

Alignment of



The Creative Curriculum® for Preschool



WITH

Alignment of *The Creative Curriculum®* for Preschool with Louisiana's Birth to Five Early Learning & Development Standards

This document aligns the content in *Louisiana's Birth to Five Early Learning & 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

Louisiana Department of Education. (2013). *Louisiana's birth to five early learning and development standards*. Baton Rouge, LA: Retrieved from http://www.louisianabelieves.com/docs/early-childhood/early-childhood---birth-to-five-standards.pdf?sfvrsn=4

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Balls Study
State: Louisiana's Birth to Five Early Learning & Development Standards
Subject: Early Childhood Education
Grade: Ages 3-5

CONTENT STANDARD	LA.EC.3.	Three-Year-Olds
BENCHMARK / GLE	3.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL	3.AL.3.	Recognize, understand, and analyze a problem and draw on
EXPECTATION		knowledge or experience to seek solutions.
INDICATOR	3.AL.3.1.	Experiment to see if the same actions have similar effects on different objects. (3.1) Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 45 Investigation 3 Day 1 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 53 Investigation 4 Day 2 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 57 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 5 Day 1 Read-Aloud p. 65 Investigation 5 Day 1 Read-Aloud p. 67 Investigation 5 Day 2 Read-Aloud p. 67 Investigation 5 Day 3 Read-Aloud p. 67 Investigation 5 Day 1 Read-Aloud p. 68 Celebrating Learning Day 1 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud
INDICATOR	3.AL.3.2.	Remember and apply previously learned information to a familiar object, task or situation. (3.2) Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 21 Exploring the Topic Day 5 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 45 Investigation 3 Day 1 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 53 Investigation 4 Day 2 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 57 Investigation 4 Day 4 Read-Aloud p. 59 Investigation 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. 67 Investigation 5 Day 3 Read-Aloud p. 67 Investigation 5 Day 5 Read-Aloud p. 67 Investigation 5 Day 5 Read-Aloud p. 85 Celebrating Learning Day 1 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud
INDICATOR	3.AL.3.3.	Use a variety of strategies to solve a problem when the first try is

	unaugagaaful (2.2)
	unsuccessful. (3.3)
	Balls Study
	p. 39 Investigation 2 Day 2 Choice Time
	p. 71 Investigation 5 Day 5 Small Group
3.AL.	APPROACHES TO LEARNING
	REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
3.AL.4.	Demonstrate creative thinking when using materials, solving problems, and/or learning new information.
3.AL.4.1.	Express unique ideas in both language and use of objects in a variety of situations. (3.1)
	Balls Study p. 39 Investigation 2 Day 2 Choice Time p. 71 Investigation 5 Day 5 Small Group
3.AL.4.2.	Ask more complex questions for clarification and to seek meaningful information. (3.2)
	Balls Study p. 16 Exploring the Topic Day 2 Choice Time p. 17 Exploring the Topic Day 2 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 44 Investigation 3 Day 1 Large Group p. 52 Investigation 4 Day 2 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 67 Investigation 5 Day 3 Small Group
3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
	CREATIVE THINKING AND EXPRESSION (CC)
3.CC.1.	Develop an appreciation for music and participate in music and
	movement activities that represent a variety of the cultures and the home languages of the children in the classroom.
3.CC.1.1.	Listen and respond to different types of music (jazz, classical, country lullaby, etc.) through movement. (3.1)
	Balls Study p. 29 Investigation 1 Day 1 Small Group
3.CC.1.2.	Participate in songs and finger plays. (3.2)
	Balls Study
	3.AL.4.1. 3.AL.4.2. 3.CC.1.

		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 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
INDICATOR	3.CC.1.4.	Identify changes in tempo when listening to music. (3.4)
		Balls Study
		p. 29 Investigation 1 Day 1 Small Group
INDICATOR	3.CC.1.5.	Replicate changes in tempo. (3.5)
		Balls Study
		p. 29 Investigation 1 Day 1 Small Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	3.CC.2.	Develop an appreciation for visual arts from different culture and create various forms of visual arts.
INDICATOR	3.CC.2.1.	With prompting and support, describe what they like and do not like about various forms of art. (3.1)
		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 4 Small Group
		p. 28 Investigation 1 Day 1 Large Group
		p. 29 Investigation 1 Day 1 Small Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Small Group
		p. 35 Investigation 2 Outdoor Experiences
		p. 37 Investigation 2 Day 1 Read-Aloud
		p. 37 Investigation 2 Day 1 Small Group
		p. 41 Investigation 2 Day 3 Small Group
		p. 43 Investigation 3 Outdoor Experiences
		p. 44 Investigation 3 Day 1 Large Group
		p. 49 Investigation 4 Outdoor Experience
		p. 51 Investigation 4 Day 1 Small Group
		p. 52 Investigation 4 Day 2 Large Group
		p. 53 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
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		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	3.CC.2.2.	Describe general features (color, size, objects included) of a piece of art work. (3.2)
		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 Earge Group
		p. 35 Investigation 2 Outdoor Experiences
		p. 37 Investigation 2 Day 1 Read-Aloud
		p. 37 Investigation 2 Day 1 Small Group
		p. 41 Investigation 2 Day 3 Small Group
		p. 43 Investigation 3 Outdoor Experiences
		p. 44 Investigation 3 Day 1 Large Group
		p. 49 Investigation 4 Outdoor Experience
		p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group
		p. 53 Investigation 4 Day 2 Read-Aloud
		p. 53 Investigation 4 Day 2 Choice Time
		p. 53 Investigation 4 Day 2 Large-Group Roundup
		p. 54 Investigation 4 Day 3 Large Group
		p. 55 Investigation 4 Day 3 Small Group
		p. 56 Investigation 4 Day 4 Choice Time
		p. 56 Investigation 4 Day 4 Large Group
		p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group
		p. 59 Investigation 4 Day 5 Small Group
		p. 61 Investigation 5 Outdoor Experiences
		p. 65 Investigation 5 Day 2 Small Group
		p. 67 Investigation 5 Day 3 Small Group
		p. 69 Investigation 5 Day 4 Small Group
		p. 71 Investigation 5 Day 5 Small Group
		p. 85 Celebrating Learning Day 1 Small Group
		p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group
		p.70 Investigation 5 Day 5 Choice Time
INDICATOR	3.CC.2.3.	
INDICATOR	3.66.2.3.	Create artistic works with different types of art materials, tools and techniques through individual and group art activities. (3.3)
		Balls Study
		p. 18 Exploring the Topic Day 3 Choice Time
		p. 33 Investigation 1 Day 3 Small Group
		p. 39 Investigation 2 Day 2 Small Group
		p. 47 Investigation 3 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group
		p. 57 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud
		p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group
		p. 58 Investigation 4 Day 5 Large Group
		p. 59 Investigation 4 Day 5 Choice Time
		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
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL	3.CC.3.	Explore roles and experiences through dramatic art and play.
EXPECTATION		
INDICATOR	3.CC.3.1.	Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater). (3.1) 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 1 Mighty Minutes p. 32 Investigation 1 Day 3 Mighty Minutes p. 32 Investigation 1 Day 3 Mighty Minutes p. 33 Investigation 2 Day 1 Mighty Minutes 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 Highty Minutes p. 44 Investigation 3 Day 1 Highty Minutes p. 45 Investigation 3 Day 1 Read-Aloud p. 46 Investigation 3 Day 2 Large Group p. 53 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 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. 56 Investigation 4 Day 3 Highty Minutes p. 56 Investigation 4 Day 3 Large Group p. 57 Investigation 5 Day 1 Large Group p. 68 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 2 Mighty Minutes p. 68 Investigation 5 Day 2 Mighty Minutes p. 69 Investigation 5 Day 3 Mighty Minutes p. 69 Investigation 5 Day 3 Mighty Minutes p. 69 Investigation 5 Day 3 Mighty Minutes p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Mighty Minutes p. 69 Investigation 5 Day 5 Mighty Minutes p. 61 Investigation 5 Day 5 Mighty Minutes p. 62 Celebrating Learning Day 2 Large Group p. 63 Investigation 5 Day 4 Large Group p. 64 Celebrating Learning Day 1 Large Group p. 65 Investigation 5 Day 4 Large Group p. 66 Celebrating Learning Day 1 Large Group p. 67 Celebrating Learning Day 1 Large Group
INDICATOR	3.CC.3.2.	With prompting and support, role play or use puppets to act out stories. (3.2) 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 1 Mighty Minutes p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 39 Investigation 2 Day 2 Mighty Minutes p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Read-Aloud p. 46 Investigation 3 Day 2 Large Group p. 53 Investigation 4 Day 2 Large-Group Roundup

		p. 53 Investigation 4 Day 2 Mighty Minutes
		p. 54 Investigation 4 Day 3 Large Group
		p. 55 Investigation 4 Day 3 Choice Time
		p. 55 Investigation 4 Day 3 Mighty Minutes p. 56 Investigation 4 Day 4 Large Group
		p. 58 Investigation 4 Day 5 Large Group p. 62 Investigation 5 Day 1 Large Group
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		p. 65 Investigation 5 Day 1 Small Group
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		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
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL	3.CM.1.	Understand numbers, ways of representing numbers, and
EXPECTATION	J.O.W. 1.	relationships between number and quantities.
INDICATOR	3.CM.1.1.	Verbally counts by ones to 10. (3.1)
INDIGATOR STATE	0.0	vorbany obtained by ones to 10. (c.17)
		Balls Study
		p. 21 Exploring the Topic Day 4 Small Group
		p. 23 Exploring the Topic Day 5 Small Group
		p. 33 Investigation 1 Day 3 Mighty Minutes
		p. 36 Investigation 2 Day 1 Large Group
		p. 37 Investigation 2 Day 1 Large-Group Roundup
		p. 37 Investigation 2 Day 1 Small Group
		p. 38 Investigation 2 Day 2 Large Group
		p. 39 Investigation 2 Day 2 Large-Group Roundup
		p. 41 Investigation 2 Day 3 Mighty Minutes
		p. 44 Investigation 3 Day 1 Large Group
		p. 45 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes
		p. 54 Investigation 4 Day 3 Large Group
		p. 57 Investigation 4 Day 4 Large-Group Roundup
		p. 57 Investigation 4 Day 4 Mighty Minutes
		p. 59 Investigation 4 Day 5 Mighty Minutes
		p. 64 Investigation 5 Day 2 Large Group
		p. 69 Investigation 5 Day 4 Small Group
		p. 71 Investigation 5 Day 5 Read-Aloud
		p. 71 Investigation 5 Day 5 Small Group
		p. 85 Celebrating Learning Day 1 Small Group
		p. 86 Celebrating Learning Day 2 Large Group
		p.68 Investigation 5 Day 4 Large Group
INDICATOR	3.CM.1.2.	With prompting and support, count up to 5 and then backwards from
		5. (3.2)
		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 1 Small Group
		p. 39 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup
		p. 41 Investigation 2 Day 3 Mighty Minutes
		p. 44 Investigation 3 Day 1 Large Group
		p. 45 Investigation 3 Day 1 Large-Group Roundup

		p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group p. 57 Investigation 4 Day 4 Large-Group Roundup p. 57 Investigation 4 Day 4 Mighty Minutes p. 59 Investigation 4 Day 5 Mighty Minutes p. 64 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 68 Investigation 5 Day 4 Large Group
INDICATOR	3.CM.1.3.	Tell "how many" after counting a set of five or fewer items (e.g., fingers, blocks, crayons). (3.3) Balls Study p. 85 Celebrating Learning Day 1 Small Group
INDICATOR	3.CM.1.4.	Counts one to five objects (actual objects or pictures of objects) with one-to-one correspondence or when doing simple routines. (3.4) Balls Study p. 85 Celebrating Learning Day 1 Small Group
INDICATOR	3.CM.1.5.	Identify some written numerals but not in sequence. (3.5)
INDICATOR	3.CWI.1.5.	Balls Study p. 51 Investigation 4 Day 1 Mighty Minutes p. 71 Investigation 5 Day 5 Small Group
INDICATOR	3.CM.1.6.	With prompting and support, match four or five numerals with the correct number of objects. (3.6) Balls Study p. 71 Investigation 5 Day 5 Small Group
INDICATOR	3.CM.1.7.	Count two sets of objects and identify which set has more/less/fewer. (3.7) Balls Study p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.2.	Understand basic patterns, concepts, and operations.
INDICATOR	3.CM.2.1.	Copy a simple repeating pattern (e.g., stringing beads, placing blocks in a row, clapping a rhythm). (3.1) Balls Study p. 55 Investigation 4 Day 3 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 57 Investigation 4 Day 4 Large-Group Roundup
INDICATOR	3.CM.2.2.	Sort and classify five or more objects by one feature into two or more groups based on observable/physical characteristics (e.g., group toy animals into piles of bears, cats, and dogs) and explain or label each group. (3.2) 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
INDICATOR	3.CM.2.3.	Use objects to demonstrate adding and subtracting of one or two objects to a group of objects that total 3 or fewer. (3.3)
		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
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL	3.CM.3.	Understand attributes and relative properties of objects as related to
EXPECTATION	3.CIVI.3.	size, capacity, and area.
INDICATOR	3.CM.3.1.	Describe some measurable attributes (length and weight) of objects and materials (e.g. big/little, long/short, heavy/not heavy). (3.1)
		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. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Large-Group Roundup p. 40 Investigation 2 Day 3 Choice Time p. 45 Investigation 3 Day 1 Choice Time p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group p. 63 Investigation 5 Day 1 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group
INDICATOR	3.CM.3.2.	Compare the size or weight of more than two objects and describe which one is longer/taller/shorter/ heavier/lighter. (3.2)
		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. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Large-Group Roundup p. 40 Investigation 2 Day 3 Choice Time p. 45 Investigation 3 Day 1 Choice Time p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group p. 45 Investigation 5 Day 1 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group
INDICATOR	3.CM.3.4.	Participate in measurement activities using standard measurement tools (e.g., measure the length of their body, weigh an apple, or measure one cup of flour during a cooking activity). (3.4) Balls Study p. 45 Investigation 3 Day 1 Choice Time
		p. 45 Investigation 3 Day 1 Large-Group Roundup
		p. 45 Investigation 3 Day 1 Small Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
	2 CM 4	
GRADE LEVEL	3.CM.4.	Understand shapes, their properties, and how objects are related to

EXPECTATION		one another in space.
INDICATOR	3.CM.4.1.	Recognize basic shapes in the environment in two- and three-
	3.CM.4.1.	
		p.47 Investigation 3 Day 2 Large-Group Roundup p.53 Investigation 4 Day 2 Small Group
INDICATOR	3.CM.4.6.	Identify positions of objects, self and other people in space (e.g., in/on, over/under, up/down, and inside/outside. (3.6) 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
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.1.	Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).
INDICATOR	3.CS.1.1.	Use all five senses to observe living things, objects, materials, changes that take place, and relationships. (3.1) Balls Study p. 27 Investigation 1 Outdoor Experiences p. 31 Investigation 1 Day 2 Small Group p. 35 Investigation 2 Outdoor Experiences

		p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Choice Time p. 43 Investigation 3 Outdoor Experiences p. 45 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 47 Investigation 3 Day 2 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 61 Investigation 5 Outdoor Experiences p. 62 Investigation 5 Day 1 Choice Time p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Mighty Minutes p. 64 Investigation 5 Day 2 Choice Time p. 64 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Choice Time p. 69 Investigation 5 Day 4 Choice Time
INDICATOR	3.CS.1.2.	Describe what they see, hear, and are able to touch in the environment and group materials/objects according to observed features. (3.2) 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 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 33 Investigation 1 Day 3 Small Group p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large Group p. 47 Investigation 3 Day 2 Small Group p. 59 Investigation 4 Day 5 Choice Time p. 62 Investigation 5 Day 1 Choice Time p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Mighty Minutes p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Large-Group Roundup
INDICATOR	3.CS.1.3.	Use simple tools to investigate and gather information on living things, objects, materials, and changes that take place (e.g., magnifying glass, sifter, magnets). (3.3) Balls Study 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. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Choice Time p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large Group p. 43 Investigation 3 Outdoor Experiences p. 45 Investigation 3 Day 1 Small Group

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		p. 46 Investigation 3 Day 2 Choice Time p. 47 Investigation 3 Day 2 Read-Aloud p. 47 Investigation 3 Day 2 Small Group
		p. 59 Investigation 3 Day 2 Small Group p. 59 Investigation 4 Day 5 Choice Time
		p. 61 Investigation 5 Outdoor Experiences
		p. 64 Investigation 5 Day 2 Choice Time
		p. 64 Investigation 5 Day 2 Large Group
		p. 66 Investigation 5 Day 3 Large Group
		p. 67 Investigation 5 Day 3 Choice Time
		p. 69 Investigation 5 Day 4 Choice Time
		p. 69 Investigation 5 Day 4 Small Group
INDICATOR	3.CS.1.4.	Show an understanding of cause and effect relationships that are observed immediately. (3.4)
		Balls Study
		p. 27 Investigation 1 Outdoor Experiences
		p. 30 Investigation 1 Day 2 Large Group
		p. 32 Investigation 1 Day 3 Large Group
		p. 45 Investigation 3 Day 1 Small Group
		p. 46 Investigation 3 Day 2 Choice Time
		p. 46 Investigation 3 Day 2 Large Group p. 47 Investigation 3 Day 2 Read-Aloud
		p. 53 Investigation 4 Day 2 Choice Time
		p. 69 Investigation 5 Day 4 Choice Time
INDICATOR	3.CS.1.5.	With prompting and support, talk about cause and effect relationships that are not immediately observable (e.g., that a plant
		wilted because it was not watered). (3.5)
		Balls Study
		p. 27 Investigation 1 Outdoor Experiences
		p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group
		p. 45 Investigation 3 Day 1 Small Group
		p. 46 Investigation 3 Day 2 Choice Time
		p. 46 Investigation 3 Day 2 Large Group
		p. 47 Investigation 3 Day 2 Read-Aloud
		p. 53 Investigation 4 Day 2 Choice Time
		p. 69 Investigation 5 Day 4 Choice Time
INDICATOR	3.CS.1.6.	Ask why and how questions and offer ideas about living creatures, objects, materials and changes they see, hear and/or feel. (3.6)
		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 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. 33 Investigation 1 Day 3 Small Group
		p. 40 Investigation 2 Day 3 Choice Time
		p. 40 Investigation 2 Day 3 Large Group
		p. 47 Investigation 3 Day 2 Small Group
		p. 58 Investigation 4 Day 5 Large Group
		p. 59 Investigation 4 Day 5 Choice Time p. 62 Investigation 5 Day 1 Choice Time
		p. 62 Investigation 5 Day 1 Choice Time
		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.67 Investigation 5 Day 3 Large-Group Roundup
INDICATOR	3.CS.1.7.	Participate in simple scientific investigations. (3.7)
		Balls Study 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 2 Day 3 Large Group p. 45 Investigation 3 Outdoor Experiences p. 46 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 47 Investigation 3 Day 2 Read-Aloud p. 47 Investigation 3 Day 2 Small Group p. 59 Investigation 4 Day 5 Choice Time p. 61 Investigation 5 Outdoor Experiences p. 64 Investigation 5 Day 2 Choice Time p. 66 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Choice Time p. 69 Investigation 5 Day 4 Choice Time
		p. 69 Investigation 5 Day 4 Small Group
INDICATOR	3.CS.1.8.	With prompting and support, talk about observations and results of simple experiments verbally and/or through drawings or graphs. (3.8)
		Balls Study 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. 69 Investigation 5 Day 4 Read-Aloud
INDICATOR	3.CS.1.9.	With prompting and support, talk about the meaning of words that are related to the scientific process (e.g., "observation," "experiment"). (3.9)
		Balls Study p. 23 Exploring the Topic Day 5 Choice Time
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.2.	Acquire scientific knowledge related to physical science (properties of objects and materials).
INDICATOR	3.CS.2.1.	With prompting and support, observe and describe properties of objects and materials, and how objects and materials can be combined or can change from one form to another (e.g., ice melting to a liquid). (3.1) Balls Study p. 38 Investigation 2 Day 2 Large Group
INDICATOR	3.CS.2.3.	With prompting and support, observe and talk about sources of energy and how they affect objects and materials (e.g., lights, bells and other sources of sound, etc.). (3.3)
		Balls Study p. 37 Investigation 2 Day 1 Small Group
INDICATOR	3.CS.2.4.	Watch how balls, toys and other objects move and use different strategies to change their speed of motion. (3.4)

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		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 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 Choice Time p. 47 Investigation 3 Day 2 Read-Aloud p. 53 Investigation 4 Day 2 Choice Time p. 47 Investigation 3 Day 2 Large-Group Roundup
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.1.	Develop the understanding that events happened in the past and how these events relate to one's self, family, and community.
INDICATOR	3.CSS.1.3.	Describe the sequence of daily routines. (3.3) Balls Study p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.3.	Develop an awareness of geographic locations, maps, and landforms.
INDICATOR	3.CSS.3.4.	Draw or use blocks or other materials to represent places or things he/she has seen. (3.4) 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
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.4.	Demonstrate awareness of culture and other characteristics of groups of people.
INDICATOR	3.CSS.4.1.	Participate in music, dance, and other traditions from various cultures. (3.1) Balls Study p. 29 Investigation 1 Day 1 Small Group p. 46 Investigation 3 Day 2 Large Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.5.	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
INDICATOR	3.CSS.5.3.	Follow many rules with little support. (3.3) Balls Study p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience

