</u> <u>MM53: Three Rowdy Children</u> <u>MM54: The Green Grass Grows</u> <u>MM58: A-Hunting We Will Go</u> <u>MM60: The Name Dance</u> <u>MM64: Paper Towel Rap</u>
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Strand A: Early learning experiences will support children to engage
in and enjoy the arts.
4 to 5 years
Drama
Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time).
Mighty MinutesMM10: Words in MotionMM11: What Is My Job?MM12: Ticky RickyMM16: Nothing, Nothing, SomethingMM17: Leaping SoundsMM25: FreezeMM30: Bounce, Bounce, BounceMM31: The WaveMM33: Walk the LineMM33: The WaveMM35: My Name, Too!MM36: Body PatternsMM37: Little BallMM38: Spatial PatternsMM39: Let's PretendMM40: Clap a Friend's NameMM41: The Imaginary BallMM42: Come Play With MeMM43: Bouncing Big Brown BallsMM45: I'm a Sturdy Oak TreeMM51: High in the TreeMM53: Three Rowdy ChildrenMM57: Find the Letter SoundMM58: A-Hunting We Will GoMM59: Clap the BeatMM60: The Name DanceMM63: Going on a JourneyMM67: Let's Stick TogetherMM77: Jack in the BoxMM77: Jack in the BoxMM77: Here Is the BeehiveMM78: Hello FriendsMM79: Here Is the BeehiveMM79: Here Is the BeehiveMM79: Here Is the BeehiveMM71: Let's Make LettersMM84: Let's Make LettersMM87: One, Two, Buckle My ShoeMM87: One, Two, Buckle My ShoeMM87: 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
NDICATOR	CA.60.7.	Use materials and props in unique ways and are creative in finding
NDICKTOK	04.00.7.	and using materials as props desired for dramatic play.
		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
		MM41: The magnary Ban 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
		MM97: Shape Hunt MM99: Let's All Follow
TATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage
		in and enjoy the arts.
GRADE LEVEL	CA.60.	in and enjoy the arts. 4 to 5 years

INDICATOR		Dance
INDICATOR	CA.60.8.	Use multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., use movement to represent leaves falling off trees – sway arms, wiggle fingers, stretch, fall to ground). <u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave
		MM67: Let's Stick Together
STATE FRAMEWORK	CA.B.	Strand B: Early learning experiences will support children to explore and respond to creative works.
GRADE LEVEL EXPECTATION	CA.48.	3 to 4 years
INDICATOR		Appreciation of the Arts
INDICATOR	CA.48.8.	Respond to the materials, techniques, ideas and emotions of artworks (2- and 3-dimensional (e.g. explain a picture or sculpture including several details). <u>Mighty Minutes</u> MM59: Clap the Beat MM97: Shape Hunt
	CA.48.9.	Demonstrate increased appreciation of the work of others and
	CA.40.3.	Mighty Minutes MM59: Clap the Beat MM97: Shape Hunt
STATE FRAMEWORK	CA.B.	Strand B: Early learning experiences will support children to explore and respond to creative works.
GRADE LEVEL EXPECTATION	CA.60.	4 to 5 years
INDICATOR		Appreciation of the Arts
INDICATOR	CA.60.9.	Describe the attributes of various arts media (e.g., used a lot of colors and the paint is thick, sculpture is bumpy). <u>Mighty Minutes</u> MM59: Clap the Beat MM97: Shape Hunt
DOMAIN / CONTENT STANDARD	CT.M.	Mathematics
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Number Names
INDICATOR	M.48.1.	Say or sign the number sequence up to at least 10. <u>Mighty Minutes</u> MM05: Silly Willy Walking MM07: Hippity, Hoppity, How Many? MM10: Words in Motion MM28: Counting Calisthenics MM29: Baa, Baa, Black Sheep MM37: Little Ball MM42: Come Play With Me MM79: Here Is the Beehive MM87: One, Two, Buckle My Shoe MM89: We Like Clapping MM95: Sorting Syllables MM96: The Old Man