INDICATOR	3.CSS.5.4.	Identify rules that are used at home or in the classroom. (3.4) Balls Study p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience
INDICATOR	3.CSS.5.5.	Tell why rules are important. (3.5) Balls Study p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		SPEAKING AND LISTENING
GRADE LEVEL EXPECTATION	3.LL.1.	Comprehend or understand and use language.
INDICATOR	3.LL.1.1.	Follow two-step directions. (3.1) Balls Study p. 27 Investigation 1 Outdoor Experiences p. 35 Investigation 2 Outdoor Experiences p. 39 Investigation 2 Day 2 Choice Time p. 41 Investigation 2 Day 3 Mighty Minutes p. 43 Investigation 3 Outdoor Experiences p. 49 Investigation 4 Outdoor Experience p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Mighty Minutes p. 61 Investigation 5 Outdoor Experiences p. 69 Investigation 5 Day 4 Small Group p. 83 Celebrating Learning Outdoor Experience
INDICATOR	3.LL.1.2.	Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 19 Exploring the Topic Day 4 Small Group p. 20 Exploring the Topic Day 5 Large Group p. 21 Exploring the Topic Day 5 Small Group p. 22 Exploring the Topic Day 5 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 2 Small Group p. 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 Large Group p. 39 Investigation 3 Day 1 Large Group p. 44 Investigation 3 Day 1 Large Group p. 45 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 2 Large Group p. 53 Investigation 4 Day 2 Large Group p. 54 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 2 Large Group p. 56 Investigation 4 Day 4 Large Group p. 57 Investigation 4 Day 4 Large Group p. 56 Investigation 4 Day 4 Large Group p. 57 Investigation 4 Day 4 Large Group p. 57 Investigation 4 Day 4 Small Group

		p. 58 Investigation 4 Day 5 Large Group
		p. 59 Investigation 4 Day 5 Choice Time
		p. 59 Investigation 4 Day 5 Mighty Minutes
		p. 59 Investigation 4 Day 5 Small Group
		p. 61 Investigation 5 Outdoor Experiences
		p. 62 Investigation 5 Day 1 Choice Time
		p. 62 Investigation 5 Day 1 Large Group
		p. 64 Investigation 5 Day 2 Large Group
		p. 65 Investigation 5 Day 2 Read-Aloud
		p. 66 Investigation 5 Day 3 Large Group
		p. 67 Investigation 5 Day 3 Small Group
		p. 69 Investigation 5 Day 4 Small Group
		p. 70 Investigation 5 Day 5 Large Group
		p. 86 Celebrating Learning Day 2 Large Group
		p.68 Investigation 5 Day 4 Large Group
		p.70 Investigation 5 Day 5 Choice Time
		p.84 Celebrating Learning Day 1 Large Groups
INDICATOR	3.LL.1.3.	Answer some simple "who", "what" and "where" questions. (3.3)
INDICATOR	J.LL. 1.J.	Answer some simple wito , what and where questions. (3.3)
		Balls Study
		p. 14 Exploring the Topic Day 1 Large Group
		p. 16 Exploring the Topic Day 2 Large Group
		p. 17 Exploring the Topic Day 2 Small Group
		p. 18 Exploring the Topic Day 3 Choice Time
		p. 18 Exploring the Topic Day 3 Large Group
		p. 19 Exploring the Topic Day 3 Mighty Minutes
		p. 21 Exploring the Topic Day 4 Small Group
		p. 22 Exploring the Topic Day 5 Large Group
		p. 23 Exploring the Topic Day 5 Small Group
		p. 29 Investigation 1 Day 1 Choice Time
		p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Choice Time
		p. 31 Investigation 1 Day 2 Small Group
		p. 32 Investigation 1 Day 3 Large Group
		p. 36 Investigation 2 Day 1 Choice Time
		p. 36 Investigation 2 Day 1 Large Group
		p. 38 Investigation 2 Day 2 Large Group
		p. 39 Investigation 2 Day 2 Small Group
		p. 44 Investigation 3 Day 1 Large Group
		p. 45 Investigation 3 Day 1 Choice Time
		p. 46 Investigation 3 Day 2 Large Group
		p. 50 Investigation 4 Day 1 Large Group
		p. 51 Investigation 4 Day 1 Choice Time
		p. 51 Investigation 4 Day 1 Choice Time
		p. 51 Investigation 4 Day 1 Small Group
		p. 52 Investigation 4 Day 2 Large Group
		p. 53 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Large-Group Roundup
		p. 54 Investigation 4 Day 3 Large Group
		p. 56 Investigation 4 Day 4 Large Group
		p. 57 Investigation 4 Day 4 Read-Aloud
		p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group
		p. 58 Investigation 4 Day 5 Chaica Time
		p. 59 Investigation 4 Day 5 Choice Time
		p. 59 Investigation 4 Day 5 Mighty Minutes
		p. 59 Investigation 4 Day 5 Small Group
		p. 61 Investigation 5 Outdoor Experiences
		p. 62 Investigation 5 Day 1 Choice Time
		p. 62 Investigation 5 Day 1 Large Group
		p. 64 Investigation 5 Day 2 Large Group
	II.	p. 65 Investigation 5 Day 2 Read-Aloud
	II.	CC Investigation F Day 2 Large Course
		p. 66 Investigation 5 Day 3 Large Group
		p. 67 Investigation 5 Day 3 Small Group
		p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Small Group
		p. 67 Investigation 5 Day 3 Small Group

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		p.68 Investigation 5 Day 4 Large Group
		p.70 Investigation 5 Day 5 Choice Time p.84 Celebrating Learning Day 1 Large Groups
INDICATOR	3.LL.1.4.	Listen and respond attentively to simple conversations. (3.4)
		Balls Study
		p. 14 Exploring the Topic Day 1 Large Group
		p. 15 Exploring the Topic Day 1 Large-Group Roundup
		p. 15 Exploring the Topic Day 1 Choice Time
		p. 15 Exploring the Topic Day 1 Read-Aloud
		p. 16 Exploring the Topic Day 2 Choice Time
		p. 16 Exploring the Topic Day 2 Large Group
		p. 17 Exploring the Topic Day 2 Small Group
		p. 17 Exploring the Topic Day 2 Large-Group Roundup
		p. 18 Exploring the Topic Day 3 Choice Time
		p. 18 Exploring the Topic Day 3 Large Group
		p. 19 Exploring the Topic Day 3 Large-Group Roundup
		p. 19 Exploring the Topic Day 3 Mighty Minutes p. 19 Exploring the Topic Day 3 Read-Aloud
		p. 19 Exploring the Topic Day 3 Read-Aloud
		p. 20 Exploring the Topic Day 4 Large Group
		p. 20 Exploring the Topic Day 4 Choice Time
		p. 21 Exploring the Topic Day 4 Read-Aloud
		p. 21 Exploring the Topic Day 4 Large-Group Roundup
		p. 21 Exploring the Topic Day 4 Small Group
		p. 22 Exploring the Topic Day 5 Large Group
		p. 23 Exploring the Topic Day 5 Large-Group Roundup
		p. 23 Exploring the Topic Day 5 Choice Time
		p. 23 Exploring the Topic Day 5 Read-Aloud
		p. 23 Exploring the Topic Day 5 Small Group
		p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group
		p. 29 Investigation 1 Day 1 Large Group
		p. 29 Investigation 1 Day 1 Choice Time
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 29 Investigation 1 Day 1 Small Group
		p. 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 2 Small Group p. 40 Investigation 2 Day 3 Choice Time
		p. 40 Investigation 2 Day 3 Choice Time
		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 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 Choice Time
	p. 59 Investigation 4 Day 5 Read-Aloud
	p. 59 Investigation 4 Day 5 Small Group
	p. 61 Investigation 5 Outdoor Experiences
	p. 62 Investigation 5 Day 1 Choice Time
	p. 62 Investigation 5 Day 1 Large Group
	p. 63 Investigation 5 Day 1 Large-Group Roundup
	p. 63 Investigation 5 Day 1 Small Group
	p. 64 Investigation 5 Day 2 Choice Time
	p. 64 Investigation 5 Day 2 Large Group
	p. 65 Investigation 5 Day 2 Large-Group Roundup
	p. 65 Investigation 5 Day 2 Small Group
	p. 66 Investigation 5 Day 3 Large Group
	p. 67 Investigation 5 Day 3 Choice Time
	p. 67 Investigation 5 Day 3 Small Group
	p. 69 Investigation 5 Day 4 Choice Time
	p. 69 Investigation 5 Day 4 Large-Group Roundup
	p. 69 Investigation 5 Day 4 Small Group
	p. 70 Investigation 5 Day 5 Large Group
	p. 71 Investigation 5 Day 5 Large-Group Roundup
	p. 71 Investigation 5 Day 5 Small Group
	p. 83 Celebrating Learning Outdoor Experience
	p. 84 Celebrating Learning Day 1 Choice Time
	p. 85 Celebrating Learning Day 1 Large Group Roundup
	p. 85 Celebrating Learning Day 1 Small Group
	p. 86 Celebrating Learning Day 2 Choice Time
	p. 86 Celebrating Learning Day 2 Large Group
	p. 87 Celebrating Learning Day 2 Large-Group Roundup
	p. 87 Celebrating Learning Day 2 Small Group
	p.15 Exploring the Topic Day 1 Small Group
	p.47 Investigation 3 Day 2 Large-Group Roundup
	p.53 Investigation 4 Day 2 Small Group p.67 Investigation 5 Day 3 Large-Group Roundup
	p.68 Investigation 5 Day 4 Large Group
	p.70 Investigation 5 Day 4 Large Group
	p.84 Celebrating Learning Day 1 Large Groups
INDICATOR 3.	LL.1.5. Use phrases and/or simple sentences and questions. (3.5)
	Balls Study
	p. 16 Exploring the Topic Day 2 Choice Time
	p. 17 Exploring the Topic Day 2 Small Group
	p. 22 Exploring the Topic Day 5 Large Group

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		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	3.LL.1.6.	Ask "why" questions. (3.6)
		Balls Study
		p. 16 Exploring the Topic Day 2 Choice Time
		p. 17 Exploring the Topic Day 2 Small Group
		p. 22 Exploring the Topic Day 5 Large Group
		p. 44 Investigation 3 Day 1 Large Group
		p. 52 Investigation 4 Day 2 Large Group
		p. 54 Investigation 4 Day 3 Large Group
		p. 56 Investigation 4 Day 4 Large Group
		p. 58 Investigation 4 Day 5 Large Group
		p. 67 Investigation 5 Day 3 Small Group
INDICATOR	3.LL.1.7.	With prompting and support, act out familiar stories, rhymes and fingerplays. (3.7)
		Balls Study
		p. 17 Exploring the Topic Day 2 Mighty Minutes
		p. 19 Exploring the Topic Day 2 Mighty Minutes
		p. 20 Exploring the Topic Day 4 Large Group
		p. 28 Investigation 1 Day 1 Large Group
		p. 29 Investigation 1 Day 1 Mighty Minutes
		p. 32 Investigation 1 Day 3 Large Group
		p. 33 Investigation 1 Day 3 Mighty Minutes
		p. 36 Investigation 2 Day 1 Large Group
		p. 37 Investigation 2 Day 1 Mighty Minutes
		p. 38 Investigation 2 Day 2 Large Group
		p. 39 Investigation 2 Day 2 Mighty Minutes
		p. 44 Investigation 3 Day 1 Large Group
		p. 45 Investigation 3 Day 1 Mighty Minutes
		p. 45 Investigation 3 Day 1 Read-Aloud
		p. 46 Investigation 3 Day 2 Large Group
		p. 53 Investigation 4 Day 2 Large-Group Roundup
		p. 53 Investigation 4 Day 2 Mighty Minutes
		p. 54 Investigation 4 Day 3 Large Group
		p. 55 Investigation 4 Day 3 Choice Time
		p. 55 Investigation 4 Day 3 Mighty Minutes
		p. 56 Investigation 4 Day 4 Large Group
		p. 58 Investigation 4 Day 5 Large Group
		p. 62 Investigation 5 Day 1 Large Group
		p. 63 Investigation 5 Day 1 Small Group
		p. 65 Investigation 5 Day 2 Mighty Minutes
		p. 66 Investigation 5 Day 3 Large Group
		p. 67 Investigation 5 Day 3 Mighty Minutes
		p. 69 Investigation 5 Day 4 Small Group
		p. 71 Investigation 5 Day 5 Mighty Minutes
		p. 71 Investigation 5 Day 5 Small Group
		p. 86 Celebrating Learning Day 2 Large Group
		p. 87 Celebrating Learning Day 2 Mighty Minutes p.68 Investigation 5 Day 4 Large Group
		p.84 Celebrating Learning Day 1 Large Groups
INDICATOR	3.LL.1.9.	Ask questions that may incorporate expanding vocabulary. (3.9)
		Balls Study
		p. 16 Exploring the Topic Day 2 Choice Time
		p. 17 Exploring the Topic Day 2 Small Group
		p. 22 Exploring the Topic Day 5 Large Group
		p. 23 Exploring the Topic Day 5 Small Group p. 37 Investigation 2 Day 1 Small Group

BENCHMARK / GLE GLE / PROFICIENCY GRADE LEVEL EXPECTATION INDICATOR	3.LL. 3.LL.2. 3.LL.2.2.	p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large-Group Roundup p. 52 Investigation 4 Day 2 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 67 Investigation 5 Day 3 Small Group p. 87 Celebrating Learning Day 2 Small Group LANGUAGE AND LITERACY DEVELOPMENT LANGUAGE Comprehend and use increasingly complex and varied vocabulary. Demonstrate an understanding of and begin using some new vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2) 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 Outdoor Experience p. 51 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. 66 Investigation 5 Day 3 Large Group p. 67 Celebrating Learning Outdoor Experience p. 87 Celebrating Learning Day 2 Small Group p. 53 Investigation 4 Day 2 Small Group
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	3.LL.3.	Develop an interest in books and their characteristics.
INDICATOR	3.LL.3.1.	Find a specific book by looking at the cover. (3.1) Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 3 Day 1 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 53 Investigation 4 Day 2 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud
INDICATOR	3.LL.3.2.	Identify the front cover of a book. (3.2)

		Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 3 Day 1 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 53 Investigation 4 Day 2 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 59 Investigation 5 Day 2 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud
INDICATOR	3.LL.3.3.	Hold book properly and look at pages of a book from left to right, pretending to read. (3.3) 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. 67 Investigation 5 Day 3 Small Group p. 70 Investigation 5 Day 5 Choice Time
INDICATOR	3.LL.3.4.	Imitate teacher reading a story. (3.4) Balls Study p. 41 Investigation 2 Day 3 Small Group
INDICATOR	3.LL.3.5.	With prompting and support, demonstrate and understand that people write stories and draw pictures in books. (3.5) Balls Study p. 41 Investigation 2 Day 3 Small Group p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group
INDICATOR	3.LL.3.6.	Shows an interest in illustrations. (3.6) Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 46 Investigation 3 Day 2 Large Group p. 51 Investigation 4 Day 1 Read-Aloud p. 52 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 5 Day 1 Small Group
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	3.LL.4.	Comprehend stories and information from books and other print materials.
INDICATOR	3.LL.4.1.	Answer simple questions about print that has been read aloud several times. (3.1)

		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 Small Group p. 29 Investigation 1 Day 1 Small Group p. 29 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 36 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 2 Read-Aloud p. 47 Investigation 3 Day 1 Read-Aloud p. 47 Investigation 3 Day 1 Read-Aloud p. 47 Investigation 4 Day 1 Read-Aloud p. 51 Investigation 4 Day 2 Read-Aloud p. 52 Investigation 4 Day 2 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 57 Investigation 4 Day 4 Read-Aloud p. 58 Investigation 4 Day 8 Read-Aloud p. 59 Investigation 4 Day 8 Read-Aloud p. 59 Investigation 5 Day 1 Read-Aloud p. 69 Investigation 5 Day 1 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Read-Aloud p. 69 Investigation 5 Day 6 Read-Aloud p. 69 Investigation 5 Day 7 Read-Aloud p. 69 Investigation 5 Day 8 Read-Aloud p. 69 Investigation 5 Day 8 Read-Aloud
		p. 67 Investigation 5 Day 3 Read-Aloud p. 69 Investigation 5 Day 4 Read-Aloud p. 69 Investigation 5 Day 4 Small Group
INDICATOR		p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud
INDICATOR	3.LL.4.2.	Retell a simple story with pictures or other props to use as prompts. (3.2) Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 51 Investigation 4 Day 3 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Read-Aloud p. 85 Celebrating Learning Day 1 Read-Aloud
INDICATOR	3.LL.4.3.	With prompting and support, identify characters from a story and information from an informational text read aloud. (3.3) 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. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud	
p. 39 Investigation 2 Day 2 Read-Aloud	
p. 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	
INDICATOR 3.LL.4.4. With prompting and support, talk about unknown vocal	hulary words
in a text or story read aloud. (3.4)	bulary words
in a toke of olderly round around (or r)	
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 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	
INDICATOR 3.LL.4.6. Use pictures and illustrations of a text to tell a story. (3	.6)
	-
Balls Study	
p. 15 Exploring the Topic Day 1 Read-Aloud	
p. 19 Exploring the Topic Day 3 Read-Aloud	
p. 23 Exploring the Topic Day 5 Read-Aloud	
p. 29 Investigation 1 Day 1 Read-Aloud	
p. 31 Investigation 1 Day 2 Read-Aloud	
p. 33 Investigation 1 Day 3 Read-Aloud	
p. 39 Investigation 2 Day 2 Read-Aloud	
p. 46 Investigation 3 Day 2 Large Group	
p. 51 Investigation 4 Day 1 Read-Aloud	
p. 52 Investigation 4 Day 2 Large Group	
p. 55 Investigation 4 Day 3 Read-Aloud	
p. 59 Investigation 4 Day 5 Read-Aloud	
p. 63 Investigation 5 Day 1 Small Group	
INDICATOR 3.LL.4.7. With prompting and support, talk about or draw a chara	acter, setting,
event, or idea in a text read aloud. (3.7)	
Balls Study	
p. 15 Exploring the Topic Day 1 Read-Aloud	
p. 19 Exploring the Topic Day 3 Read-Aloud	
p. 23 Exploring the Topic Day 5 Read-Aloud	
p. 29 Investigation 1 Day 1 Read-Aloud	
p. 31 Investigation 1 Day 2 Read-Aloud	
p. 33 Investigation 1 Day 3 Read-Aloud	
p. 39 Investigation 2 Day 2 Read-Aloud	
p. 51 Investigation 4 Day 1 Read-Aloud	
p. 55 Investigation 4 Day 3 Read-Aloud	
p. 59 Investigation 4 Day 5 Read-Aloud	
INDICATOR 3.LL.4.8. Demonstrate understanding of what will happen next in	n familiar
THE CONTRACT OF THE PROPERTY O	ammai
stories. (3.8)	
stories. (3.8)	
stories. (3.8) Balls Study	
stories. (3.8) Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud	
stories. (3.8) Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud	
stories. (3.8) Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud	
stories. (3.8) Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud	

		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 31 Investigation 1 Day 2 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud
		p. 41 Investigation 2 Day 3 Read-Aloud
		p. 51 Investigation 4 Day 1 Read-Aloud
		p. 55 Investigation 4 Day 3 Read-Aloud
		p. 59 Investigation 4 Day 5 Read-Aloud
		p. 63 Investigation 5 Day 1 Read-Aloud
		p. 65 Investigation 5 Day 2 Read-Aloud
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	3.LL.5.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	3.LL.5.1.	With prompting and support, track across a page or along printed words from top to bottom and left to right. (3.1)
		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
INDICATOR	3.LL.5.3.	With prompting and support, demonstrate an understanding that letters are combined to make words. (3.3)
		Balls Study p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes
INDICATOR	3.LL.5.4.	Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4)
		Balls Study
		p. 21 Exploring the Topic Day 4 Mighty Minutes
		p. 33 Investigation 1 Day 3 Small Group
		p. 47 Investigation 3 Day 2 Small Group
		p. 57 Investigation 4 Day 4 Read-Aloud
		p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group
		p. 63 Investigation 4 Day 5 Small Group
		p.70 Investigation 5 Day 5 Choice Time
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	3.LL.6.	Demonstrate understanding of different units of sound in language (words, syllables, phonemes).
INDICATOR	3.LL.6.1.	With prompting and support, recognize matching sounds and rhymes in familiar words or words in songs. (3.1)
		Balls Study p. 15 Exploring the Topic Day 1 Mighty Minutes
		p. 16 Exploring the Topic Day 2 Large Group
		p. 17 Exploring the Topic Day 2 Small Group
		p. 19 Exploring the Topic Day 3 Mighty Minutes
		p. 21 Exploring the Topic Day 4 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

INDICATOR	3.LL.6.2.	p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 33 Investigation 1 Day 3 Small Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Read-Aloud p. 41 Investigation 2 Day 3 Small Group p. 47 Investigation 3 Day 2 Mighty Minutes p. 47 Investigation 3 Day 2 Small Group p. 51 Investigation 4 Day 1 Mighty Minutes p. 55 Investigation 4 Day 3 Mighty Minutes p. 56 Investigation 4 Day 4 Read-Aloud 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 Mighty Minutes p. 67 Investigation 5 Day 3 Small Group p. 85 Celebrating Learning Day 1 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Mighty Minutes p. 87 Celebrating Learning Day 1 Small Group p. 88 Celebrating Learning Day 1 Small Group p. 89 Celebrating Learning Day 1 Small Group p. 80 Celebrating Learning Day 1 Small Group p. 80 Celebrating Learning Day 1 Large Groups With prompting and support segment a spoken sentence into the
INDICATOR	3.LL.6.2.	With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2) 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
INDICATOR	3.LL.6.3.	With prompting and support, show an awareness of beginning sounds in words. (3.3) Balls Study p. 16 Exploring the Topic Day 2 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 23 Exploring the Topic Day 5 Mighty Minutes p. 31 Investigation 1 Day 2 Mighty Minutes p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 40 Investigation 2 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group p. 45 Investigation 3 Day 1 Mighty Minutes p. 47 Investigation 3 Day 2 Mighty Minutes p. 63 Investigation 5 Day 1 Mighty Minutes p. 65 Investigation 5 Day 3 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. 71 Investigation 5 Day 5 Large Group p. 72 Investigation 5 Day 5 Mighty Minutes p. 73 Exploring the Topic Day 1 Small Group p. 68 Investigation 5 Day 4 Large Group p. 68 Investigation 5 Day 4 Large Group
INDICATOR	3.LL.6.4.	With prompting and support, attend to activities or word play that emphasizes beginning sounds in words. (3.4)

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		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 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 2 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	3.LL.6.5.	Engage in word play activities in songs and rhymes. (3.5)
INDIOATOR	0.22.0.0.	Linguage in word play douvilles in sorings and myllios. (c.o)
		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. 19 Exploring the Topic Day 3 Mighty Minutes
		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. 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. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Large Gloup p. 31 Investigation 1 Day 2 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 Read-Aloud
		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. 47 Investigation 3 Day 2 Mighty Minutes
		p. 50 Investigation 4 Day 1 Large Group
		p. 51 Investigation 4 Day 1 Mighty Minutes
		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 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. 67 Investigation 5 Day 3 Large Group
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		p. 69 Investigation 5 Day 4 Mighty Minutes

		p. 85 Celebrating Learning Day 1 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Mighty Minutes p.15 Exploring the Topic Day 1 Small Group p.68 Investigation 5 Day 4 Large Group p.84 Celebrating Learning Day 1 Large Groups
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		WRITING
GRADE LEVEL EXPECTATION	3.LL.7.	Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.
INDICATOR	3.LL.7.1.	Experiment with a variety of writing tools, materials, and surfaces. (3.1) 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	3.LL.7.4.	Imitate marks made by adult or older child (approximations). (3.4) 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
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	3.PM.1.	Develop large muscle control and coordinate movements in their upper and/or lower body.
INDICATOR	3.PM.1.1.	Use arms and legs for balance and motor control when walking, jumping, throwing and climbing. (3.1) 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	3.PM.1.2.	Use arms and legs for balance and motor control using objects and equipment for a wide range of physical activities. (3.2) 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
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	3.PM.3.	Participate in a variety of physical activities to enhance strength and stamina.
INDICATOR	3.PM.3.2.	Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a

ball). (3.2) **Balls Study** p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 16 Exploring the Topic Day 2 Choice Time p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 33 Investigation 1 Day 3 Small Group p. 35 Investigation 2 Outdoor Experiences p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Choice Time p. 39 Investigation 2 Day 2 Large-Group Roundup p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Large-Group Roundup p. 43 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Choice Time p. 45 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 47 Investigation 3 Day 2 Read-Aloud p. 47 Investigation 3 Day 2 Small Group p. 51 Investigation 4 Day 1 Choice Time p. 53 Investigation 4 Day 2 Choice Time p. 56 Investigation 4 Day 4 Choice Time p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 61 Investigation 5 Outdoor Experiences p. 62 Investigation 5 Day 1 Choice Time p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 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
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY	3.3L.	SOCIAL RELATIONSHIPS
GRADE LEVEL	3.SE.1.	Develop healthy relationships and interactions with peers and
EXPECTATION	3.3L.1.	adults.
INDICATOR	3.SE.1.10.	

p. 37 Investigation 4 Day 1 Choice Time p. 51 Investigation 4 Day 1 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 51 Investigation 4 Day 2 Large Group p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Large Group p. 54 Investigation 4 Day 2 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 Roundup p. 55 Investigation 4 Day 3 Large Group Roundup p. 55 Investigation 4 Day 3 Large Group Roundup p. 55 Investigation 4 Day 3 Large Group Roundup p. 56 Investigation 4 Day 3 Large Group Roundup 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 4 Day 4 Large Group Roundup p. 57 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Large Group p. 50 Investigation 4 Day 5 Large Group p. 50 Investigation 4 Day 5 Large Group p. 50 Investigation 4 Day 5 Large Group p. 62 Investigation 4 Day 5 Large Group p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 1 Large Group p. 65 Investigation 5 Day 2 Large Group Roundup p. 65 Investigation 5 Day 2 Large Group Roundup p. 65 Investigation 5 Day 2 Large Group Roundup p. 65 Investigation 5 Day 2 Large Group Roundup p. 67 Investigation 5 Day 2 Large Group Roundup p. 68 Investigation 5 Day 2 Large Group Roundup p. 68 Investigation 5 Day 2 Large Group Roundup p. 69 Investigation 5 Day 2 Large Group Roundup p. 67 Investigation 5 Day 3 Large Group Roundup p. 68 Investigation 5 Day 4 Large Group Roundup p. 68 Celebratin		11	
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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 Large Group p. 53 Investigation 4 Day 2 Large-Group Roundup p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Large-Group Roundup p. 55 Investigation 4 Day 3 Large-Group Roundup p. 55 Investigation 4 Day 3 Read-Aloud p. 55 Investigation 4 Day 3 Read-Houd p. 55 Investigation 4 Day 4 Large-Group Roundup p. 56 Investigation 4 Day 4 Large-Group Roundup p. 57 Investigation 4 Day 5 Choice Time p. 56 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Choice Time 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 Read-Houd p. 59 Investigation 4 Day 5 Read-Houd p. 59 Investigation 5 Day 1 Large-Group Roundup p. 62 Investigation 5 Day 1 Large-Group Roundup p. 63 Investigation 5 Day 1 Large-Group Roundup p. 63 Investigation 5 Day 1 Large-Group Roundup p. 63 Investigation 5 Day 2 Large-Group Roundup p. 63 Investigation 5 Day 2 Large-Group Roundup p. 64 Investigation 5 Day 3 Small Group p. 65 Investigation 5 Day 3 Large-Group Roundup p. 65 Investigation 5 Day 3 Mighty Minutes p. 67 Investigation 5 Day 3 Mighty Minutes p. 67 Investigation 5 Day 3 Mighty Minutes p. 67 Investigation 5 Day 4 Large-Group Roundup p. 68 Investigation 5 Day 5 Large-Group Roundup p. 69 Investigation 5 Day 5 Large-Group Roundup p. 69 Investigation 5 Day 5 Large-Group Roundup p. 69 Investigation 5 Day 5 Large-Group Roundup p. 67 Invest			
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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 BENCHMARK / GLE 3.SE. SOCIAL-EMOTIONAL DEVELOPMENT GLE / PROFICIENCY SELF-REGULATION Regulate own emotions and behavior.			
p.68 Investigation 5 Day 4 Large Group p.70 Investigation 5 Day 5 Choice Time p.84 Celebrating Learning Day 1 Large Groups BENCHMARK / GLE 3.SE. SOCIAL-EMOTIONAL DEVELOPMENT GLE / PROFICIENCY SELF-REGULATION GRADE LEVEL EXPECTATION Regulate own emotions and behavior.			
p.70 Investigation 5 Day 5 Choice Time p.84 Celebrating Learning Day 1 Large Groups BENCHMARK / GLE 3.SE. SOCIAL-EMOTIONAL DEVELOPMENT GLE / PROFICIENCY SELF-REGULATION GRADE LEVEL 2.SELF. Regulate own emotions and behavior.			
p.84 Celebrating Learning Day 1 Large Groups BENCHMARK / GLE 3.SE. SOCIAL-EMOTIONAL DEVELOPMENT GLE / PROFICIENCY SELF-REGULATION GRADE LEVEL EXPECTATION Regulate own emotions and behavior.			
GLE / PROFICIENCY GRADE LEVEL EXPECTATION SELF-REGULATION Regulate own emotions and behavior.			
GRADE LEVEL 3.SE.4. Regulate own emotions and behavior. EXPECTATION	BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
EXPECTATION			
INDICATOR 3.SE.4.1. Recognize and name basic emotions (happy, mad, sad) in self. (3.1)		3.SE.4.	Regulate own emotions and behavior.
	INDICATOR	3.SE.4.1.	Recognize and name basic emotions (happy, mad, sad) in self. (3.1)

		Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Choice Time p. 39 Investigation 2 Day 2 Read-Aloud p. 40 Investigation 2 Day 3 Choice Time p. 51 Investigation 4 Day 1 Read-Aloud p. 52 Investigation 4 Day 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. 59 Investigation 4 Day 5 Read-Aloud p. 65 Investigation 5 Day 2 Small Group
INDICATOR	3.SE.4.2.	Express own ideas, interests, and feelings through words or actions. (3.2) Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Choice Time p. 39 Investigation 2 Day 2 Read-Aloud p. 40 Investigation 2 Day 3 Choice Time p. 51 Investigation 4 Day 1 Read-Aloud p. 52 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 5 Read-Aloud 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
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	3.SE.5.	Regulate attention, impulses, and behavior.
INDICATOR	3.SE.5.1.	With prompting and support, follow rules and routines. (3.1) Balls Study p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience
CONTENT STANDARD	LA.EC.4.	Four-Year-Olds
BENCHMARK / GLE	4.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	4.AL.3.	Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.
INDICATOR	4.AL.3.1.	Identify and understand cause and effect relationships. (4.1) Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 3 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud

		p. 45 Investigation 3 Day 1 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 53 Investigartion 4 Day 2 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 57 Investigation 4 Day 4 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 5 Day 1 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud p. 67 Investigation 5 Day 3 Read-Aloud p. 71 Investigation 5 Day 5 Read-Aloud p. 85 Celebrating Learning Day 1 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud
INDICATOR	4.AL.3.2.	Apply prior knowledge and experiences to learn new skills during play. (4.2) Balls Study p. 39 Investigation 2 Day 2 Choice Time p. 71 Investigation 5 Day 5 Small Group
INDICATOR	4.AL.3.3.	Use a variety of strategies to investigate possible solutions, to accomplish a task, or to solve a problem. (4.3) Balls Study p. 39 Investigation 2 Day 2 Choice Time p. 71 Investigation 5 Day 5 Small Group
BENCHMARK / GLE	4.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	4.AL.4.	Demonstrate creative thinking when using materials, solving problems, and/or learning new information.
INDICATOR	4.AL.4.1.	Express unique ideas and approach tasks and experiences with flexibility, imagination and inventiveness. (4.1) Balls Study p. 39 Investigation 2 Day 2 Choice Time p. 71 Investigation 5 Day 5 Small Group
INDICATOR	4.AL.4.2.	Gather information and ask complex questions in order to understand a new or familiar concept. (4.2) Balls Study p. 16 Exploring the Topic Day 2 Choice Time p. 17 Exploring the Topic Day 2 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 44 Investigation 3 Day 1 Large Group p. 52 Investigation 4 Day 2 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 67 Investigation 5 Day 3 Small Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	4.CC.1.	Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.
INDICATOR	4.CC.1.1.	Express thoughts and feelings through movement and musical activities. (4.1) Balls Study p. 29 Investigation 1 Day 1 Small Group
INDICATOR	4.CC.1.2.	Participate in different types of music activities, including songs, finger plays, and playing instruments. (4.2) 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 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. 39 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 3 Day 1 Large Group p. 42 Investigation 3 Day 1 Large Group p. 43 Investigation 4 Day 1 Large Group p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 2 Large Group p. 52 Investigation 4 Day 3 Large Group p. 53 Investigation 4 Day 3 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. 66 Investigation 5 Day 2 Large Group p. 67 Investigation 5 Day 2 Large Group p. 68 Investigation 5 Day 2 Small Group p. 69 Investigation 5 Day 2 Small Group p. 69 Investigation 5 Day 3 Large Group p. 69 Investigation 5 Day 4 Mighty Minutes p. 70 Investigation 5 Day 4 Mighty Minutes p. 71 Investigation 5 Day 4 Mighty Minutes p. 72 Investigation 5 Day 4 Mighty Minutes p. 73 Investigation 5 Day 4 Mighty Minutes p. 74 Investigation 5 Day 5 Large Group p. 65 Investigation 5 Day 6 Large Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 2 Large Group p. 68 Investigation 5 Day 4 Mighty Minutes p. 75 Leebrating Learning Day 1 Mighty Minutes p. 76 Leebrating Learning Day 2 Large Group p. 77 Large Group p. 78 Celebrating Learning Day 2 Mighty Minutes p. 78 Celebrating Learning Day 2 Mighty Minutes p. 79 Large Group p. 86 Celebrating Learning Day 1 Mighty Minutes p. 75 Large Group p. 75 Large Group p. 76 Large Group p. 77 Large Group p. 78 Celebrating Learning Day 1 Mighty Minutes p. 79 Large Gr
INDICATOR	4.CC.1.4.	Describe changes in tone, melody, rhythm, and tempo. (4.4) Balls Study
		p. 29 Investigation 1 Day 1 Small Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	4.CC.2.	Develop an appreciation for visual arts from different culture and create various forms of visual arts.
INDICATOR	4.CC.2.1.	Observe and/or describe what they like and do not like about various forms of art and how it makes them feel. (4.1) 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 Small Group p. 31 Investigation 1 Day 2 Small Group p. 35 Investigation 2 Outdoor Experiences p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 3 Outdoor Experiences

p. 44 Investigation 3 Day 1 Large Group p. 49 Investigation 4 Outdoor Experience
p. 51 Investigation 4 Day 1 Small Group
p. 52 Investigation 4 Day 2 Large Group
p. 53 Investigation 4 Day 2 Read-Aloud
p. 53 Investigation 4 Day 2 Choice Time
p. 53 Investigation 4 Day 2 Large-Group Roundup
p. 54 Investigation 4 Day 3 Large Group
p. 55 Investigation 4 Day 3 Small Group p. 56 Investigation 4 Day 4 Choice Time
p. 56 Investigation 4 Day 4 Choice Time
p. 57 Investigation 4 Day 4 Read-Aloud
p. 57 Investigation 4 Day 4 Kead-Aloud
p. 57 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
Describe specific elements of a piece of art (e.g., texture, use of
colors, line, perspective, position of objects included). (4.2)
Dalla Studiu
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 Read-Aloud
p. 21 Exploring the Topic Day 4 Small Group
p. 28 Investigation 1 Day 1 Large Group
p. 29 Investigation 1 Day 1 Small Group
p. 30 Investigation 1 Day 2 Large Group
p. 31 Investigation 1 Day 2 Small Group
p. 35 Investigation 2 Outdoor Experiences
p. 37 Investigation 2 Day 1 Read-Aloud
p. 37 Investigation 2 Day 1 Small Group
p. 41 Investigation 2 Day 3 Small Group
p. 43 Investigation 3 Outdoor Experiences
p. 44 Investigation 3 Day 1 Large Group
p. 49 Investigation 4 Outdoor Experience
p. 51 Investigation 4 Day 1 Small Group
p. 52 Investigation 4 Day 2 Large Group
p. 53 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

INDICATOR	4.CC.2.3.	Create artistic works that reflect thoughts, feelings, experiences, or knowledge using different materials, tools and techniques. (4.3) Balls Study p. 18 Exploring the Topic Day 3 Choice Time p. 33 Investigation 1 Day 3 Small Group p. 39 Investigation 2 Day 2 Small Group p. 47 Investigation 3 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Small Group 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
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL	4.CC.3.	Explore roles and experiences through dramatic art and play.
EXPECTATION		
INDICATOR	4.CC.3.1.	Experience, respond to, and engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, pantomime, theater). (4.1) Balls Study p. 17 Exploring the Topic Day 2 Mighty Minutes p. 19 Exploring the Topic Day 3 Mighty Minutes p. 20 Exploring the Topic Day 4 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 3 Mighty Minutes p. 32 Investigation 1 Day 3 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. 38 Investigation 2 Day 2 Mighty Minutes p. 38 Investigation 2 Day 2 Mighty Minutes p. 38 Investigation 2 Day 2 Mighty Minutes p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Read-Aloud p. 46 Investigation 3 Day 2 Large Group p. 53 Investigation 4 Day 2 Large-Group p. 53 Investigation 4 Day 2 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. 61 Investigation 5 Day 1 Large Group p. 62 Investigation 5 Day 2 Mighty Minutes p. 66 Investigation 5 Day 2 Mighty Minutes p. 67 Investigation 5 Day 3 Mighty Minutes p. 68 Investigation 5 Day 4 Small Group p. 67 Investigation 5 Day 5 Mighty Minutes p. 68 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes p. 68 Investigation 5 Day 4 Small Group p. 87 Celebrating Learning Day 1 Large Group p. 88 Celebrating Learning Day 2 Mighty Minutes p. 68 Investigation 5 Day 4 Large Group p. 88 Celebrating Learning Day 1 Large Group p. 88 Celebrating Learning Day 2 Large Group p. 88 Celebrating Learning Day 1 Large Group
INDICATOR	4.00.2.2	p.84 Celebrating Learning Day 1 Large Groups
INDICATOR	4.CC.3.2.	Role play or use puppets to act out stories or play a character. (4.2) Balls Study

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		p. 17 Exploring the Topic Day 2 Mighty Minutes p. 19 Exploring the Topic Day 3 Mighty Minutes p. 20 Exploring the Topic Day 4 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Mighty Minutes p. 45 Investigation 3 Day 1 Read-Aloud p. 46 Investigation 3 Day 1 Read-Aloud p. 53 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 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. 56 Investigation 4 Day 3 Mighty Minutes p. 56 Investigation 4 Day 3 Large Group p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Large Group p. 65 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Mighty Minutes p. 68 Investigation 5 Day 3 Mighty Minutes p. 69 Investigation 5 Day 3 Mighty Minutes p. 69 Investigation 5 Day 3 Mighty Minutes p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Mighty Minutes p. 69 Investigation 5 Day 5 Mighty Minutes p. 61 Investigation 5 Day 5 Mighty Minutes p. 63 Investigation 5 Day 5 Mighty Minutes p. 64 Investigation 5 Day 5 Mighty Minutes p. 65 Investigation 5 Day 5 Mighty Minutes p. 66 Investigation 5 Day 5 Mighty Minutes p. 67 Investigation 5 Day 6 Mighty Minutes p. 68 Investigation 5 Day 2 Large Group p. 71 Investigation 5 Day 4 Large Group p. 72 Large Group p. 74 Investigation 5 Day 4 Large Group p. 75 Investigation 5 Day 5 Mighty Minutes p. 66 Investigation 5 Day 4 Large Group p. 76 Celebrating Learning Day 2 Mighty Minutes
		p.84 Celebrating Learning Day 1 Large Groups
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities.
INDICATOR	4.CM.1.1.	Verbally count by ones to 20. (4.1)
		Balls Study 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
INDICATOR	4.CM.1.2.	Count forward from a given number between 1 and 10, and count backward from 5. (4.2) 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 Small Group p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 41 Investigation 2 Day 3 Mighty Minutes p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group

		p. 57 Investigation 4 Day 4 Large-Group Roundup
		p. 57 Investigation 4 Day 4 Mighty Minutes
		p. 59 Investigation 4 Day 5 Mighty Minutes p. 64 Investigation 5 Day 2 Large Group
		p. 69 Investigation 5 Day 4 Small Group
		p. 71 Investigation 5 Day 5 Read-Aloud
		p. 71 Investigation 5 Day 5 Small Group
		p. 85 Celebrating Learning Day 1 Small Group
		p. 86 Celebrating Learning Day 2 Large Group
		p.68 Investigation 5 Day 4 Large Group
INDICATOR	4.CM.1.3.	Understand that the last number named tells the number of objects counted for a set of 10 or fewer objects. (4.3)
		Balls Study p. 85 Celebrating Learning Day 1 Small Group
INDICATOR	4.CM.1.4.	Count out a specified number of objects from a set of 10 or fewer objects when asked. (4.4)
		Balls Study
		p. 85 Celebrating Learning Day 1 Small Group
INDICATOR	4.CM.1.5.	Identify written numerals 0-10 in the everyday environment. (4.5)
		Balls Study p. 71 Investigation 5 Day 5 Small Group
INDICATOR	4.CM.1.6.	With prompting and support, match a number of objects with the correct written numeral from 0 – 10. (4.6)
		Balls Study p. 71 Investigation 5 Day 5 Small Group
INDICATOR	4.CM.1.7.	Compare sets of objects using same/different and more/less/fewer. (4.7)
		Balls Study p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.2.	Understand basic patterns, concepts, and operations.
INDICATOR	4.CM.2.1.	Recognize, copy, and extend patterns. (4.1)
		Balls Study
		p. 40 Investigation 2 Day 3 Choice Time
		p. 55 Investigation 4 Day 3 Small Group
		p. 56 Investigation 4 Day 4 Choice Time
		p. 57 Investigation 4 Day 4 Large-Group Roundup
		p. 63 Investigation 5 Day 1 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group
INDICATOR	4.CM.2.3.	Use concrete objects to demonstrate simple addition and
INDICATOR	4.GIVI.2.3.	subtraction problems that total 6 or fewer. (4.3)
		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
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
	_	,

	4.014.0	
GRADE LEVEL	4.CM.3.	Understand attributes and relative properties of objects as related to
EXPECTATION		size, capacity, and area.
INDICATOR	4.CM.3.1.	Describe measurable attributes (length and weight) of objects and
		materials, using comparative words. (4.1)
		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. 32 Investigation 1 Day 3 Large Group
		p. 36 Investigation 2 Day 1 Choice Time
		p. 37 Investigation 2 Day 1 Large-Group Roundup
		p. 40 Investigation 2 Day 3 Choice Time p. 45 Investigation 3 Day 1 Choice Time
		p. 45 Investigation 3 Day 1 Large-Group Roundup
		p. 45 Investigation 3 Day 1 Small Group
		p. 63 Investigation 5 Day 1 Mighty Minutes
		p. 70 Investigation 5 Day 5 Large Group
INDICATOR	4.CM.3.2.	Put up to six objects in order by length (seriate). (4.2)
		, and a second of the second o
		Balls Study
		p. 27 Investigation 1 Outdoor Experiences
		p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Small Group p. 40 Investigation 2 Day 3 Choice Time
		p. 45 Investigation 3 Day 1 Choice Time
		p. 45 Investigation 3 Day 1 Large-Group Roundup
		p. 45 Investigation 3 Day 1 Small Group
		p. 63 Investigation 5 Day 1 Mighty Minutes
		p. 70 Investigation 5 Day 5 Large Group
INDICATOR	4.CM.3.4.	Participate in measurement activities using standard measurement tools to measure the length and weight of objects and materials (ruler, scale, measuring cup). (4.4)
		(ruler, Scale, measuring cup). (4.4)
		Balls Study
		p. 45 Investigation 3 Day 1 Choice Time
		p. 45 Investigation 3 Day 1 Large-Group Roundup
		p. 45 Investigation 3 Day 1 Small Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL	4.CM.4.	Understand shapes, their properties, and how objects are related to
EXPECTATION		one another in space.
INDICATOR	4.CM.4.1.	Identify and name at least the four basic shapes (rectangles, squares, circles, and triangles) when presented using different sizes and in different orientations. (4.1)
		Balls Study
		p. 20 Exploring the Topic Day 4 Large Group
		p. 20 Exploring the Topic Day 4 Choice Time
		p. 54 Investigation 4 Day 3 Large Group
		p.53 Investigation 4 Day 2 Small Group
INDICATOR	4.CM.4.5.	Use and understand positions of objects, self and other people in space, including in/on, over/under, up/down, inside/outside, beside/between, and in front/behind. (4.5)
		(,
		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. 70 Investigation 5 Day 5 Large Group p. 71 Investigation 5 Day 5 Small Group
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INDICATOR 4.CS.1.2. Use equipment and tools to gather information and extend sensor observations of living things, objects, materials, changes that tal place and relationships. (4.2)	BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
INDICATOR 4.CS.1.2. Use equipment and tools to gather information and extend senso observations of living things, objects, materials, changes that tal place and relationships. (4.2) Balls Study p. 27 Investigation 1 Outdoor Experiences p. 36 Investigation 2 Day 2 Small Group p. 35 Investigation 2 Day 2 Small Group p. 35 Investigation 2 Day 2 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 2 Choice Time p. 40 Investigation 2 Day 2 Schoice Time p. 40 Investigation 2 Day 2 Schoice Time p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Choice Time p. 47 Investigation 3 Day 3 Choice Time p. 47 Investigation 3 Day 2 Choice Time p. 47 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Choice Time p. 62 Investigation 5 Day 1 Choice Time p. 62 Investigation 5 Day 1 Choice Time p. 62 Investigation 5 Day 1 Choice Time p. 63 Investigation 5 Day 2 Choice Time p. 64 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 3 Choice Time p. 64 Investigation 5 Day 3 Choice Time p. 69 Investigation 5 Day 3 Choi	GLE / PROFICIENCY		SCIENCE (CS)
observations of living things, objects, materials, changes that tal place and relationships. (4.2) Balls Study p. 27 Investigation 1 Outdoor Experiences p. 31 Investigation 1 Day 2 Small Group p. 35 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 2 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Choice Time p. 41 Investigation 3 Day 1 Small Group p. 43 Investigation 3 Day 1 Small Group p. 45 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 Read-Aloud p. 57 Investigation 4 Day 5 Small Group p. 58 Investigation 4 Day 5 Small Group p. 61 Investigation 5 Day 1 Choice Time p. 59 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 2 Choice Time p. 64 Investigation 5 Day 2 Choice Time p. 69 Investigation 5 Day 3 Choice Time p. 69 Investigation 5 Day 3 Large Group p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Large Group p. 68 Investigation 5 Day 3 Large Group p. 69 Investigation 5 Day 3 Large Group p. 69 Investigation 5 Day 3 Large Group p. 69 Investigation 5 Day 4 Choice Time p. 69 Investigation 1 Day 3 Large Group p. 32 Investigation 1 Day 3 Large Group p. 38 Investigation 1 Day 2 Large Group p. 46 Investigation 1 Day 2 Large Group p. 47 Investigation 1 Day 2 Large Group p. 47 Investigation 1 Day 2 Large Group p. 48 Investigation 1 Day 2 Large Group p. 47 Investigation 1 Day 2 Large Group p. 48 Investigation 1 Day 2 Large Group p. 49 Investigation 1 Day 2 Large Group p. 40 Investigation 1 Day 2 Large Group p. 40 Investigation 1 Day 2 Large Group p. 40 Investi			,
this understanding to predict what will happen as a result of an action and to solve simple problems. (4.3) Balls Study			Balls Study p. 27 Investigation 1 Outdoor Experiences p. 31 Investigation 2 Outdoor Experiences p. 35 Investigation 2 Outdoor Experiences p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Choice Time p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large Group p. 43 Investigation 2 Day 3 Large Group p. 45 Investigation 3 Outdoor Experiences p. 45 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 47 Investigation 3 Day 2 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 61 Investigation 5 Outdoor Experiences p. 62 Investigation 5 Day 1 Choice Time p. 62 Investigation 5 Day 1 Mighty Minutes p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Choice Time p. 69 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 4 Small Group
p. 32 Investigation 1 Day 3 Large Group p. 38 Investigation 2 Day 2 Large Group p. 58 Investigation 4 Day 5 Large Group			action and to solve simple problems. (4.3) 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. 38 Investigation 2 Day 2 Large Group p. 45 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 47 Investigation 3 Day 2 Read-Aloud p. 53 Investigation 4 Day 2 Choice Time p. 69 Investigation 5 Day 4 Choice Time Use prior knowledge and experiences to generate questions, hypothesize, predict, and draw conclusions about living creatures, objects, materials and changes observed in the environment. (4.4) Balls Study
INDICATOR 4.CS.1.5. Conduct simple scientific experiments. (4.5)	INDICATOR	4.CS.1.5.	p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 38 Investigation 2 Day 2 Large Group p. 58 Investigation 4 Day 5 Large Group