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

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

STATE FRAMEWORK	M.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 Strand B: Early learning experiences will support children to
		understand and describe relationships to solve problems (operations and algebraic thinking).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Number Operations
INDICATOR	M.48.7.	Understand that adding to (or taking away) one or more objects from a group will increase or decrease the objects in the group. <u>Mighty Minutes</u> MM42: Come Play With Me MM51: High in the Tree MM53: Three Rowdy Children
STATE FRAMEWORK	M.B.	Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Number Operations
INDICATOR	M.60.7.	Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five. <u>Mighty Minutes</u> MM42: Come Play With Me MM51: High in the Tree MM53: Three Rowdy Children
INDICATOR	M.60.8.	Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects). <u>Mighty Minutes</u> MM42: Come Play With Me MM51: High in the Tree MM53: Three Rowdy Children
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Measurement
INDICATOR	M.48.8.	Recognize measurable attribute of an object such as length, weight or capacity. <u>Mighty Minutes</u> MM19: I Spy With My Little Eye

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

		MM02: Just Like Mine
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to
	W.D.	understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Spatial Relationships
INDICATOR	M.48.11.	Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object.
		<u>Mighty Minutes</u> MM19: I Spy With My Little Eye MM38: Spatial Patterns MM62: Where Can He Be?
		MM82: Where Can he be? MM86: Listening Story
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.48.	3 to 4 years
INDICATOR		Identification of Shapes
INDICATOR	M.48.12.	Identify 2-dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes.
		Mighty Minutes MM19: I Spy With My Little Eye
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Spatial Relationships
INDICATOR	M.60.13.	Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object.
		<u>Mighty Minutes</u> MM19: I Spy With My Little Eye MM38: Spatial Patterns MM62: Where Can He Be?
		MM86: Listening Story
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.60.	4 to 5 years
INDICATOR		Identification of Shapes
INDICATOR	M.60.14.	Identify and describe a variety of 2-dimensional and 3-dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size.
		<u>Mighty Minutes</u> MM19: I Spy With My Little Eye
DOMAIN / CONTENT STANDARD	CT.S.	Science
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.48.	3 to 4 years

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

		MM63: Going on a Journey
		MM66: Musical Junk MM67: Let's Stick Together
		MM67: Let's Stick Together MM68: I Have a Secret
		MM60: The Litter Monster
		MM71: Recycle Song
		MM75: Busy Bees
		MM76: Describing Things
		MM94: Old MacDonald
		MM97: Shape Hunt
STATE FRAMEWORK	S.C.	Strand C: Early learning experiences will support children to
STATETRAMEWORK	0.0.	understand patterns, process and relationships of living things.
GRADE LEVEL	S.48.	3 to 4 years
EXPECTATION	5.40.	S to 4 years
		Living This second Their Interactions with the Environment and Each
INDICATOR		Living Things and Their Interactions with the Environment and Each Other
	0.40.7	
INDICATOR	S.48.7.	Explore how animals depend upon the environment for food, water and shelter.
		and shelter.
		Mighty Minutes
		MM39: Let's Pretend
		MM44: Two Plump Armadillos
		MM94: Old MacDonald
STATE FRAMEWORK	S.C.	Strand C: Early learning experiences will support children to
STATE FRAMEWORK	5.0.	understand patterns, process and relationships of living things.
	0.00	
GRADE LEVEL	S.60.	4 to 5 years
EXPECTATION		
INDICATOR		Living Things and Their Interactions with the Environment and Each
		Other
INDICATOR	S.60.9.	Provide examples of how animals depend on plants and other
		animals for food.
		Mighty Minutes MM39: Let's Pretend
		MM39: Let's Pretend MM44: Two Plump Armadillos
		MM44. Two Prump Armadinos MM94: Old MacDonald
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to
		understand physical sciences.
GRADE LEVEL	S.48.	3 to 4 years
EXPECTATION		
INDICATOR		Matter and its Properties
INDICATOR	S.48.9.	Compare and contrast attributes of common materials related to
		their function (e.g., flexibility, transparency, strength).
		Mighty Minutes
		MM11: What Is My Job?
		MM19: I Spy With My Little Eye
		MM31: What's Inside the Box?
		MM48: Feely Box
		MM61: Riddle, Riddle, What Is That?
		MM68: I Have a Secret
		MM76: Describing Things MM94: Old MacDonald
		MM94: Old MacDonald MM97: Shape Hunt
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL	S.60.	4 to 5 years
EXPECTATION		
INDICATOR		Energy, Force and Motion
INDICATOR	S.60.10.	Make predictions and conduct simple experiments to change
	0.00.10.	mano productions and conduct simple experiments to challye

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

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

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