		Balls Study p. 27 Investigation 1 Outdoor Experiences p. 33 Investigation 1 Day 3 Small Group p. 35 Investigation 2 Outdoor Experiences p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Choice Time p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large Group p. 43 Investigation 3 Outdoor Experiences p. 45 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 47 Investigation 3 Day 2 Read-Aloud p. 47 Investigation 3 Day 2 Small Group p. 53 Investigation 4 Day 2 Choice Time p. 61 Investigation 5 Outdoor Experiences p. 69 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 4 Small Group
INDICATOR	4.CS.1.7.	With prompting and support, use scientific vocabulary words to describe steps in the scientific process (e.g., "observation," "experiment," "hypothesis," "conclusion"). (4.7) Balls Study p. 23 Exploring the Topic Day 5 Choice Time
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	4.CS.2.	Acquire scientific knowledge related to physical science (properties of objects and materials).
INDICATOR	4.CS.2.1.	With prompting and support, observe and describe the properties of objects and materials and how they can be combined or can change from one form to another (solids, liquids, and gases). (4.1) Balls Study p. 38 Investigation 2 Day 2 Large Group
INDICATOR	4.CS.2.4.	Experiment with balls, toys and other objects to see which objects move faster, what conditions make them move faster and what makes them move slower. (4.4) 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 Roundup p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Choice Time p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Large-Group Roundup p. 43 Investigation 2 Day 3 Large-Group Roundup p. 45 Investigation 3 Outdoor Experiences p. 46 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Choice Time p. 47 Investigation 4 Day 2 Choice Time p. 47 Investigation 3 Day 2 Large-Group Roundup
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.3.	Develop an awareness of geographic locations, maps, and landforms.
INDICATOR	4.CSS.3.2.	Create representations of places, landforms, and roads he/she has seen through drawings and play activities. (4.2)

		Balls Study p. 18 Exploring the Topic Day 3 Choice Time p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Read-Aloud
INDICATOR	4.CSS.3.5.	With guidance and support, create a simple drawing that shows the relative location of specific objects and/or features in a familiar environment such as a classroom or playground. (4.5) Balls Study
		p. 18 Exploring the Topic Day 3 Choice Time p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Read-Aloud
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.4.	Demonstrate awareness of culture and other characteristics of groups of people.
INDICATOR	4.CSS.4.1.	Explore music, dance, dress, foods, and traditions of own family and other cultures. (4.1) Balls Study p. 29 Investigation 1 Day 1 Small Group p. 46 Investigation 3 Day 2 Large Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.5.	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
INDICATOR	4.CSS.5.3.	Follow rules that have been established. (4.3) Balls Study p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience
INDICATOR	4.CSS.5.4.	Participate in conversations about the importance of rules/ consequences, rights of self, and rights of others. (4.4) Balls Study p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		SPEAKING AND LISTENING
GRADE LEVEL EXPECTATION	4.LL.1.	Comprehend or understand and use language.
INDICATOR	4.LL.1.1.	Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos. (4.1)

INDICATOR	4.LL.1.2.	Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Choice Time p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 30 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 32 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 2 Large Group p. 33 Investigation 1 Day 2 Large Group p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 1 Large Group p. 39 Investigation 3 Day 1 Choice Time p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large Group p. 46 Investigation 4 Day 1 Large Group p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Large Group p. 51 Investigation 4 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. 56 Investigation 4 Day 3 Large Group p. 57 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 4 Large Group p. 59 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Large Group p. 59 Investigation 5 Day 1 Large Group p. 59 Investigation 5 Day 2 Large Group p. 61 Investigation 5 Day 1 Large Group p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 2 Large Group p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 2 Large Group p. 68 Investigation 5 Day 4 Large Group p. 69 Investigation 5 Day 4 Large Group p. 69 Investigation 5 Day 4 Large Group p. 68 Investigation 5 Day 5 Large G
		Balls Study p. 19 Exploring the Topic Day 3 Mighty Minutes p. 52 Investigation 4 Day 2 Large Group p. 65 Investigation 5 Day 2 Small Group p. 85 Celebrating Learning Day 1 Small Group
INDICATOR	4.LL.1.3.	With guidance and support from adults, follow agreed upon rules for discussions (e.g. listening to others, and taking turns speaking about topics and print under discussion). (4.3) Balls Study p. 23 Exploring the Topic Day 5 Small Group p. 37 Investigation 2 Day 1 Small Group

INDICATOR		p. 39 Investigation 2 Day 2 Choice Time p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 63 Investigation 5 Day 1 Small Group p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	4.LL.1.4.	Actively participate in role-playing, creative dramatics, fingerplays, nursery rhymes, and choral speaking. (4.4) 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 Mighty Minutes p. 32 Investigation 1 Day 3 Mighty Minutes p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 38 Investigation 2 Day 2 Mighty Minutes p. 38 Investigation 2 Day 2 Mighty Minutes p. 39 Investigation 2 Day 2 Mighty Minutes p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Read-Aloud p. 46 Investigation 3 Day 2 Large Group p. 53 Investigation 4 Day 2 Large-Group Roundup p. 53 Investigation 4 Day 2 Large-Group p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Mighty Minutes p. 56 Investigation 4 Day 3 Mighty Minutes p. 57 Investigation 4 Day 3 Large Group p. 58 Investigation 4 Day 3 Large Group p. 59 Investigation 5 Day 1 Large Group p. 61 Investigation 5 Day 1 Large Group p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 2 Mighty Minutes p. 66 Investigation 5 Day 2 Mighty Minutes p. 67 Investigation 5 Day 3 Large Group p. 68 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Small Group p. 72 Celebrating Learning Day 2 Large Group p. 74 Celebrating Learning Day 2 Large Group p. 75 Celebrating Learning Day 2 Large Group p. 76 Investigation 5 Day 4 Large Group p. 77 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	4.LL.1.5.	p.84 Celebrating Learning Day 1 Large Groups Speak audibly and use words, phrases, and/or sentences to express a complete thought that can be clearly understood by most people. (4.5)
		Balls Study p. 29 Investigation 1 Day 1 Small Group p. 44 Investigation 3 Day 1 Large Group p.68 Investigation 5 Day 4 Large Group
INDICATOR	4.LL.1.6.	Ask questions about a specific topic, activity, and/or text read aloud. (4.6) Balls Study p. 16 Exploring the Topic Day 2 Choice Time p. 17 Exploring the Topic Day 2 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 44 Investigation 3 Day 1 Large Group p. 52 Investigation 4 Day 2 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 67 Investigation 5 Day 3 Small Group

BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		LANGUAGE
GRADE LEVEL EXPECTATION	4.LL.2.	Comprehend and use increasingly complex and varied vocabulary.
INDICATOR	4.LL.2.2.	Use new vocabulary acquired through conversations, activities, or listening to texts read aloud. (4.2) 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 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 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. 68 Investigation 5 Day 3 Large Group p. 69 Investigation 5 Day 3 Large Group p. 60 Investigation 5 Day 3 Large Group p. 61 Investigation 5 Day 3 Large Group p. 62 Investigation 5 Day 3 Large Group p. 63 Celebrating Learning Outdoor Experience p. 67 Celebrating Learning Day 2 Small Group p. 68 Investigation 4 Day 2 Small Group
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	4.LL.3.	Develop an interest in books and their characteristics.
INDICATOR	4.LL.3.1.	Demonstrates how books are read, such as front-to-back and one page at a time. (4.1) 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. 67 Investigation 5 Day 3 Small Group p. 70 Investigation 5 Day 5 Choice Time
INDICATOR	4.LL.3.2.	With prompting and support, describe the role of the author and illustrator of a text. (4.2) Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud

		p. 45 Investigation 3 Day 1 Read-Aloud
		p. 47 Investigation 3 Day 2 Read-Aloud
		p. 51 Investigation 4 Day 1 Read-Aloud
		p. 55 Investigation 4 Day 3 Read-Aloud
		p. 59 Investigation 4 Day 5 Read-Aloud
		p. 63 Investigation 5 Day 1 Read-Aloud
		p. 65 Investigation 5 Day 2 Read-Aloud
		p. 71 Investigation 5 Day 5 Read-Aloud
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	4.LL.4.	Comprehend stories and information from books and other print materials.
INDICATOR	4.LL.4.2.	With prompting and support, retell parts of a favorite story in sequence (first, next, and last). (4.2)
		Balls Study
		p. 15 Exploring the Topic Day 1 Read-Aloud
		p. 19 Exploring the Topic Day 3 Read-Aloud
		p. 23 Exploring the Topic Day 5 Read-Aloud
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 39 Investigation 2 Day 2 Read-Aloud
		p. 51 Investigation 4 Day 1 Read-Aloud
		p. 55 Investigation 4 Day 3 Read-Aloud
		p. 59 Investigation 4 Day 5 Read-Aloud
INDICATOR	4.LL.4.3.	With prompting and support, identify characters and some events from a story and several pieces of information from a text read
		aloud. (4.3) Balls Study
		p. 15 Exploring the Topic Day 1 Read-Aloud
		p. 19 Exploring the Topic Day 3 Read-Aloud
		p. 23 Exploring the Topic Day 5 Read-Aloud
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 31 Investigation 1 Day 2 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 39 Investigation 2 Day 2 Read-Aloud
		p. 51 Investigation 4 Day 1 Read-Aloud
		p. 55 Investigation 4 Day 3 Read-Aloud
		p. 59 Investigation 4 Day 5 Read-Aloud
INDICATOR	4.LL.4.4.	With prompting and support, ask and answer questions about
INDICATOR	7.22.7.7.	unknown words in a text read aloud. (4.4)
		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 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
INDICATOR	4.LL.4.5.	Listen to stories or text read aloud and use new vocabulary words in
		follow-up conversations and activities. (4.5)
		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
INDICATOR	4.LL.4.7.	With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts. (4.7) Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud
		p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud
		p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud
		p. 46 Investigation 3 Day 2 Large Group p. 51 Investigation 4 Day 1 Read-Aloud
		p. 52 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Read-Aloud
		p. 59 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 5 Day 1 Small Group
INDICATOR	4.LL.4.8.	With prompting and support, discuss basic similarities and differences in print read aloud, including characters, settings, events, and ideas. (4.8)
		Balls Study p. 31 Investigation 1 Day 2 Small Group p. 37 Investigation 2 Day 1 Small Group
INDICATOR	4.LL.4.9.	Based on the title and/or pictures/ illustrations, predict what might happen in a story before it is read. (4.9)
		Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud
		p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Small Group
		p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud
		p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud
		p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud
		p. 51 Investigation 4 Day 1 Read-Aloud
		p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud
		p. 63 Investigation 5 Day 1 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	4.LL.5.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	4.LL.5.1.	With prompting and support, demonstrate that print is read left to right and top to bottom. (4.1)
		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

INDICATOR	4.LL.5.2.	With limited guidance, track across a page or along printed words from top to bottom and left to right. (4.2)
		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
INDICATOR	4.LL.5.4.	With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper- and lower-case letters). (4.4)
		Balls Study p. 17 Exploring the Topic Day 2 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 63 Investigation 5 Day 1 Small Group p. 67 Investigation 5 Day 3 Small Group p. 70 Investigation 5 Day 5 Choice Time
INDICATOR	4.LL.5.5.	Name at least 26 of the 52 upper-and/or lower-case letters of the alphabet. (4.5) Balls Study
		p. 21 Exploring the Topic Day 4 Mighty Minutes p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 63 Investigation 5 Day 1 Small Group p.70 Investigation 5 Day 5 Choice Time
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	4.LL.6.	Demonstrate understanding of different units of sound in language (words, syllables, phonemes).
INDICATOR	4.LL.6.1.	With prompting and support, recognize and produce rhyming words. (4.1) Balls Study p. 15 Exploring the Topic Day 1 Mighty Minutes p. 16 Exploring the Topic Day 2 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 37 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Read-Aloud p. 47 Investigation 3 Day 2 Mighty Minutes

		p. 51 Investigation 4 Day 1 Mighty Minutes p. 55 Investigation 4 Day 3 Mighty Minutes p. 65 Investigation 5 Day 2 Small Group p. 67 Investigation 5 Day 3 Mighty Minutes p. 85 Celebrating Learning Day 1 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Mighty Minutes p.15 Exploring the Topic Day 1 Small Group p.84 Celebrating Learning Day 1 Large Groups
INDICATOR	4.LL.6.2.	With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2) Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 56 Investigation 4 Day 4 Large Group p. 65 Investigation 5 Day 2 Small Group p. 15 Exploring the Topic Day 1 Small Group
INDICATOR	4.LL.6.3.	With prompting and support, orally blend onset and rime in single syllable spoken words. (4.3) Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 65 Investigation 5 Day 2 Small Group p. 15 Exploring the Topic Day 1 Small Group
INDICATOR	4.LL.6.4.	Repeat alliteration during word play in order to recognize words with a common initial (first) sound. (4.4) Balls Study p. 16 Exploring the Topic Day 2 Large Group p. 19 Exploring the Topic Day 3 Small Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 23 Exploring the Topic Day 5 Mighty Minutes p. 31 Investigation 1 Day 2 Mighty Minutes p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 40 Investigation 2 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group p. 45 Investigation 3 Day 1 Mighty Minutes p. 47 Investigation 3 Day 2 Mighty Minutes p. 63 Investigation 5 Day 1 Mighty Minutes p. 65 Investigation 5 Day 2 Small Group p. 66 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
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		WRITING
	411.7	
GRADE LEVEL	4.LL.7.	Develop familiarity with writing implements, conventions, and

EXPECTATION		emerging skills to communicate through written representations, symbols, and letters.
INDICATOR	4.LL.7.2.	Use a combination of drawing, dictating, and/or writing in response to a text read aloud, or to tell a story about a life experience or event. (4.2) 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
BENCHMARK / GLE	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	4.PM.1.	Develop large muscle control and coordinate movements in their upper and/or lower body.
INDICATOR	4.PM.1.1.	Use the whole body for balance and motor control when walking, jumping, throwing and climbing. (4.1) 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	4.PM.1.2.	Use the whole body for balance and motor control using objects and equipment for a wide range of physical activities. (4.2) 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
BENCHMARK / GLE	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	4.PM.3.	Participate in a variety of physical activities to enhance strength and stamina.
INDICATOR	4.PM.3.2.	Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (4.2) 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 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 p. 33 Investigation 1 Day 3 Small Group p. 33 Investigation 1 Day 3 Small Group p. 33 Investigation 1 Day 3 Small Group p. 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 Earge-Group Roundup p. 37 Investigation 2 Day 1 Small Group
		p. 38 Investigation 2 Day 2 Large Group
		p. 39 Investigation 2 Day 2 Choice Time
		p. 39 Investigation 2 Day 2 Large-Group Roundup
		p. 39 Investigation 2 Day 2 Small Group
		p. 40 Investigation 2 Day 3 Choice Time
		p. 40 Investigation 2 Day 3 Large Group
		p. 41 Investigation 2 Day 3 Large-Group Roundup p. 43 Investigation 3 Outdoor Experiences
		p. 44 Investigation 3 Day 1 Large Group
		p. 45 Investigation 3 Day 1 Choice Time
		p. 45 Investigation 3 Day 1 Small Group
		p. 46 Investigation 3 Day 2 Choice Time
		p. 46 Investigation 3 Day 2 Large Group
		p. 47 Investigation 3 Day 2 Read-Aloud
		p. 47 Investigation 3 Day 2 Small Group p. 51 Investigation 4 Day 1 Choice Time
		p. 53 Investigation 4 Day 1 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 Choice Time p. 62 Investigation 5 Day 1 Large Group
		p. 63 Investigation 5 Day 1 Large Gloup
		p. 64 Investigation 5 Day 2 Choice Time
		p. 64 Investigation 5 Day 2 Large Group
		p. 65 Investigation 5 Day 2 Large-Group Roundup
		p. 66 Investigation 5 Day 3 Large Group
		p. 67 Investigation 5 Day 3 Choice Time
		p. 69 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 4 Large-Group Roundup
		p. 69 Investigation 5 Day 4 Small Group
		p. 70 Investigation 5 Day 5 Large Group
		p. 84 Celebrating Learning Day 1 Choice Time
		p. 86 Celebrating Learning Day 2 Choice Time
		p.47 Investigation 3 Day 2 Large-Group Roundup
		p.53 Investigation 4 Day 2 Small Group
		p.67 Investigation 5 Day 3 Large-Group Roundup
		p.70 Investigation 5 Day 5 Choice Time
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	4.SE.4.	Regulate own emotions and behavior.
INDICATOR	4.SE.4.1.	Recognize and accurately label the feelings of self. (4.1)
		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. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Choice Time
		p. 29 Investigation 1 Day 1 Choice Time
		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. 52 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Read-Aloud
	11	p. co conganion i bay o rioda / noda

		<u> </u>
		p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Read-Aloud p. 65 Investigation 5 Day 2 Small Group
INDICATOR	4.SE.4.2.	Express basic feelings, needs, and wants in a manner that is age-appropriate to the situation. (4.2) Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Choice Time p. 39 Investigation 2 Day 2 Read-Aloud p. 40 Investigation 2 Day 3 Choice Time p. 51 Investigation 4 Day 1 Read-Aloud p. 52 Investigation 4 Day 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
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	4.SE.5.	Regulate attention, impulses, and behavior.
INDICATOR	4.SE.5.1.	Follow rules and routines and adapt to changes in rules and routines. (4.1) Balls Study p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience

Beginning the Year State: Louisiana's Birth to Five Early Learning & Development Standards

Subject: Early Childhood Education Grade: Ages 3-5

CONTENT STANDARD	LA.EC.3.	Three-Year-Olds
BENCHMARK / GLE	3.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL	3.AL.3.	Recognize, understand, and analyze a problem and draw on
EXPECTATION	017 (210)	knowledge or experience to seek solutions.
	3.AL.3.1.	Experiment to see if the same actions have similar effects on different objects. (3.1) Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 1 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 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. 58 Focus Question 5 Day 4 Read-Aloud p. 69 Focus Question 6 Day 1 Read-Aloud p. 69 Focus Question 6 Day 2 Read-Aloud p. 69 Focus Question 6 Day 2 Read-Aloud p. 69 Focus Question 6 Day 3 Read-Aloud p. 69 Focus Question 6 Day 4 Read-Aloud p. 71 Focus Question 6 Day 2 Read-Aloud p. 75 Focus Question 6 Day 4 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 76 Focus Question 6 Day 7 Read-Aloud p. 77 Focus Question 6 Day 7 Read-Aloud p. 78 Focus Question 6 Day 7 Read-Aloud p. 79 Focus Question 6 Day 8 Read-Aloud p. 71 Focus Question 6 Day 9 Read-Aloud p. 72 Focus Question 6 Day 9 Read-Aloud p. 73 Focus Question 6 Day 9 Read-Aloud p. 74 Focus Question 6 Day 9 Read-Aloud p. 75 Focus Question 6 Day 9 Read-Aloud p. 76 Focus Question 6 Day 9 Read-Aloud p. 77 Focus Question 6 Day 9 Read-Aloud p. 78 Ministudy Day 1 Read-Aloud p. 88 Ministudy Day 1 Read-Aloud p. 88 Ministudy Day 3 Read-Aloud
INDICATOR	3.AL.3.2.	p. 87 Ministudy Day 4 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud Remember and apply previously learned information to a familiar
		object, task or situation. (3.2) Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud

		p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 63 Focus Question 5 Day 4 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 69 Focus Question 6 Day 2 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 73 Focus Question 6 Day 4 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 81 Ministudy Day 1 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 85 Ministudy Day 3 Read-Aloud p. 87 Ministudy Day 4 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud
INDICATOR	3.AL.3.3.	Use a variety of strategies to solve a problem when the first try is unsuccessful. (3.3) 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
BENCHMARK / GLE	3.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	3.AL.4.	Demonstrate creative thinking when using materials, solving problems, and/or learning new information.
INDICATOR	3.AL.4.1.	Express unique ideas in both language and use of objects in a variety of situations. (3.1) 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	3.AL.4.2.	Ask more complex questions for clarification and to seek meaningful information. (3.2) Beginning the Year p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 44 Focus Question 3 Day 5 Large Group p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Large-Group Roundup p. 60 Focus Question 5 Day 3 Large Group p. 68 Focus Question 6 Day 2 Large Group p. 73 Focus Question 6 Day 4 Small Group p. 84 Ministudy Day 3 Large Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	3.CC.1.	Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.
INDICATOR	3.CC.1.1.	Listen and respond to different types of music (jazz, classical, country lullaby, etc.) through movement. (3.1) Beginning the Year p. 35 Focus Question 3 Outdoor Experiences

INDICATOR	3.CC.1.2.	Participate in songs and finger plays. (3.2)
		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 2 Mighty Minutes
		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. 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	3.CC.1.4.	Identify changes in tempo when listening to music. (3.4)
		Beginning the Year
		p. 35 Focus Question 3 Outdoor Experiences
INDICATOR	3.CC.1.5.	Replicate changes in tempo. (3.5)
		Beginning the Year p. 35 Focus Question 3 Outdoor Experiences
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
/·····		

GRADE LEVEL EXPECTATION	3.CC.2.	Develop an appreciation for visual arts from different culture and create various forms of visual arts.
INDICATOR	3.CC.2.1.	With prompting and support, describe what they like and do not like about various forms of art. (3.1)
		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 3 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 Day 1 Large Group p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 1 Large Group p. 37 Focus Question 3 Day 1 Choice Time p. 37 Focus Question 3 Day 1 Choice Time p. 37 Focus Question 3 Day 2 Small Group p. 41 Focus Question 3 Day 2 Small 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 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 Choice Time p. 51 Focus Question 4 Day 2 Small Group p. 52 Focus Question 4 Day 2 Small Group p. 53 Focus Question 4 Day 2 Small Group p. 53 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Large 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. 58 Focus Question 5 Day 1 Large Group p. 59 Focus Question 5 Day 1 Large Group p. 61 Focus Question 5 Day 2 Large Group p. 62 Focus Question 5 Day 3 Large-Group Roundup p. 63 Focus Question 6 Day 2 Small Group p. 64 Focus Question 6 Day 2 Small Group p. 65 Focus Question 6 Day 1 Large Group p. 66 Focus Question 6 Day 2 Small Group p. 67 Focus Question 6 Day 2 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 3 Small Group p. 69 Focus Question 6 Day 3 Small Group p. 71 Focus Question 6 Day 3 Small Group p. 75 Focus Question 6 Day 3 Small Group p. 77 Focus Question 6 Day 5 Small Group p. 88 Ministudy Day 4 Large Group p. 87
INDICATOR	3.CC.2.2.	Describe general features (color, size, objects included) of a piece of art work. (3.2) 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 Small Group p. 51 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 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Choice Time p. 58 Focus Question 5 Day 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 1 Large Group p. 64 Focus Question 5 Day 4 Large-Group Roundup p. 65 Focus Question 6 Day 1 Large-Group Roundup p. 66 Focus Question 6 Day 1 Large-Group Roundup p. 67 Focus Question 6 Day 1 Large Group p. 68 Focus Question 6 Day 1 Large Group p. 69 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 69 Focus Question 6 Day 3 Read-Aloud p. 69 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 75 Focus Question 6 Day 3 Small Group p. 76 Focus Question 6 Day 3 Small Group p. 77 Focus Question 6 Day 3 Small Group p. 78 Ministudy Day 4 Large Group p. 87 Ministudy Day 3 Large Group p. 87 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large Group p. 88 Ministudy Day 4 Large Group p. 88 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large Group p. 88 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large Group p. 88 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large Group p. 88 Ministudy Day 4 Large Group p. 89 Ministudy Day 4 Large Group p. 80 Ministudy Day 4 Large Group
INDICATOR	3.CC.2.3.	p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group Create artistic works with different types of art materials, tools and techniques through individual and group art activities. (3.3) 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 Roundup p. 22 Focus Question 1 Day 4 Choice Time p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 4 Large-Group Roundup p. 24 Focus Question 1 Day 5 Choice Time p. 24 Focus Question 1 Day 5 Large-Group Roundup p. 27 Focus Question 1 Day 5 Large-Group Roundup p. 27 Focus Question 2 Outdoor Experiences p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 32 Focus Question 2 Day 3 Large-Group p. 33 Focus Question 2 Day 3 Large-Group p. 35 Focus Question 3 Day 5 Large-Group Roundup p. 57 Focus Question 4 Day 3 Large-Group Roundup p. 58 Focus Question 5 Day 3 Large-Group Roundup p. 59 Focus Question 5 Day 3 Large-Group Roundup p. 50 Focus Question 5 Day 3 Large-Group Roundup p. 51 Focus Question 5 Day 3 Large-Group Roundup p. 52 Focus Question 5 Day 3 Large-Group Roundup p. 53 Focus Question 5 Day 3 Large-Group Roundup p. 54 Focus Question 5 Day 3 Large-Group Roundup p. 55 Focus Question 5 Day 3 Large-Group Roundup p. 67 Focus Question 6 Day 1 Small Group

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		p. 70 Focus Question 6 Day 3 Large Group
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 81 Ministudy Day 1 Small Group
		p. 83 Ministudy Day 2 Small Group p. 85 Ministudy Day 3 Read-Aloud
		p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large-Group Roundup
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL	3.CC.3.	Explore roles and experiences through dramatic art and play.
EXPECTATION		
INDICATOR	3.CC.3.1.	Observe and/or engage in a variety of dramatic performances (e.g.,
		puppetry, story-telling, dance, plays, theater). (3.1)
		3, 7, 7, 7, 7, 7, 7, 7, 7, 7, 7, 7, 7, 7,
		Beginning the Year
		p. 16 Focus Question 1 Day 1 Large Group
		p. 17 Focus Question 1 Day 1 Mighty Minutes
		p. 19 Focus Question 1 Day 2 Mighty Minutes
		p. 20 Focus Question 1 Day 3 Large Group
		p. 21 Focus Question 1 Day 3 Mighty Minutes
		p. 22 Focus Question 1 Day 4 Large Group
		p. 23 Focus Question 1 Day 4 Mighty Minutes
		p. 24 Focus Question 1 Day 5 Large Group
		p. 25 Focus Question 1 Day 5 Mighty Minutes
		p. 29 Focus Question 2 Day 1 Mighty Minutes
		p. 30 Focus Question 2 Day 2 Large Group
		p. 35 Focus Question 3 Outdoor Experiences
		p. 36 Focus Question 3 Day 1 Choice Time
		p. 38 Focus Question 3 Day 2 Choice Time
		p. 38 Focus Question 3 Day 2 Large Group
		p. 39 Focus Question 3 Day 2 Large-Group Roundup
		p. 40 Focus Question 3 Day 3 Large Group
		p. 42 Focus Question 3 Day 4 Large Group
		p. 43 Focus Question 3 Day 4 Mighty Minutes
		p. 45 Focus Question 3 Day 5 Mighty Minutes
		p. 49 Focus Question 4 Day 1 Mighty Minutes
		p. 49 Focus Question 4 Day 1 Small Group
		p. 51 Focus Question 4 Day 2 Mighty Minutes
		p. 51 Focus Question 4 Day 2 Small Groupp51
		p. 52 Focus Question 4 Day 3 Large Group
		p. 53 Focus Question 4 Day 23 Large-Group Roundup
		p. 53 Focus Question 4 Day 3 Mighty Minutes
		p. 56 Focus Question 5 Day 1 Large Group
		p. 58 Focus Question 5 Day 2 Large Group
		p. 59 Focus Question 5 Day 2 Mighty Minutes
		p. 62 Focus Question 5 Day 4 Large Group p. 66 Focus Question 6 Day 1 Large Group
		p. 67 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Mighty Minutes
		p. 68 Focus Question 6 Day 2 Large Group
		p. 69 Focus Question 6 Day 2 Mighty Minutes
		p. 70 Focus Question 6 Day 3 Large Group
		p. 71 Focus Question 6 Day 3 Large Gloup
		p. 72 Focus Question 6 Day 4 Large Group
		p. 73 Focus Question 6 Day 4 Mighty Minutes
		p. 74 Focus Question 6 Day 5 Large Group
		p. 75 Focus Question 6 Day 5 Mighty Minutes
		p. 79 Ministudy Outdoor Experiences
		p. 82 Ministudy Day 2 Large Group
		p. 84 Ministudy Day 3 Large Group
		p. 85 Ministudy Day 3 Small Group
		p. 87 Ministudy Day 4 Mighty Minutes
		p. 89 Ministudy Day 5 Mighty Minutes
INDICATOR	2 CC 2 2	
INDICATOR	3.CC.3.2.	With prompting and support, role play or use puppets to act out

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		Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 2 Mighty Minutes p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 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 Mighty Minutes p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 1 Mighty Minutes p. 38 Focus Question 3 Day 2 Large Group p. 38 Focus Question 3 Day 2 Large Group p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large Group p. 40 Focus Question 3 Day 2 Large Group p. 42 Focus Question 3 Day 4 Large Group p. 43 Focus Question 3 Day 4 Large Group p. 45 Focus Question 3 Day 4 Mighty Minutes p. 46 Focus Question 3 Day 5 Mighty Minutes p. 47 Focus Question 4 Day 1 Mighty Minutes p. 48 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Small Group p. 51 Focus Question 4 Day 2 Small Group p. 52 Focus Question 4 Day 2 Small Group p. 53 Focus Question 4 Day 3 Large Group p. 54 Focus Question 5 Day 1 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 2 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 6 Day 1 Large Group p. 58 Focus Question 6 Day 1 Large Group p. 59 Focus Question 6 Day 2 Mighty Minutes p. 68 Focus Question 6 Day 2 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 4 Large Group p. 68 Focus Question 6 Day 4 Large Group p. 69 Focus Question 6 Day 4 Large Group p. 61 Focus Question 6 Day 4 Large Group p. 62 Focus Question 6 Day 4 Large Group p. 63 Focus Question 6 Day 4 Large Group p. 64 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 6 Mighty Minutes p. 76 Focus Question 6 Day 7 Mighty Minutes p. 77 Focus Ques
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities.
INDICATOR	3.CM.1.1.	Verbally counts by ones to 10. (3.1) Beginning the Year p. 29 Focus Question 2 Day 1 Mighty Minutes p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 47 Focus Question 4 Outdoor Experiences p. 60 Focus Question 5 Day 3 Choice Time p. 67 Focus Question 6 Day 1 Large-Group Roundup p. 67 Focus Question 6 Day 1 Mighty Minutes p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Mighty Minutes

		p. 71 Focus Question 6 Day 3 Mighty Minutes p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 5 Read-Aloud p. 75 Focus Question 6 Day 5 Small Group p. 83 Ministudy Day 2 Read-Aloud p. 84 Ministudy Day 3 Small Group p. 85 Ministudy Day 3 Small Group
INDICATOR	3.CM.1.2.	With prompting and support, count up to 5 and then backwards from 5. (3.2) Beginning the Year p. 29 Focus Question 2 Day 1 Mighty Minutes p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 47 Focus Question 4 Outdoor Experiences p. 60 Focus Question 5 Day 3 Choice Time p. 67 Focus Question 6 Day 1 Large-Group Roundup p. 67 Focus Question 6 Day 1 Mighty Minutes p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Mighty Minutes p. 71 Focus Question 6 Day 3 Mighty Minutes p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 84 Ministudy Day 3 Small Group p. 85 Ministudy Day 3 Small Group
INDICATOR	3.CM.1.5.	Identify some written numerals but not in sequence. (3.5) Beginning the Year p. 48 Focus Question 4 Day 1 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 51 Focus Question 4 Day 2 Large-Group Roundup
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.2.	Understand basic patterns, concepts, and operations.
INDICATOR	3.CM.2.1.	Copy a simple repeating pattern (e.g., stringing beads, placing blocks in a row, clapping a rhythm). (3.1) Beginning the Year p. 42 Focus Question 3 Day 4 Large Group p. 88 Ministudy Day 5 Large Group
INDICATOR	3.CM.2.2.	Sort and classify five or more objects by one feature into two or more groups based on observable/physical characteristics (e.g., group toy animals into piles of bears, cats, and dogs) and explain or label each group. (3.2) Beginning the Year p. 53 Focus Question 4 Day 3 Small Group p. 85 Ministudy Day 3 Mighty Minutes
INDICATOR	3.CM.2.3.	Use objects to demonstrate adding and subtracting of one or two objects to a group of objects that total 3 or fewer. (3.3) 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
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.3.	Understand attributes and relative properties of objects as related to size, capacity, and area.
INDICATOR	3.CM.3.1.	Describe some measurable attributes (length and weight) of objects and materials (e.g. big/little, long/short, heavy/not heavy). (3.1) 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	3.CM.3.2.	Compare the size or weight of more than two objects and describe which one is longer/taller/shorter/ heavier/lighter. (3.2) 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
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.4.	Understand shapes, their properties, and how objects are related to one another in space.
INDICATOR	3.CM.4.1.	Recognize basic shapes in the environment in two- and three-dimension forms. (3.1) Beginning the Year p. 36 Focus Question 3 Day 1 Choice Time p. 50 Focus Question 4 Day 2 Choice Time p. 51 Focus Question 4 Day 2 Large-Group Roundup p. 57 Focus Question 5 Day 1 Small Group p. 67 Focus Question 6 Day 1 Choice Time p. 67 Focus Question 6 Day 1 Large-Group Roundup p. 68 Focus Question 6 Day 2 Choice Time p. 69 Focus Question 6 Day 2 Large-Group Roundup
INDICATOR	3.CM.4.6.	Identify positions of objects, self and other people in space (e.g., in/on, over/under, up/down, and inside/outside. (3.6) Beginning the Year p. 43 Focus Question 3 Day 4 Small Group p. 45 Focus Question 3 Day 5 Small Group p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Large-Group Roundup p. 51 Focus Question 4 Day 2 Small Group51 p. 82 Ministudy Day 2 Large Group p. 85 Ministudy Day 3 Small Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.1.	Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).
INDICATOR	3.CS.1.1.	Use all five senses to observe living things, objects, materials, changes that take place, and relationships. (3.1) Beginning the Year p. 35 Focus Question 3 Outdoor Experiences p. 39 Focus Question 3 Day 2 Small Group p. 53 Focus Question 4 Day 3 Small Group p. 57 Focus Question 5 Day 1 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Large Group p. 63 Focus Question 5 Day 4 Choice Time p. 63 Focus Question 5 Day 4 Small Group p. 79 Ministudy Outdoor Experiences p. 80 Ministudy Day 1 Large Group p. 81 Ministudy Day 2 Choice Time p. 83 Ministudy Day 3 Choice Time p. 84 Ministudy Day 3 Choice Time p. 86 Ministudy Day 4 Choice Time
INDICATOR	3.CS.1.2.	Describe what they see, hear, and are able to touch in the environment and group materials/objects according to observed features. (3.2) Beginning the Year 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
INDICATOR	3.CS.1.3.	Use simple tools to investigate and gather information on living things, objects, materials, and changes that take place (e.g., magnifying glass, sifter, magnets). (3.3) Beginning the Year p. 17 Focus Question 1 Day 1 Choice Time p. 17 Focus Question 1 Day 2 Small Group p. 19 Focus Question 1 Day 2 Small Group p. 21 Focus Question 1 Day 3 Small Group p. 22 Focus Question 1 Day 4 Choice Time p. 23 Focus Question 1 Day 4 Small Group p. 25 Focus Question 1 Day 5 Small Group p. 29 Focus Question 1 Day 5 Small Group p. 29 Focus Question 2 Day 1 Choice Time p. 29 Focus Question 2 Day 1 Small Group p. 31 Focus Question 2 Day 2 Small Group p. 33 Focus Question 2 Day 3 Small Group p. 35 Focus Question 3 Outdoor Experiences p. 36 Focus Question 3 Day 1 Choice Time p. 37 Focus Question 3 Day 1 Small Group p. 39 Focus Question 3 Day 2 Small Group p. 40 Focus Question 3 Day 3 Choice Time p. 44 Focus Question 3 Day 5 Choice Time p. 45 Focus Question 4 Day 1 Choice Time p. 50 Focus Question 4 Day 2 Choice Time p. 52 Focus Question 4 Day 3 Choice Time p. 53 Focus Question 4 Day 3 Choice Time p. 54 Focus Question 5 Day 1 Small Group p. 57 Focus Question 5 Day 1 Small Group p. 58 Focus Question 5 Day 2 Choice Time

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		p. 83 Ministudy Day 2 Choice Time p. 84 Ministudy Day 3 Choice Time p. 86 Ministudy Day 4 Choice Time
INDICATOR	3.CS.1.8.	With prompting and support, talk about observations and results of simple experiments verbally and/or through drawings or graphs. (3.8) Beginning the Year p. 19 Focus Question 1 Day 2 Choice Time p. 21 Focus Question 1 Day 3 Choice Time
		p. 22 Focus Question 1 Day 4 Choice Time p. 24 Focus Question 1 Day 5 Choice Time p. 70 Focus Question 6 Day 3 Choice Time
INDICATOR	3.CS.1.9.	With prompting and support, talk about the meaning of words that are related to the scientific process (e.g., "observation," "experiment"). (3.9)
		Beginning the Year p. 36 Focus Question 3 Day 1 Large Group p. 81 Ministudy Day 1 Mighty Minutes p. 83 Ministudy Day 2 Small Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.2.	Acquire scientific knowledge related to physical science (properties of objects and materials).
INDICATOR	3.CS.2.3.	With prompting and support, observe and talk about sources of energy and how they affect objects and materials (e.g., lights, bells and other sources of sound, etc.). (3.3)
		Beginning the Year p. 40 Focus Question 3 Day 3 Choice Time p. 49 Focus Question 4 Day 1 Choice Time p. 80 Ministudy Day 1 Large Group p. 81 Ministudy Day 1 Choice Time p. 83 Ministudy Day 2 Choice Time p. 84 Ministudy Day 3 Choice Time p. 86 Ministudy Day 4 Choice Time
INDICATOR	3.CS.2.4.	Watch how balls, toys and other objects move and use different strategies to change their speed of motion. (3.4)
		Beginning the Year p. 35 Focus Question 3 Outdoor Experiences p. 57 Focus Question 5 Day 1 Choice Time
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.3.	Acquire scientific knowledge related to life science (properties of living things).
INDICATOR	3.CS.3.1.	With prompting and support, explore, observe, and describe a variety of living creatures and plants. (3.1) Beginning the Year p. 37 Focus Question 3 Day 1 Mighty Minutes p. 39 Focus Question 3 Day 2 Mighty Minutes
INDICATOR	3.CS.3.2.	Sort living creatures and plants according to at least one characteristic (e.g., size, four-legged animals, hard/soft, etc.). (3.2)
		Beginning the Year p. 37 Focus Question 3 Day 1 Mighty Minutes p. 39 Focus Question 3 Day 2 Mighty Minutes
INDICATOR	3.CS.3.5.	Observe very young plants or living creatures over an extended

		period of time and describe how the plant/living creature changes. (3.5) Beginning the Year 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. 39 Focus Question 3 Day 2 Mighty Minutes p. 41 Focus Question 3 Day 3 Mighty Minutes p. 81 Ministudy Day 1 Mighty Minutes p. 83 Ministudy Day 2 Small Group p. 87 Ministudy Day 4 Mighty Minutes
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.4.	Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky).
INDICATOR	3.CS.4.4.	Describe objects found in the day or night time sky. (3.4)
		Beginning the Year p. 53 Focus Question 4 Day 3 Read-Aloud
INDICATOR	3.CS.4.5.	Talk about how the sky changes from night to day. (3.5)
		Beginning the Year p. 53 Focus Question 4 Day 3 Read-Aloud
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.1.	Develop the understanding that events happened in the past and how these events relate to one's self, family, and community.
INDICATOR	3.CSS.1.3.	Describe the sequence of daily routines. (3.3) 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
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL	3.CSS.3.	Develop an awareness of geographic locations, maps, and
EXPECTATION		landforms.
INDICATOR	3.CSS.3.4.	Draw or use blocks or other materials to represent places or things he/she has seen. (3.4) 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
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.4.	Demonstrate awareness of culture and other characteristics of groups of people.
INDICATOR	3.CSS.4.1.	Participate in music, dance, and other traditions from various cultures. (3.1) Beginning the Year p. 35 Focus Question 3 Outdoor Experiences

BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.5.	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
INDICATOR	3.CSS.5.1.	Describe classroom and/or home responsibilities (e.g., "I pick up toys" or "I set the table."). (3.1)
		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
INDICATOR	3.CSS.5.2.	With prompting from adult, carry out routines and responsibilities in the classroom (e.g., cleaning up, care of plants and/or animals, setting out snack). (3.2)
		setting out snack). (3.2)
		Beginning the Year p. 17 Focus Question 1 Day 1 Choice Time
		p. 17 Focus Question 1 Day 1 Choice Time p. 17 Focus Question 1 Day 1 Small Group
		p. 19 Focus Question 1 Day 2 Small Group
		p. 21 Focus Question 1 Day 3 Small Group
		p. 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
INDICATOR	3.CSS.5.3.	Follow many rules with little support. (3.3)
		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
INDICATOR	3.CSS.5.4.	p. 66 Focus Question 6 Day 1 Large Group Identify rules that are used at home or in the classroom. (3.4)
		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
INDICATOR	3.CSS.5.5.	p. 66 Focus Question 6 Day 1 Large Group Tell why rules are important. (3.5)
		, , ,
		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
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT

GLE / PROFICIENCY		SPEAKING AND LISTENING
GRADE LEVEL EXPECTATION	3.LL.1.	Comprehend or understand and use language.
INDICATOR	3.LL.1.1.	Follow two-step directions. (3.1) Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 35 Focus Question 3 Outdoor Experiences p. 36 Focus Question 3 Day 1 Large Group p. 39 Focus Question 3 Day 2 Small Group p. 43 Focus Question 3 Day 4 Small Group p. 45 Focus Question 3 Day 5 Small Group p. 47 Focus Question 4 Outdoor Experiences p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Small Group p. 55 Focus Question 5 Outdoor Experiences p. 63 Focus Question 5 Day 4 Small Group p. 65 Focus Question 6 Outdoor Experiences p. 66 Focus Question 6 Day 1 Large Group p. 79 Ministudy Day 1 Mighty Minutes
INDICATOR	3.LL.1.2.	p. 81 Ministudy Day 1 Mighty Minutes Demonstrate understanding of simple questions and requests. (3.2)
		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. 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 Large Group p. 33 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 1 Large Group p. 38 Focus Question 3 Day 2 Large Group p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large Group p. 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. 44 Focus Question 3 Day 4 Large Group p. 45 Focus Question 3 Day 4 Large Group p. 46 Focus Question 3 Day 4 Large Group p. 57 Focus Question 4 Day 1 Small Group p. 58 Focus Question 4 Day 2 Small Group p. 59 Focus Question 4 Day 2 Small Group p. 51 Focus Question 4 Day 3 Small Group p. 52 Focus Question 5 Day 1 Large Group p. 53 Focus Question 5 Day 2 Large Group p. 54 Focus Question 5 Day 2 Large Group p. 55 Focus Question 5 Day 2 Large Group p. 56 Focus Question 5 Day 2 Large Group p. 57 Focus Question 5 Day 2 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Large Group p. 50 Focus Question 5 Day 3 Large Group p. 51 Focus Question 5 Day 3 Large Group p. 52 Focus Question 5 Day 3 Large Group p. 53 Focus Question 5 Day 4 Large Group p. 64 Focus Question 5 Day 4 Large Group p. 65 Focus Question 5 Day 4 Large Group p. 66 Focus Question 5 Day 4 Large Group p. 67 Focus Question 6 Day 1 Large Group p. 67 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. 68 Focus Question 6 Day 2 Large Group
		p. 69 Focus Question 6 Day 2 Read-Aloud
		p. 69 Focus Question 6 Day 2 Small Group
		p. 70 Focus Question 6 Day 3 Large Group
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 71 Focus Question 6 Day 3 Small Group
		p. 72 Focus Question 6 Day 4 Large Group
		p. 73 Focus Question 6 Day 4 Read-Aloud
		p. 73 Focus Question 6 Day 4 Small Group
		p. 74 Focus Question 6 Day 5 Large Group
		p. 80 Ministudy Day 1 Large Group
		p. 82 Ministudy Day 2 Large Group
		p. 83 Ministudy Day 2 Choice Time
		p. 84 Ministudy Day 3 Choice Time
		p. 84 Ministudy Day 3 Large Group
		p. 85 Ministudy Day 3 Small Group
		p. 86 Ministudy Day 4 Large Group
INDICATOR	3.LL.1.3.	Answer some simple "who", "what" and "where" questions. (3.3)
		and the same carry that the same that the sa
		Beginning the Year
		p. 16 Focus Question 1 Day 1 Large Group
		p. 18 Focus Question 1 Day 2 Large Group
		p. 19 Focus Question 1 Day 2 Read-Aloud
		p. 21 Focus Question 1 Day 3 Read-Aloud
		p. 22 Focus Question 1 Day 4 Large Group
		p. 23 Focus Question 1 Day 4 Read-Aloud
		p. 24 Focus Question 1 Day 5 Large Group
		p. 27 Focus Question 2 Outdoor Experiences
		p. 28 Focus Question 2 Day 1 Large Group
		p. 30 Focus Question 2 Day 2 Large Group
		p. 31 Focus Question 2 Day 2 Mighty Minutes
		p. 32 Focus Question 2 Day 3 Large Group
		p. 33 Focus Question 2 Day 3 Mighty Minutes
		p. 36 Focus Question 3 Day 1 Large Group
		p. 38 Focus Question 3 Day 2 Choice Time
		p. 38 Focus Question 3 Day 2 Large Group
		p. 39 Focus Question 3 Day 2 Large-Group Roundup
		p. 40 Focus Question 3 Day 3 Large Group
		p. 41 Focus Question 3 Day 3 Small Group
		p. 42 Focus Question 3 Day 4 Large Group
		p. 43 Focus Question 3 Day 4 Large-Group Roundup
		p. 44 Focus Question 3 Day 5 Large Group
		p. 49 Focus Question 4 Day 1 Small Group
		p. 50 Focus Question 4 Day 2 Choice Time
		p. 50 Focus Question 4 Day 2 Large Group
		p. 51 Focus Question 4 Day 2 Small Groupp51
		p. 52 Focus Question 4 Day 3 Large Group
		p. 53 Focus Question 4 Day 3 Small Group
		p. 56 Focus Question 5 Day 1 Large Group
		p. 58 Focus Question 5 Day 2 Large Group
		p. 59 Focus Question 5 Day 2 Small Group
		p. 60 Focus Question 5 Day 3 Large Group
		p. 61 Focus Question 5 Day 3 Large-Group Roundup
		p. 61 Focus Question 5 Day 3 Small Group
		p. 63 Focus Question 5 Day 4 Large-Group Roundup
		p. 63 Focus Question 5 Day 4 Mighty Minutes
		p. 66 Focus Question 6 Day 1 Large Group
		p. 67 Focus Question 6 Day 1 Choice Time
		p. 67 Focus Question 6 Day 1 Small Group
		p. 68 Focus Question 6 Day 2 Large Group
		p. 69 Focus Question 6 Day 2 Read-Aloud
		p. 69 Focus Question 6 Day 2 Small Group
		p. 70 Focus Question 6 Day 3 Large Group
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 71 Focus Question 6 Day 3 Small Group

		p. 72 Focus Question 6 Day 4 Large Group
		p. 73 Focus Question 6 Day 4 Read-Aloud
		p. 73 Focus Question 6 Day 4 Small Group
		p. 74 Focus Question 6 Day 5 Large Group
		p. 80 Ministudy Day 1 Large Group
		p. 82 Ministudy Day 2 Large Group
		p. 83 Ministudy Day 2 Choice Time
		p. 84 Ministudy Day 3 Choice Time
		p. 84 Ministudy Day 3 Large Group
		p. 85 Ministudy Day 3 Small Group
		p. 86 Ministudy Day 4 Large Group
INDICATOR	3.LL.1.4.	Listen and respond attentively to simple conversations. (3.4)
		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. 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

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p. 42 Focus Question 3 Day 4 Choice Time
p. 42 Focus Question 3 Day 4 Large Group
p. 43 Focus Question 3 Day 4 Large-Group Roundup
p. 43 Focus Question 3 Day 4 Small Group
p. 44 Focus Question 3 Day 5 Choice Time
p. 44 Focus Question 3 Day 5 Large Group
p. 45 Focus Question 3 Day Read-Aloud
p. 45 Focus Question 3 Day 5 Large-Group Roundup
p. 45 Focus Question 3 Day 5 Small Group
p. 47 Focus Question 4 Outdoor Experiences
p. 48 Focus Question 4 Day 1 Large Group
p. 49 Focus Question 4 Day 1 Choice Time
p. 49 Focus Question 4 Day 1 Large-Group Roundup
p. 49 Focus Question 4 Day 1 Small Group
p. 50 Focus Question 4 Day 2 Choice Time
p. 50 Focus Question 4 Day 2 Large Group
p. 51 Focus Question 4 Day 2 Large-Group Roundup
p. 51 Focus Question 4 Day 2 Read-Aloud
p. 51 Focus Question 4 Day 2 Small Groupp51
p. 52 Focus Question 4 Day 3 Choice Time
p. 52 Focus Question 4 Day 3 Large Group
p. 53 Focus Question 4 Day 23 Large-Group Roundup
p. 53 Focus Question 4 Day 3 Small Group
p. 55 Focus Question 5 Outdoor Experiences
p. 56 Focus Question 5 Day 1 Large Group
p. 57 Focus Question 5 Day 1 Choice Time
p. 57 Focus Question 5 Day 1 Large-Group Roundup
p. 57 Focus Question 5 Day 1 Read-Aloud
p. 57 Focus Question 5 Day 1 Small Group
p. 58 Focus Question 5 Day 2 Choice Time
p. 58 Focus Question 5 Day 2 Large Group
p. 59 Focus Question 5 Day 2 Large-Group Roundup
p. 59 Focus Question 5 Day 2 Small Group
p. 60 Focus Question 5 Day 3 Choice Time
p. 60 Focus Question 5 Day 3 Large Group
p. 61 Focus Question 5 Day 3 Large-Group Roundup
p. 61 Focus Question 5 Day 3 Mighty Minutes
p. 61 Focus Question 5 Day 3 Read-Aloud
p. 61 Focus Question 5 Day 3 Small Group
p. 62 Focus Question 5 Day 4 Large Group
p. 63 Focus Question 5 Day 4 Choice Time
p. 63 Focus Question 5 Day 4 Large-Group Roundup
p. 63 Focus Question 5 Day 4 Small Group
p. 65 Focus Question 6 Outdoor Experiences
p. 66 Focus Question 6 Day 1 Large Group
p. 67 Focus Question 6 Day 1 Choice Time
p. 67 Focus Question 6 Day 1 Large-Group Roundup
p. 67 Focus Question 6 Day 1 Read-Aloud
p. 67 Focus Question 6 Day 1 Small Group
p. 68 Focus Question 6 Day 2 Choice Time
p. 68 Focus Question 6 Day 2 Large Group
p. 69 Focus Question 6 Day 2 Large-Group Roundup
p. 69 Focus Question 6 Day 2 Small Group
p. 70 Focus Question 6 Day 3 Choice Time
p. 70 Focus Question 6 Day 3 Large Group
p. 71 Focus Question 6 Day 3 Large-Group Roundup
p. 71 Focus Question 6 Day 3 Read-Aloud
p. 71 Focus Question 6 Day 3 Small Group
p. 72 Focus Question 6 Day 4 Choice Time
p. 72 Focus Question 6 Day 4 Large Group
p. 73 Focus Question 6 Day 4 Large-Group Roundup
p. 73 Focus Question 6 Day 4 Small Group
p. 74 Focus Question 6 Day 5 Large Group
p. 75 Focus Question 6 Day 5 Choice Time
p. 75 Focus Question 6 Day 5 Large-Group Roundup
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p. 75 Focus Question 6 Day 5 Read-Aloud p. 75 Focus Question 6 Day 5 Small Group p. 79 Ministudy Outdoor Experiences p. 80 Ministudy Day 1 Large Group p. 81 Ministudy Day 1 Large-Group Roundup p. 81 Ministudy Day 1 Large-Group Roundup p. 81 Ministudy Day 1 Small Group p. 82 Ministudy Day 2 Large Group p. 83 Ministudy Day 2 Choice Time p. 83 Ministudy Day 2 Choice Time p. 83 Ministudy Day 2 Choice Time p. 83 Ministudy Day 2 Read-Aloud p. 83 Ministudy Day 2 Small Group p. 84 Ministudy Day 3 Choice Time p. 84 Ministudy Day 3 Choice Time p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Large-Group Roundup p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Choice Time p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large-Group Roundup p. 87 Ministudy Day 4 Large-Group Roundup p. 87 Ministudy Day 4 Small Group p. 88 Ministudy Day 5 Choice Time p. 88 Ministudy Day 5 Large-Group Roundup p. 88 Ministudy Day 5 Large-Group Roundup p. 89 Ministudy Day 5 Large-Group Roundup p. 89 Ministudy Day 5 Large-Group Roundup p. 89 Ministudy Day 5 Small Group
p. 79 Ministudy Outdoor Experiences p. 80 Ministudy Day 1 Large Group p. 81 Ministudy Day 1 Looice Time p. 81 Ministudy Day 1 Large-Group Roundup p. 81 Ministudy Day 1 Small Group p. 82 Ministudy Day 2 Large Group p. 83 Ministudy Day 2 Large Group p. 83 Ministudy Day 2 Large-Group Roundup p. 83 Ministudy Day 2 Large-Group Roundup p. 83 Ministudy Day 2 Read-Aloud p. 83 Ministudy Day 2 Small Group p. 84 Ministudy Day 3 Choice Time p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Large-Group Roundup p. 85 Ministudy Day 3 Large-Group Roundup p. 86 Ministudy Day 4 Choice Time p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large-Group Roundup p. 87 Ministudy Day 4 Large-Group Roundup p. 87 Ministudy Day 4 Small Group p. 88 Ministudy Day 5 Choice Time p. 88 Ministudy Day 5 Large-Group Roundup p. 89 Ministudy Day 5 Large-Group Roundup p. 89 Ministudy Day 5 Large-Group Roundup p. 89 Ministudy Day 5 Large-Group Roundup
p. 80 Ministudy Day 1 Large Group p. 81 Ministudy Day 1 Choice Time p. 81 Ministudy Day 1 Large-Group Roundup p. 81 Ministudy Day 1 Small Group p. 82 Ministudy Day 2 Large Group p. 83 Ministudy Day 2 Large-Group Roundup p. 83 Ministudy Day 2 Large-Group Roundup p. 83 Ministudy Day 2 Large-Group Roundup p. 83 Ministudy Day 2 Small Group p. 84 Ministudy Day 3 Choice Time p. 84 Ministudy Day 3 Choice Time p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Large-Group Roundup p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Choice Time p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large-Group Roundup p. 87 Ministudy Day 4 Large-Group Roundup p. 88 Ministudy Day 5 Small Group p. 88 Ministudy Day 5 Large Group p. 89 Ministudy Day 5 Large-Group Roundup p. 89 Ministudy Day 5 Large-Group Roundup p. 89 Ministudy Day 5 Large-Group Roundup
p. 81 Ministudy Day 1 Choice Time p. 81 Ministudy Day 1 Large-Group Roundup p. 81 Ministudy Day 1 Small Group p. 82 Ministudy Day 2 Large Group p. 83 Ministudy Day 2 Choice Time p. 83 Ministudy Day 2 Large-Group Roundup p. 83 Ministudy Day 2 Read-Aloud p. 83 Ministudy Day 2 Small Group p. 84 Ministudy Day 3 Choice Time p. 84 Ministudy Day 3 Choice Time p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Large-Group Roundup p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Choice Time p. 86 Ministudy Day 4 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 Choice Time p. 88 Ministudy Day 5 Large Group p. 89 Ministudy Day 5 Large-Group Roundup p. 89 Ministudy Day 5 Small Group
p. 81 Ministudy Day 1 Large-Group Roundup p. 81 Ministudy Day 1 Small Group p. 82 Ministudy Day 2 Large Group p. 83 Ministudy Day 2 Choice Time p. 83 Ministudy Day 2 Large-Group Roundup p. 83 Ministudy Day 2 Read-Aloud p. 83 Ministudy Day 2 Small Group p. 84 Ministudy Day 3 Choice Time p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Large-Group Roundup p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Choice Time p. 86 Ministudy Day 4 Choice Time p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large-Group Roundup p. 87 Ministudy Day 4 Large-Group Roundup p. 88 Ministudy Day 4 Small Group p. 88 Ministudy Day 5 Choice Time p. 88 Ministudy Day 5 Large Group p. 89 Ministudy Day 5 Large-Group Roundup p. 89 Ministudy Day 5 Small Group
p. 81 Ministudy Day 1 Small Group p. 82 Ministudy Day 2 Large Group p. 83 Ministudy Day 2 Choice Time p. 83 Ministudy Day 2 Large-Group Roundup p. 83 Ministudy Day 2 Read-Aloud p. 83 Ministudy Day 2 Small Group p. 84 Ministudy Day 3 Choice Time p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Large-Group Roundup p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 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 Choice Time p. 88 Ministudy Day 5 Large Group p. 89 Ministudy Day 5 Small Group
p. 82 Ministudy Day 2 Large Group p. 83 Ministudy Day 2 Choice Time p. 83 Ministudy Day 2 Large-Group Roundup p. 83 Ministudy Day 2 Read-Aloud p. 83 Ministudy Day 2 Small Group p. 84 Ministudy Day 3 Choice Time p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Large-Group Roundup p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Choice Time p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large-Group Roundup p. 87 Ministudy Day 4 Small Group p. 88 Ministudy Day 5 Choice Time p. 88 Ministudy Day 5 Choice Time p. 88 Ministudy Day 5 Large Group p. 89 Ministudy Day 5 Small Group p. 89 Ministudy Day 5 Small Group
p. 83 Ministudy Day 2 Choice Time p. 83 Ministudy Day 2 Large-Group Roundup p. 83 Ministudy Day 2 Read-Aloud p. 83 Ministudy Day 2 Small Group p. 84 Ministudy Day 3 Choice Time p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Large-Group Roundup p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Choice Time p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large-Group Roundup p. 87 Ministudy Day 4 Large-Group Roundup p. 88 Ministudy Day 5 Choice Time p. 88 Ministudy Day 5 Large Group p. 89 Ministudy Day 5 Large-Group Roundup p. 89 Ministudy Day 5 Small Group
p. 83 Ministudy Day 2 Choice Time p. 83 Ministudy Day 2 Large-Group Roundup p. 83 Ministudy Day 2 Read-Aloud p. 83 Ministudy Day 2 Small Group p. 84 Ministudy Day 3 Choice Time p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Large-Group Roundup p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Choice Time p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large-Group Roundup p. 87 Ministudy Day 4 Large-Group Roundup p. 88 Ministudy Day 5 Choice Time p. 88 Ministudy Day 5 Large Group p. 89 Ministudy Day 5 Large-Group Roundup p. 89 Ministudy Day 5 Small Group
p. 83 Ministudy Day 2 Large-Group Roundup p. 83 Ministudy Day 2 Read-Aloud p. 83 Ministudy Day 2 Small Group p. 84 Ministudy Day 3 Choice Time p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Large-Group Roundup p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Choice Time p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large-Group Roundup p. 87 Ministudy Day 4 Small Group p. 88 Ministudy Day 5 Choice Time p. 88 Ministudy Day 5 Large Group p. 89 Ministudy Day 5 Large-Group Roundup p. 89 Ministudy Day 5 Small Group
p. 83 Ministudy Day 2 Read-Aloud p. 83 Ministudy Day 2 Small Group p. 84 Ministudy Day 3 Choice Time p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Large-Group Roundup p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Choice Time p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large-Group Roundup p. 87 Ministudy Day 4 Small Group p. 88 Ministudy Day 5 Choice Time p. 88 Ministudy Day 5 Large Group p. 89 Ministudy Day 5 Large-Group Roundup p. 89 Ministudy Day 5 Small Group
p. 83 Ministudy Day 2 Small Group p. 84 Ministudy Day 3 Choice Time p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Large-Group Roundup p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Choice Time p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large-Group Roundup p. 87 Ministudy Day 4 Small Group p. 88 Ministudy Day 5 Choice Time p. 88 Ministudy Day 5 Large Group p. 89 Ministudy Day 5 Small Group p. 89 Ministudy Day 5 Small Group
p. 84 Ministudy Day 3 Choice Time p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Large-Group Roundup p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Choice Time p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large-Group Roundup p. 87 Ministudy Day 4 Small Group p. 88 Ministudy Day 5 Choice Time p. 88 Ministudy Day 5 Large Group p. 89 Ministudy Day 5 Large-Group Roundup p. 89 Ministudy Day 5 Small Group
p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Large-Group Roundup p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Choice Time p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large-Group Roundup p. 87 Ministudy Day 4 Small Group p. 88 Ministudy Day 5 Choice Time p. 88 Ministudy Day 5 Large Group p. 89 Ministudy Day 5 Large-Group Roundup p. 89 Ministudy Day 5 Small Group
p. 85 Ministudy Day 3 Large-Group Roundup p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Choice Time p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large-Group Roundup p. 87 Ministudy Day 4 Small Group p. 88 Ministudy Day 5 Choice Time p. 88 Ministudy Day 5 Large Group p. 89 Ministudy Day 5 Large-Group Roundup p. 89 Ministudy Day 5 Small Group
p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Choice Time p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large-Group Roundup p. 87 Ministudy Day 4 Small Group p. 88 Ministudy Day 5 Choice Time p. 88 Ministudy Day 5 Large Group p. 89 Ministudy Day 5 Large-Group Roundup p. 89 Ministudy Day 5 Small Group
p. 86 Ministudy Day 4 Choice Time p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large-Group Roundup p. 87 Ministudy Day 4 Small Group p. 88 Ministudy Day 5 Choice Time p. 88 Ministudy Day 5 Large Group p. 89 Ministudy Day 5 Large-Group Roundup p. 89 Ministudy Day 5 Small Group
p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large-Group Roundup p. 87 Ministudy Day 4 Small Group p. 88 Ministudy Day 5 Choice Time p. 88 Ministudy Day 5 Large Group p. 89 Ministudy Day 5 Large-Group Roundup p. 89 Ministudy Day 5 Small Group
p. 87 Ministudy Day 4 Large-Group Roundup p. 87 Ministudy Day 4 Small Group p. 88 Ministudy Day 5 Choice Time p. 88 Ministudy Day 5 Large Group p. 89 Ministudy Day 5 Large-Group Roundup p. 89 Ministudy Day 5 Small Group
p. 87 Ministudy Day 4 Small Group p. 88 Ministudy Day 5 Choice Time p. 88 Ministudy Day 5 Large Group p. 89 Ministudy Day 5 Large-Group Roundup p. 89 Ministudy Day 5 Small Group
p. 88 Ministudy Day 5 Choice Time p. 88 Ministudy Day 5 Large Group p. 89 Ministudy Day 5 Large-Group Roundup p. 89 Ministudy Day 5 Small Group
p. 88 Ministudy Day 5 Large Group p. 89 Ministudy Day 5 Large-Group Roundup p. 89 Ministudy Day 5 Small Group
p. 89 Ministudy Day 5 Large-Group Roundup p. 89 Ministudy Day 5 Small Group
p. 89 Ministudy Day 5 Small Group
INDICATOR 3.LL.1.5. Use phrases and/or simple sentences and questions. (3.5)
Beginning the Year
p. 43 Focus Question 3 Day 4 Large-Group Roundup
p. 44 Focus Question 3 Day 5 Large Group
p. 56 Focus Question 5 Day 1 Large Group
p. 58 Focus Question 5 Day 2 Large Group
p. 59 Focus Question 5 Day 2 Large-Group Roundup
p. 60 Focus Question 5 Day 3 Large Group
p. 68 Focus Question 6 Day 2 Large Group
p. 73 Focus Question 6 Day 4 Small Group
p. 84 Ministudy Day 3 Large Group
INDICATOR 3.LL.1.6. Ask "why" questions. (3.6)
Beginning the Year
p. 43 Focus Question 3 Day 4 Large-Group Roundup
p. 44 Focus Question 3 Day 5 Large Group
p. 56 Focus Question 5 Day 1 Large Group
p. 58 Focus Question 5 Day 2 Large Group
p. 59 Focus Question 5 Day 2 Large-Group Roundup
p. 60 Focus Question 5 Day 3 Large Group
p. 68 Focus Question 6 Day 2 Large Group
p. 73 Focus Question 6 Day 4 Small Group
p. 84 Ministudy Day 3 Large Group
INDICATOR 3.LL.1.7. With prompting and support, act out familiar stories, rhymes and
fingerplays. (3.7)
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 Large Gloup
p. 29 Focus Question 1 Day 3 Mighty Minutes
p. 30 Focus Question 2 Day 2 Large Group
p. 36 Focus Question 3 Day 1 Choice Time
p. 30 i ocus question 3 day i choice i inte

		p. 38 Focus Question 3 Day 2 Choice Time
		p. 38 Focus Question 3 Day 2 Large Group
		p. 39 Focus Question 3 Day 2 Large-Group Roundup
		p. 40 Focus Question 3 Day 3 Large Group
		p. 42 Focus Question 3 Day 4 Large Group
		p. 43 Focus Question 3 Day 4 Mighty Minutes
		p. 45 Focus Question 3 Day 5 Mighty Minutes
		p. 49 Focus Question 4 Day 1 Mighty Minutes
		p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Mighty Minutes
		p. 51 Focus Question 4 Day 2 Small Groupp51
		p. 52 Focus Question 4 Day 3 Large Group
		p. 53 Focus Question 4 Day 3 Mighty Minutes
		p. 56 Focus Question 5 Day 1 Large Group
		p. 58 Focus Question 5 Day 2 Large Group
		p. 59 Focus Question 5 Day 2 Mighty Minutes
		p. 62 Focus Question 5 Day 4 Large Group
		p. 66 Focus Question 6 Day 1 Large Group
		p. 67 Focus Question 6 Day 1 Mighty Minutes
		p. 68 Focus Question 6 Day 2 Large Group
		p. 69 Focus Question 6 Day 2 Mighty Minutes
		p. 70 Focus Question 6 Day 3 Large Group
		p. 71 Focus Question 6 Day 3 Mighty Minutes
		p. 72 Focus Question 6 Day 4 Large Group
		p. 73 Focus Question 6 Day 4 Mighty Minutes
		p. 74 Focus Question 6 Day 5 Large Group
		p. 75 Focus Question 6 Day 5 Mighty Minutes
		p. 79 Ministudy Outdoor Experiences
		p. 82 Ministudy Day 2 Large Group
		p. 84 Ministudy Day 3 Large Group
		p. 85 Ministudy Day 3 Small Group
		p. 87 Ministudy Day 4 Mighty Minutes
		p. 89 Ministudy Day 5 Mighty Minutes
INDICATOR	3.LL.1.9.	Ask questions that may incorporate expanding vocabulary. (3.9)
		Beginning the Year
		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. 51 Focus Question 4 Day 2 Read-Aloud
		p. 51 Focus Question 4 Day 2 Small Groupp51
		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
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		LANGUAGE
GRADE LEVEL EXPECTATION	3.LL.2.	Comprehend and use increasingly complex and varied vocabulary.
INDICATOR	3.LL.2.2.	Demonstrate an understanding of and begin using some new
		vocabulary introduced through conversations, activities, or listening
		to texts read aloud. (3.2)
		Devilor to the Vern
		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. 31 rocus Question 4 Day 2 Reau-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. 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
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL	3.LL.3.	Develop an interest in books and their characteristics.
EXPECTATION	J.LL.J.	Develop all interest in books and their characteristics.
INDICATOR	3.LL.3.1.	Find a specific book by looking at the cover. (3.1)
INDICATOR	J.LL.J. 1.	i ind a specific book by looking at the cover. (3.1)
		Beginning the Year
		p. 17 Focus Question 1 Day 1 Read-Aloud
		p. 25 Focus Question 1 Day 5 Read-Aloud
		p. 29 Focus Question 2 Day 1 Read-Aloud
		p. 33 Focus Question 2 Day 3 Read-Aloud
		p. 37 Focus Question 3 Day 1 Read-Aloud
		p. 41 Focus Question 3 Day 3 Read-Aloud
		p. 43 Focus Question 3 Day 4 Read-Aloud
		p. 45 Focus Question 3 Day Read-Aloud
		p. 49 Focus Question 4 Day 1 Read-Aloud
		p. 53 Focus Question 4 Day 3 Read-Aloud
		p. 57 Focus Question 5 Day 1 Read-Aloud
		p. 59 Focus Question 5 Day 2 Read-Aloud
		p. 61 Focus Question 5 Day 3 Read-Aloud
		p. 67 Focus Question 6 Day 1 Read-Aloud
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 75 Focus Question 6 Day 5 Read-Aloud
		p. 81 Ministudy Day 1 Read-Aloud
		p. 83 Ministudy Day 2 Read-Aloud
INDICATOR	3.LL.3.2.	Identify the front cover of a book. (3.2)
		(
		Beginning the Year
		p. 17 Focus Question 1 Day 1 Read-Aloud
		p. 25 Focus Question 1 Day 5 Read-Aloud
		p. 29 Focus Question 2 Day 1 Read-Aloud
		p. 33 Focus Question 2 Day 3 Read-Aloud
		p. 37 Focus Question 3 Day 1 Read-Aloud
		p. 41 Focus Question 3 Day 3 Read-Aloud
		p. 43 Focus Question 3 Day 4 Read-Aloud
		p. 45 Focus Question 3 Day Read-Aloud
		p. 49 Focus Question 4 Day 1 Read-Aloud
		p. 53 Focus Question 4 Day 3 Read-Aloud
		p. 57 Focus Question 5 Day 1 Read-Aloud
		p. 59 Focus Question 5 Day 2 Read-Aloud
		p. 61 Focus Question 5 Day 3 Read-Aloud
		p. 67 Focus Question 6 Day 1 Read-Aloud
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 75 Focus Question 6 Day 5 Read-Aloud
		p. 81 Ministudy Day 1 Read-Aloud
		p. 83 Ministudy Day 2 Read-Aloud
INDICATOR	3.LL.3.3.	Hold book properly and look at pages of a book from left to right,
		pretending to read. (3.3)
		(0.0)
		Beginning the Year
		p. 29 Focus Question 2 Day 1 Mighty Minutes
<u> </u>	11	ıı

		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. 50 Focus Question 4 Day 2 Large Group p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 63 Focus Question 5 Day 4 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 72 Focus Question 6 Day 4 Large Group
INDICATOR	3.LL.3.4.	Imitate teacher reading a story. (3.4) Beginning the Year p. 50 Focus Question 4 Day 2 Large Group p. 72 Focus Question 6 Day 4 Large Group
INDICATOR	3.LL.3.5.	With prompting and support, demonstrate and understand that people write stories and draw pictures in books. (3.5) Beginning the Year p. 39 Focus Question 3 Day 2 Small Group p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 63 Focus Question 5 Day 4 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group
INDICATOR	3.LL.3.6.	Shows an interest in illustrations. (3.6) Beginning the Year p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 43 Focus Question 3 Day 4 Small Group p. 45 Focus Question 3 Day Read-Aloud p. 45 Focus Question 3 Day 8 Small Group p. 47 Focus Question 4 Outdoor Experiences p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Read-Aloud p. 51 Focus Question 4 Day 2 Small Group51 p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 1 Read-Aloud p. 67 Focus Question 6 Day 2 Read-Aloud p. 69 Focus Question 6 Day 2 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud
BENCHMARK / GLE GLE / PROFICIENCY	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	3.LL.4.	Comprehend stories and information from books and other print materials.
INDICATOR	3.LL.4.1.	Answer simple questions about print that has been read aloud several times. (3.1) Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 20 Focus Question 1 Day 3 Large Group

		p. 21 Focus Question 1 Day 3 Read-Aloud
		p. 21 Focus Question 1 Day 3 Small Group
		p. 23 Focus Question 1 Day 4 Read-Aloud
		p. 25 Focus Question 1 Day 5 Read-Aloud
		p. 28 Focus Question 2 Day 1 Large Group
		p. 29 Focus Question 2 Day 1 Read-Aloud
		p. 31 Focus Question 2 Day 2 Read-Aloud
		p. 33 Focus Question 2 Day 3 Read-Aloud
		p. 37 Focus Question 3 Day 1 Read-Aloud
		p. 39 Focus Question 3 Day 2 Read-Aloud
		p. 39 Focus Question 3 Day 2 Small Group
		p. 41 Focus Question 3 Day 3 Read-Aloud
		p. 43 Focus Question 3 Day 4 Read-Aloud
		p. 44 Focus Question 3 Day 5 Choice Time
		p. 44 Focus Question 3 Day 5 Large Group
		p. 45 Focus Question 3 Day Read-Aloud
		p. 49 Focus Question 4 Day 1 Read-Aloud
		p. 51 Focus Question 4 Day 2 Read-Aloud
		p. 52 Focus Question 4 Day 3 Large Group
		p. 53 Focus Question 4 Day 3 Read-Aloud
		p. 56 Focus Question 5 Day 1 Large Group
		p. 57 Focus Question 5 Day 1 Read-Aloud
		p. 59 Focus Question 5 Day 2 Read-Aloud
		p. 61 Focus Question 5 Day 2 Read-Aloud
		p. 62 Focus Question 5 Day 4 Large Group
		p. 63 Focus Question 5 Day 4 Read-Aloud
		p. 63 Focus Question 5 Day 4 Small Group
		p. 67 Focus Question 6 Day 1 Read-Aloud
		p. 68 Focus Question 6 Day 2 Large Group
		p. 69 Focus Question 6 Day 2 Read-Aloud
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 72 Focus Question 6 Day 4 Choice Time
		p. 72 Focus Question 6 Day 4 Large Group
		p. 73 Focus Question 6 Day 4 Read-Aloud
		p. 75 Focus Question 6 Day 5 Read-Aloud
		p. 81 Ministudy Day 1 Read-Aloud
		p. 83 Ministudy Day 2 Read-Aloud
		p. 85 Ministudy Day 3 Read-Aloud
		p. 85 Ministudy Day 3 Small Group
		p. 87 Ministudy Day 4 Read-Aloud
		p. 87 Ministudy Day 4 Small Group
		p. 89 Ministudy Day 5 Read-Aloud
		p. 89 Ministudy Day 5 Small Group
INDICATOR	3.LL.4.2.	Retell a simple story with pictures or other props to use as prompts.
	0.222	(3.2)
		(0.2)
		Beginning the Year
		p. 25 Focus Question 1 Day 5 Read-Aloud
		p. 29 Focus Question 2 Day 1 Read-Aloud
		p. 33 Focus Question 2 Day 3 Read-Aloud
	II	p. 37 Focus Question 3 Day 1 Read-Aloud
	III	
A Company of the Comp		p. 41 Focus Question 3 Day 3 Read-Aloud
		p. 41 Focus Question 3 Day 3 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud
		p. 41 Focus Question 3 Day 3 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 53 Focus Question 4 Day 23 Large-Group Roundup
		p. 41 Focus Question 3 Day 3 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 57 Focus Question 5 Day 1 Read-Aloud
		p. 41 Focus Question 3 Day 3 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 53 Focus Question 4 Day 23 Large-Group Roundup
		p. 41 Focus Question 3 Day 3 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 57 Focus Question 5 Day 1 Read-Aloud
		p. 41 Focus Question 3 Day 3 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud
		p. 41 Focus Question 3 Day 3 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 41 Focus Question 3 Day 3 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud
		p. 41 Focus Question 3 Day 3 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud
		p. 41 Focus Question 3 Day 3 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 87 Ministudy Day 4 Small Group
		p. 41 Focus Question 3 Day 3 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group
INDICATOR	3.LL.4.3.	p. 41 Focus Question 3 Day 3 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 87 Ministudy Day 4 Small Group

		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. 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
NIDIO ATOD		
INDICATOR	3.LL.4.4.	With prompting and support, talk about unknown vocabulary words
		in a text or story read aloud. (3.4)
		Beginning the Year
		p. 25 Focus Question 1 Day 5 Read-Aloud
		p. 29 Focus Question 2 Day 1 Read-Aloud
		p. 33 Focus Question 2 Day 3 Read-Aloud
		p. 37 Focus Question 3 Day 1 Read-Aloud
		p. 39 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. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time
		p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group
		p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day Read-Aloud
		p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud
		p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud
		p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud
		p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud
		p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud
		p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Choice Time
		p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Choice Time p. 72 Focus Question 6 Day 4 Large Group
		p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Choice Time p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Read-Aloud
INDICATOR	211.45	p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Choice Time p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud
INDICATOR	3.LL.4.6.	p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Choice Time p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud
INDICATOR	3.LL.4.6.	p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Choice Time p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud Use pictures and illustrations of a text to tell a story. (3.6)
INDICATOR	3.LL.4.6.	p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Choice Time p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud Use pictures and illustrations of a text to tell a story. (3.6) Beginning the Year
INDICATOR	3.LL.4.6.	p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Choice Time p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud Use pictures and illustrations of a text to tell a story. (3.6) Beginning the Year p. 25 Focus Question 1 Day 5 Read-Aloud
INDICATOR	3.LL.4.6.	p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Choice Time p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud Duse pictures and illustrations of a text to tell a story. (3.6) Beginning the Year p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud
INDICATOR	3.LL.4.6.	p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Choice Time p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud Duse pictures and illustrations of a text to tell a story. (3.6) Beginning the Year p. 25 Focus Question 1 Day 5 Read-Aloud p. 33 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud
INDICATOR	3.LL.4.6.	p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Choice Time p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud Duse pictures and illustrations of a text to tell a story. (3.6) Beginning the Year p. 25 Focus Question 1 Day 5 Read-Aloud p. 33 Focus Question 2 Day 1 Read-Aloud p. 37 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud
INDICATOR	3.LL.4.6.	p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Choice Time p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud Dise pictures and illustrations of a text to tell a story. (3.6) Beginning the Year p. 25 Focus Question 1 Day 5 Read-Aloud p. 33 Focus Question 2 Day 1 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud
INDICATOR	3.LL.4.6.	p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Choice Time p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud Dise pictures and illustrations of a text to tell a story. (3.6) Beginning the Year p. 25 Focus Question 1 Day 5 Read-Aloud p. 33 Focus Question 2 Day 1 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud
INDICATOR	3.LL.4.6.	p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Choice Time p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud Dise pictures and illustrations of a text to tell a story. (3.6) Beginning the Year p. 25 Focus Question 1 Day 5 Read-Aloud p. 33 Focus Question 2 Day 1 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud

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		p. 45 Focus Question 3 Day 5 Small Group
		p. 47 Focus Question 4 Outdoor Experiences
		p. 49 Focus Question 4 Day 1 Small Group
		p. 51 Focus Question 4 Day 2 Read-Aloud
		p. 51 Focus Question 4 Day 2 Small Groupp51
		p. 57 Focus Question 5 Day 1 Read-Aloud
		p. 61 Focus Question 5 Day 3 Read-Aloud
		p. 67 Focus Question 6 Day 1 Read-Aloud
		p. 69 Focus Question 6 Day 2 Read-Aloud
		p. 71 Focus Question 6 Day 3 Read-Aloud
		-
		p. 75 Focus Question 6 Day 5 Read-Aloud
		p. 83 Ministudy Day 2 Read-Aloud
		p. 87 Ministudy Day 4 Small Group
		p. 89 Ministudy Day 5 Small Group
INDICATOR	3.LL.4.7.	With prompting and support, talk about or draw a character, setting,
		event, or idea in a text read aloud. (3.7)
		event, or idea in a text read aloud. (6.1)
		Devinning the Veer
		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. 41 Focus Question 3 Day 3 Read-Aloud
		p. 45 Focus Question 3 Day Read-Aloud
		p. 57 Focus Question 5 Day 1 Read-Aloud
		p. 61 Focus Question 5 Day 3 Read-Aloud
		p. 67 Focus Question 6 Day 1 Read-Aloud
		p. 69 Focus Question 6 Day 2 Read-Aloud
		p. 70 Focus Question 6 Day 3 Large Group
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 75 Focus Question 6 Day 5 Read-Aloud
		p. 83 Ministudy Day 2 Read-Aloud
		p. 87 Ministudy Day 4 Small Group
		p. 89 Ministudy Day 5 Small Group
		p. 69 Willistudy Day 5 Shiali Group
INDICATOR	3.LL.4.8.	Demonstrate understanding of what will happen next in familiar
		stories. (3.8)
		Beginning the Year
		p. 19 Focus Question 1 Day 2 Read-Aloud
		p. 25 Focus Question 1 Day 5 Read-Aloud
		p. 29 Focus Question 2 Day 1 Read-Aloud
		p. 33 Focus Question 2 Day 3 Read-Aloud
		p. 37 Focus Question 3 Day 1 Read-Aloud
		p. 39 Focus Question 3 Day 2 Read-Aloud
		p. 41 Focus Question 3 Day 3 Read-Aloud
		p. 43 Focus Question 3 Day 4 Read-Aloud
		p. 45 Focus Question 3 Day Read-Aloud
		p. 49 Focus Question 4 Day 1 Read-Aloud
		p. 51 Focus Question 4 Day 2 Read-Aloud
		p. 53 Focus Question 4 Day 3 Read-Aloud
		p. 57 Focus Question 5 Day 1 Read-Aloud
		p. 59 Focus Question 5 Day 2 Read-Aloud
		p. 61 Focus Question 5 Day 3 Read-Aloud
		p. 62 Focus Question 5 Day 4 Large Group
		p. 67 Focus Question 6 Day 1 Read-Aloud
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 73 Focus Question 6 Day 4 Read-Aloud
		p. 75 Focus Question 6 Day 5 Read-Aloud
		p. 83 Ministudy Day 2 Read-Aloud

BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	3.LL.5.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	3.LL.5.1.	With prompting and support, track across a page or along printed words from top to bottom and left to right. (3.1) 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. 45 Focus Question 3 Day 5 Mighty Minutes p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 63 Focus Question 5 Day 4 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group
INDICATOR	3.LL.5.3.	With prompting and support, demonstrate an understanding that letters are combined to make words. (3.3) Beginning the Year p. 74 Focus Question 6 Day 5 Large Group
INDICATOR	3.LL.5.4.	Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4) Beginning the Year p. 30 Focus Question 2 Day 2 Large Group p. 41 Focus Question 3 Day 3 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Small Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	3.LL.6.	Demonstrate understanding of different units of sound in language
INDICATOR	3.LL.6.1.	With prompting and support, recognize matching sounds and rhymes in familiar words or words in songs. (3.1) 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. 20 Focus Question 1 Day 4 Large Group p. 22 Focus Question 1 Day 4 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 1 Day 5 Mighty Minutes p. 30 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 3 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 Large-Group Roundup

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		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. 59 Focus Question 5 Day 2 Small Group
		p. 60 Focus Question 5 Day 3 Large Group
		p. 61 Focus Question 5 Day 3 Mighty Minutes p. 61 Focus Question 5 Day 3 Small Group
		p. 67 Focus Question 6 Day 1 Mighty Minutes
		p. 67 Focus Question 6 Day 1 Small Group
		p. 69 Focus Question 6 Day 2 Small Group
		p. 71 Focus Question 6 Day 3 Mighty Minutes
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 71 Focus Question 6 Day 3 Small Group
		p. 75 Focus Question 6 Day 5 Small Group
		p. 81 Ministudy Day 1 Small Group
		p. 83 Ministudy Day 2 Small Group
		p. 84 Ministudy Day 3 Large Group
		p. 85 Ministudy Day 3 Read-Aloud
INDICATOR	3.LL.6.2.	With prompting and support, segment a spoken sentence into the
		individual words using actions (e.g., clap or stomp for each word).
		(3.2)
		Beginning the Year
		p. 53 Focus Question 4 Day 23 Large-Group Roundup
		p. 67 Focus Question 6 Day 1 Small Group
		p. 69 Focus Question 6 Day 2 Small Group
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 74 Focus Question 6 Day 5 Large Group
INDICATOR	3.LL.6.3.	With prompting and support, show an awareness of beginning
INDIOATOR	0.22.0.0.	sounds in words. (3.3)
		(
		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
INDICATOR	3.LL.6.4.	With prompting and support, attend to activities or word play that
		emphasizes beginning sounds in words. (3.4)
		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
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		p. 89 Ministudy Day 5 Mighty Minutes
INDICATOR	3.LL.6.5.	Engage in word play activities in songs and rhymes. (3.5)
		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 4 Large Group
		p. 25 Focus Question 1 Day 5 Mighty Minutes
		p. 28 Focus Question 2 Day 1 Large Group
		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. 36 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 1 Mighty Minutes
		p. 38 Focus Question 3 Day 1 Mighty Mindles
		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. 41 Focus Question 3 Day 3 Mighty Minutes
		p. 42 Focus Question 3 Day 4 Large Group
		p. 43 Focus Question 3 Day 4 Mighty Minutes
		p. 44 Focus Question 3 Day 5 Large Group
		p. 45 Focus Question 3 Day 5 Mighty Minutes 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 Mighty Minutes
		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. 61 Focus Question 5 Day 3 Mighty Minutes
		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. 67 Focus Question 6 Day 1 Migrity 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 Read-Aloud p. 85 Ministudy Day 3 Small Group
		p. 86 Ministudy Day 4 Large Group
		p. 88 Ministudy Day 5 Large Group
	3.LL.	IF. ce

GLE / PROFICIENCY		WRITING
GRADE LEVEL EXPECTATION	3.LL.7.	Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.
INDICATOR	3.LL.7.1.	Experiment with a variety of writing tools, materials, and surfaces. (3.1) 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 4 Large Group
INDICATOR	3.LL.7.2.	Use early stages of writing to form shapes and letter-like symbols to convey ideas. (3.2) Beginning the Year p. 30 Focus Question 2 Day 2 Large Group p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group
INDICATOR	3.LL.7.3.	Engage in tactile experiences creating letters and other forms. (3.3) Beginning the Year p. 30 Focus Question 2 Day 2 Large Group p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group
INDICATOR	3.LL.7.4.	Imitate marks made by adult or older child (approximations). (3.4) 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 4 Large Group
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	3.PM.1.	Develop large muscle control and coordinate movements in their upper and/or lower body.
INDICATOR	3.PM.1.1.	Use arms and legs for balance and motor control when walking, jumping, throwing and climbing. (3.1) Beginning the Year p. 57 Focus Question 5 Day 1 Choice Time
INDICATOR	3.PM.1.2.	Use arms and legs for balance and motor control using objects and equipment for a wide range of physical activities. (3.2)

		Beginning the Year
	0.014	p. 57 Focus Question 5 Day 1 Choice Time
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY	3.PM.2.	MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	3.PW.2.	Develop small muscle control and coordination.
INDICATOR	3.PM.2.1.	Use hands, fingers, and wrists for a wide variety of tasks and activities. (3.1) 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
INDICATOR	3.PM.2.2.	Coordinate eye and hand movements to accomplish simple tasks (e.g., using utensils for eating, putting puzzles together, stringing large beads, using a crayon). (3.2) 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
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	3.PM.3.	Participate in a variety of physical activities to enhance strength and stamina.
INDICATOR	3.PM.3.2.	Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (3.2) 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
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		HEALTH AND HYGIENE
GRADE LEVEL	3.PM.4.	Develop appropriate health and hygiene skills.
EXPECTATION		
INDICATOR	3.PM.4.1.	Identify foods (real or pictures) that are healthy and less healthy for the body. (3.1) Beginning the Year p. 39 Focus Question 3 Day 2 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 63 Focus Question 5 Day 4 Small Group
INDICATOR	3.PM.4.2.	Select from a variety of healthy foods that are offered. (3.2) Beginning the Year

	1	
		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
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SOCIAL RELATIONSHIPS
GRADE LEVEL	3.SE.1.	Develop healthy relationships and interactions with peers and
EXPECTATION		adults.
INDICATOR	3.SE.1.4.	Work or play cooperatively with other children with some direction from adults. (3.4)
		Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud
		p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud
		p. 31 Focus Question 2 Day 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. 59 Focus Question 5 Day 2 Read-Aloud
		p. 61 Focus Question 5 Day 3 Read-Aloud
		p. 63 Focus Question 5 Day 4 Read-Aloud
		p. 67 Focus Question 6 Day 1 Read-Aloud
		p. 69 Focus Question 6 Day 2 Read-Aloud
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 73 Focus Question 6 Day 4 Read-Aloud
		p. 75 Focus Question 6 Day 5 Read-Aloud
		p. 81 Ministudy Day 1 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud
		p. 85 Ministudy Day 3 Read-Aloud
		p. 87 Ministudy Day 4 Read-Aloud
		p. 89 Ministudy Day 5 Read-Aloud
INDICATOR	3.SE.1.10.	Join in with a small group of children. (3.10)
		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 Large-Group Roundup p. 19 Focus Question 1 Day 2 Small Group
		p. 20 Focus Question 1 Day 2 Small Group
		p. 21 Focus Question 1 Day 3 Choice Time
		p. 21 Focus Question 1 Day 3 Large-Group Roundup
		p. 21 Focus Question 1 Day 3 Small Group
		p. 22 Focus Question 1 Day 4 Choice Time
		p. 22 Focus Question 1 Day 4 Large Group
		p. 23 Focus Question 1 Day 4 Large-Group Roundup
		p. 23 Focus Question 1 Day 4 Small Group
		p. 24 Focus Question 1 Day 5 Choice Time
		p. 24 Focus Question 1 Day 5 Large Group
		p. 25 Focus Question 1 Day 5 Large-Group Roundup

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p. 25 Focus Question 1 Day 5 Read-Aloud
p. 25 Focus Question 1 Day 5 Small Group
p. 27 Focus Question 2 Outdoor Experiences
p. 28 Focus Question 2 Day 1 Large Group
p. 29 Focus Question 2 Day 1 Choice Time
p. 29 Focus Question 2 Day 1 Large-Group Roundup
p. 29 Focus Question 2 Day 1 Read-Aloud
p. 29 Focus Question 2 Day 1 Small Group
p. 30 Focus Question 2 Day 2 Large Group
p. 31 Focus Question 2 Day 2 Choice Time
p. 31 Focus Question 2 Day 2 Large-Group Roundup
p. 31 Focus Question 2 Day 2 Small Group
p. 32 Focus Question 2 Day 3 Choice Time
p. 32 Focus Question 2 Day 3 Large Group
p. 33 Focus Question 2 Day 3 Large-Group Roundup
p. 33 Focus Question 2 Day 3 Read-Aloud
p. 33 Focus Question 2 Day 3 Small Group
p. 36 Focus Question 3 Day 1 Choice Time
p. 36 Focus Question 3 Day 1 Large Group
p. 37 Focus Question 3 Day 1 Large-Group Roundup
p. 37 Focus Question 3 Day 1 Read-Aloud
p. 37 Focus Question 3 Day 1 Small Group
p. 38 Focus Question 3 Day 2 Choice Time
p. 38 Focus Question 3 Day 2 Large Group
p. 39 Focus Question 3 Day 2 Large-Group Roundup
p. 39 Focus Question 3 Day 2 Small Group
p. 40 Focus Question 3 Day 3 Choice Time
p. 40 Focus Question 3 Day 3 Large Group
p. 41 Focus Question 3 Day 3 Large-Group Roundup
p. 41 Focus Question 3 Day 3 Read-Aloud
p. 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
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p. 61 Focus Question 5 Day 3 Large-Group Roundup

BENCHMARK / GLE GLE / PROFICIENCY GRADE LEVEL EXPECTATION INDICATOR	3.SE. 3.SE.3.	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 Day 1 Large Group p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Large-Group Roundup p. 67 Focus Question 6 Day 1 Large-Group Roundup p. 67 Focus Question 6 Day 1 Large-Group Roundup p. 67 Focus Question 6 Day 1 Large-Group Roundup p. 67 Focus Question 6 Day 1 Small Group p. 68 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Large-Group p. 70 Focus Question 6 Day 3 Large-Group Roundup p. 71 Focus Question 6 Day 3 Large-Group Roundup p. 72 Focus Question 6 Day 3 Large-Group Roundup p. 73 Focus Question 6 Day 3 Large-Group Roundup p. 74 Focus Question 6 Day 3 Large-Group Roundup p. 75 Focus Question 6 Day 4 Large Group p. 76 Focus Question 6 Day 4 Large Group p. 77 Focus Question 6 Day 4 Large Group p. 78 Focus Question 6 Day 4 Large-Group Roundup p. 79 Focus Question 6 Day 5 Large-Group Roundup p. 74 Focus Question 6 Day 5 Large-Group Roundup p. 75 Focus Question 6 Day 5 Large-Group Roundup p. 76 Focus Question 6 Day 5 Read-Aloud p. 77 Focus Question 6 Day 5 Read-Aloud p. 78 Focus Question 6 Day 5 Read-Aloud p. 79 Ministudy Day 1 Large-Group Roundup p. 75 Focus Question 6 Day 5 Read-Poup p. 76 Focus Question 6 Day 5 Read-Poup p. 77 Focus Question 6 Day 5 Read-Poup p. 78 Focus Question 6 Day 5 Read-Poup p. 79 Ministudy Day 1 Large-Group Roundup p. 78 Ministudy Day 1 Large-Group Roundup p. 81 Ministudy Day 1 Large-Group Roundup p. 82 Ministudy Day 1 Large-Group Roundup p. 83 Ministudy Day 2 Large-Group Roundup p. 84 Ministudy Day 3 Large-Group Roundup p. 85 Ministudy Day 4 Large-Group Roundup p. 86 Ministudy Day 4 Large-Group Roundup p. 87 Ministudy Day 5 Large-Group Roundup p
GLE / PROFICIENCY		SELF-CONCEPT AND SELF-EFFICACY
GRADE LEVEL	3.SE.3.	Express feelings and beliefs that he/she is capable of successfully
		making decisions, accomplishing tasks, and meeting goals.
INDICATOR	3.SE.3.3.	
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
OLE / I KOI IOILIAO I		SEE MEGGERION

	GRADE LEVEL EXPECTATION	3.SE.4.	Regulate own emotions and behavior.
S.SE.4.2. Express own ideas, interests, and feelings through words or actions. (3.2) 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 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 Large Group p. 37 Focus Question 3 Day 2 Large Group p. 37 Focus Question 3 Day 2 Large Group p. 37 Focus Question 5 Day 1 Read-Aloud p. 67 Focus Question 5 Day 1 Read-Aloud p. 67 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. 73 Focus Question 6 Day 3 Read-Aloud p. 73 Focus Question 6 Day 5 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 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 5 Large Group p. 88 Ministudy Day 5 Choice Time SELF-REGULATION SELF-REGULATION	INDICATOR	3.SE.4.1.	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 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 3 Read-Aloud p. 70 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Large Group p. 73 Focus Question 6 Day 4 Small Group p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud
GRADE LEVEL EXPECTATION 3.SE.5. Regulate attention, impulses, and behavior. With prompting and support, follow rules and routines. (3.1) 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 p. 66 Focus Question 6 Day 1 Large Group	INDICATOR	3.SE.4.2.	Express own ideas, interests, and feelings through words or actions. (3.2) Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 25 Focus Question 1 Day 5 Read-Aloud p. 27 Focus Question 2 Outdoor Experiences p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Read-Aloud p. 38 Focus Question 2 Day 3 Read-Aloud p. 38 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 1 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 70 Focus Question 6 Day 3 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
Regulate attention, impulses, and behavior.	BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
INDICATOR 3.SE.5.1. With prompting and support, follow rules and routines. (3.1) 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	GLE / PROFICIENCY		SELF-REGULATION
Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 66 Focus Question 6 Day 1 Large Group	GRADE LEVEL EXPECTATION	3.SE.5.	Regulate attention, impulses, and behavior.
	INDICATOR	3.SE.5.1.	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
ואטוסאוסאו אויטאוס אויט אויטאוס אויטאו	INDICATOR	3.SE.5.2.	With prompting and support, respond appropriately during teacher-

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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	INDICATOR	3.SE.5.3.	Cooperate and begin to focus attention during teacher-guided and child-initiated activities. (3.3) Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day 1 Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 57 Focus Question 5 Day 1 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	INDICATOR	3.SE.5.3.	Cooperate and begin to focus attention during teacher-guided and child-initiated activities. (3.3) Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 2 Day 3 Read-Aloud p. 39 Focus Question 3 Day 1 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 1 Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 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	INDICATOR	3.SE.5.3.	Cooperate and begin to focus attention during teacher-guided and child-initiated activities. (3.3) Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 3 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	INDICATOR	3.SE.5.3.	Cooperate and begin to focus attention during teacher-guided and child-initiated activities. (3.3) Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 4 Day 1 Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 63 Focus Question 5 Day 4 Read-Aloud
p. 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	INDICATOR	3.SE.5.3.	Cooperate and begin to focus attention during teacher-guided and child-initiated activities. (3.3) Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 47 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 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 5 Day 1 Read-Aloud p. 67 Focus Question 6 Day 1 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	INDICATOR	3.SE.5.3.	Cooperate and begin to focus attention during teacher-guided and child-initiated activities. (3.3) Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 63 Focus Question 5 Day 4 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 69 Focus Question 6 Day 2 Read-Aloud
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p. 83 Ministudy Day 2 Read-Aloud	INDICATOR	3.SE.5.3.	Cooperate and begin to focus attention during teacher-guided and child-initiated activities. (3.3) Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 2 Read-Aloud p. 43 Focus Question 3 Day 8 Read-Aloud p. 45 Focus Question 3 Day 8 Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 1 Read-Aloud p. 53 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 58 Focus Question 5 Day 2 Read-Aloud p. 69 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 p. 69 Focus Question 6 Day 2 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 4 Read-Aloud p. 73 Focus Question 6 Day 4 Read-Aloud p. 73 Focus Question 6 Day 4 Read-Aloud p. 73 Focus Question 6 Day 4 Read-Aloud p. 74 Focus Question 6 Day 4 Read-Aloud p. 75 Focus Question 6 Day 7 Read-Aloud p. 77 Focus Question 6 Day 8 Read-Aloud p. 78 Focus Question 6 Day 9 Read-Aloud p. 79 Focus Question 6 Day 9 Read-Aloud
	INDICATOR	3.SE.5.3.	Cooperate and begin to focus attention during teacher-guided and child-initiated activities. (3.3) Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 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 8 Read-Aloud p. 45 Focus Question 3 Day 8 Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 2 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 2 Read-Aloud p. 63 Focus Question 5 Day 3 Read-Aloud p. 66 Focus Question 6 Day 1 Read-Aloud p. 67 Focus Question 6 Day 2 Read-Aloud p. 71 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 Read-Aloud p. 76 Focus Question 6 Day 3 Read-Aloud p. 77 Focus Question 6 Day 3 Read-Aloud p. 78 Focus Question 6 Day 5 Read-Aloud p. 79 Focus Question 6 Day 5 Read-Aloud p. 70 Focus Question 6 Day 5 Read-Aloud p. 71 Focus Question 6 Day 5 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud
p. 85 Ministudy Day 3 Read-Aloud	INDICATOR	3.SE.5.3.	Cooperate and begin to focus attention during teacher-guided and child-initiated activities. (3.3) Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 2 Read-Aloud p. 43 Focus Question 3 Day 8 Read-Aloud p. 45 Focus Question 3 Day 8 Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 2 Read-Aloud p. 63 Focus Question 5 Day 4 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 68 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. 74 Focus Question 6 Day 4 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 81 Ministudy Day 1 Read-Aloud

		p. 87 Ministudy Day 4 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud
CONTENT STANDARD	LA.EC.4.	Four-Year-Olds
BENCHMARK / GLE	4.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	4.AL.3.	Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.
	Λ ΔΙ 3 1	-
INDICATOR	4.AL.3.1.	Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 2 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 47 Focus Question 3 Day 8 Read-Aloud p. 48 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. 58 Focus Question 5 Day 1 Read-Aloud p. 69 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 1 Read-Aloud p. 61 Focus Question 6 Day 2 Read-Aloud p. 62 Focus Question 6 Day 3 Read-Aloud p. 63 Focus Question 6 Day 4 Read-Aloud p. 64 Focus Question 6 Day 4 Read-Aloud p. 65 Focus Question 6 Day 4 Read-Aloud p. 67 Focus Question 6 Day 4 Read-Aloud p. 77 Focus Question 6 Day 5 Read-Aloud p. 78 Focus Question 6 Day 5 Read-Aloud p. 78 Focus Question 6 Day 6 Read-Aloud p. 78 Ministudy Day 1 Read-Aloud p. 88 Ministudy Day 2 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 6 Read-Aloud p. 89 Ministudy Day 7 Read-Aloud p. 89 Ministudy Day 8 Read-Aloud p. 89 Ministudy Day 9 Read-Aloud
INDICATOR	4.AL.3.2.	Apply prior knowledge and experiences to learn new skills during play. (4.2) 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	4.AL.3.3.	Use a variety of strategies to investigate possible solutions, to accomplish a task, or to solve a problem. (4.3) 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
BENCHMARK / GLE	4.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING

GRADE LEVEL EXPECTATION	4.AL.4.	Demonstrate creative thinking when using materials, solving problems, and/or learning new information.
INDICATOR	4.AL.4.1.	Express unique ideas and approach tasks and experiences with flexibility, imagination and inventiveness. (4.1) 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
INDICATOR	4.AL.4.2.	p. 74 Focus Question 6 Day 5 Large Group p. 85 Ministudy Day 3 Small Group Gather information and ask complex questions in order to
		understand a new or familiar concept. (4.2) Beginning the Year p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 44 Focus Question 3 Day 5 Large Group p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Large-Group Roundup p. 60 Focus Question 5 Day 3 Large Group p. 68 Focus Question 6 Day 2 Large Group p. 73 Focus Question 6 Day 4 Small Group p. 84 Ministudy Day 3 Large Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	4.CC.1.	Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.
INDICATOR	4.CC.1.1.	Express thoughts and feelings through movement and musical activities. (4.1) Beginning the Year p. 35 Focus Question 3 Outdoor Experiences
INDICATOR	4.CC.1.2.	Participate in different types of music activities, including songs, finger plays, and playing instruments. (4.2) Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 2 Mighty Minutes p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 28 Focus Question 1 Day 5 Mighty Minutes p. 30 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 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 3 Large Group p. 42 Focus Question 3 Day 4 Large Group p. 44 Focus Question 3 Day 5 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. 48 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 1 Mighty Minutes p. 50 Focus Question 4 Day 1 Mighty Minutes

		p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Mighty Minutes p. 55 Focus Question 5 Outdoor Experiences p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Mighty Minutes p. 59 Focus Question 5 Day 2 Read-Aloud p. 60 Focus Question 5 Day 3 Large Group p. 62 Focus Question 5 Day 4 Large Group p. 63 Focus Question 5 Day 4 Mighty Minutes p. 63 Focus Question 5 Day 4 Read-Aloud p. 65 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Large Group p. 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. 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. 81 Ministudy Day 2 Large Group p. 82 Ministudy Day 3 Large Group p. 83 Ministudy Day 3 Small Group p. 84 Ministudy Day 3 Small Group p. 85 Ministudy Day 4 Large Group p. 86 Ministudy Day 5 Large Group p. 86 Ministudy Day 5 Large Group p. 88 Ministudy Day 5 Large Group p. 88 Ministudy Day 5 Large Group
INDICATOR	4.CC.1.4.	Describe changes in tone, melody, rhythm, and tempo. (4.4)
INDIOATOR	4.00.1.4.	
		Beginning the Year p. 35 Focus Question 3 Outdoor Experiences
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	4.CC.2.	Develop an appreciation for visual arts from different culture and create various forms of visual arts.
INDICATOR	4.CC.2.1.	Observe and/or describe what they like and do not like about various forms of art and how it makes them feel. (4.1) 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 2 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. 44 Focus Question 3 Day 5 Small Group p. 45 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 1 Small Group p. 51 Focus Question 4 Day 2 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 51 Focus Question 4 Day 2 Small Groupp p. 52 Focus Question 4 Day 2 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	4.CC.2.2.	Describe specific elements of a piece of art (e.g., texture, use of
INDICATOR	4.00.2.2.	colors, line, perspective, position of objects included). (4.2)
		colors, line, perspective, position of objects included). (4.2)
		Deniumium the Veen
		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 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
	II .	p. 58 Focus Question 5 Day 2 Large Group
		m 64 Feerin Orientian F. Day 2 Large Crayin Dayindon
		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. 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. 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. 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. 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. 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. 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. 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. 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	4.CC.2.3.	Create artistic works that reflect thoughts, feelings, experiences, or
Meloaron	4.00.2.3.	knowledge using different materials, tools and techniques. (4.3)
		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 4 Large-Group Roundup
		p. 24 Focus Question 1 Day 5 Uarge Group
		p. 25 Focus Question 1 Day 5 Large-Group Roundup
		p. 27 Focus Question 2 Outdoor Experiences
		p. 30 Focus Question 2 Day 2 Large Group
		p. 31 Focus Question 2 Day 2 Choice Time
		p. 32 Focus Question 2 Day 3 Choice Time
		p. 32 Focus Question 2 Day 3 Large Group
		p. 45 Focus Question 3 Day 5 Large-Group Roundup
		p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 53 Focus Question 4 Day 3 Small Group
		p. 61 Focus Question 5 Day 3 Large-Group Roundup
		p. 67 Focus Question 6 Day 1 Small Group
		p. 69 Focus Question 6 Day 2 Small Group
		p. 70 Focus Question 6 Day 3 Large Group
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 81 Ministudy Day 1 Small Group
		p. 83 Ministudy Day 2 Small Group
		p. 85 Ministudy Day 3 Read-Aloud p. 86 Ministudy Day 4 Large Group
		p. 87 Ministudy Day 4 Large-Group Roundup
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	4.CC.3.	Explore roles and experiences through dramatic art and play.
INDICATOR	4.CC.3.1.	Experience, respond to, and engage in a variety of dramatic
INDICATOR	4.00.3.1.	performances (e.g., puppetry, story-telling, dance, plays,
		pantomime, theater). (4.1)
		Beginning the Year
		p. 16 Focus Question 1 Day 1 Large Group
		p. 17 Focus Question 1 Day 1 Mighty Minutes
		p. 19 Focus Question 1 Day 2 Mighty Minutes
		p. 20 Focus Question 1 Day 3 Large Group
		p. 21 Focus Question 1 Day 3 Mighty Minutes
		p. 22 Focus Question 1 Day 4 Large Group
		p. 23 Focus Question 1 Day 4 Mighty Minutes
		p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes
		p. 29 Focus Question 2 Day 1 Mighty Minutes
		p. 30 Focus Question 2 Day 2 Large Group
		p. 35 Focus Question 3 Outdoor Experiences
		p. 36 Focus Question 3 Day 1 Choice Time

		p. 38 Focus Question 3 Day 2 Choice Time
		p. 38 Focus Question 3 Day 2 Large Group
		p. 39 Focus Question 3 Day 2 Large-Group Roundup
		p. 40 Focus Question 3 Day 3 Large Group
		p. 42 Focus Question 3 Day 4 Large Group
		p. 43 Focus Question 3 Day 4 Mighty Minutes
		p. 45 Focus Question 3 Day 5 Mighty Minutes
		p. 49 Focus Question 4 Day 1 Mighty Minutes
		p. 49 Focus Question 4 Day 1 Small Group
		p. 51 Focus Question 4 Day 2 Mighty Minutes
		p. 51 Focus Question 4 Day 2 Small Groupp51
		p. 52 Focus Question 4 Day 3 Large Group
		p. 53 Focus Question 4 Day 23 Large-Group Roundup
		p. 53 Focus Question 4 Day 3 Mighty Minutes
		p. 56 Focus Question 5 Day 1 Large Group
		p. 58 Focus Question 5 Day 2 Large Group
		p. 59 Focus Question 5 Day 2 Mighty Minutes
		p. 62 Focus Question 5 Day 4 Large Group
		p. 66 Focus Question 6 Day 1 Large Group
		p. 67 Focus Question 6 Day 1 Mighty Minutes
		p. 68 Focus Question 6 Day 2 Large Group
		p. 69 Focus Question 6 Day 2 Mighty Minutes
		p. 70 Focus Question 6 Day 3 Large Group
		p. 71 Focus Question 6 Day 3 Mighty Minutes
		p. 72 Focus Question 6 Day 4 Large Group
		p. 73 Focus Question 6 Day 4 Mighty Minutes
		p. 74 Focus Question 6 Day 5 Large Group
		p. 75 Focus Question 6 Day 5 Mighty Minutes
		p. 79 Ministudy Outdoor Experiences
		p. 82 Ministudy Day 2 Large Group
		p. 84 Ministudy Day 3 Large Group
		p. 85 Ministudy Day 3 Small Group
		p. 87 Ministudy Day 4 Mighty Minutes
		p. 87 Ministudy Day 4 Mighty Minutes p. 89 Ministudy Day 5 Mighty Minutes
INDICATOR	4.CC.3.2.	
INDICATOR	4.CC.3.2.	p. 89 Ministudy Day 5 Mighty Minutes
INDICATOR	4.CC.3.2.	p. 89 Ministudy Day 5 Mighty Minutes
INDICATOR	4.CC.3.2.	p. 89 Ministudy Day 5 Mighty Minutes Role play or use puppets to act out stories or play a character. (4.2)
INDICATOR	4.CC.3.2.	p. 89 Ministudy Day 5 Mighty Minutes Role play or use puppets to act out stories or play a character. (4.2) Beginning the Year p. 16 Focus Question 1 Day 1 Large Group
INDICATOR	4.CC.3.2.	p. 89 Ministudy Day 5 Mighty Minutes Role play or use puppets to act out stories or play a character. (4.2) Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Mighty Minutes
INDICATOR	4.CC.3.2.	p. 89 Ministudy Day 5 Mighty Minutes Role play or use puppets to act out stories or play a character. (4.2) 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
INDICATOR	4.CC.3.2.	p. 89 Ministudy Day 5 Mighty Minutes Role play or use puppets to act out stories or play a character. (4.2) 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
INDICATOR	4.CC.3.2.	p. 89 Ministudy Day 5 Mighty Minutes Role play or use puppets to act out stories or play a character. (4.2) 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
INDICATOR	4.CC.3.2.	p. 89 Ministudy Day 5 Mighty Minutes Role play or use puppets to act out stories or play a character. (4.2) 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
INDICATOR	4.CC.3.2.	p. 89 Ministudy Day 5 Mighty Minutes Role play or use puppets to act out stories or play a character. (4.2) 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
INDICATOR	4.CC.3.2.	p. 89 Ministudy Day 5 Mighty Minutes Role play or use puppets to act out stories or play a character. (4.2) 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
INDICATOR	4.CC.3.2.	p. 89 Ministudy Day 5 Mighty Minutes Role play or use puppets to act out stories or play a character. (4.2) 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
INDICATOR	4.CC.3.2.	p. 89 Ministudy Day 5 Mighty Minutes Role play or use puppets to act out stories or play a character. (4.2) Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 2 Mighty Minutes p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Mighty Minutes p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 2 Day 1 Mighty Minutes
INDICATOR	4.CC.3.2.	p. 89 Ministudy Day 5 Mighty Minutes Role play or use puppets to act out stories or play a character. (4.2) Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Mighty Minutes p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Mighty Minutes p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 2 Large Group
INDICATOR	4.CC.3.2.	p. 89 Ministudy Day 5 Mighty Minutes Role play or use puppets to act out stories or play a character. (4.2) Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Mighty Minutes p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Mighty Minutes p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 2 Large Group p. 36 Focus Question 3 Day 1 Choice Time
INDICATOR	4.CC.3.2.	p. 89 Ministudy Day 5 Mighty Minutes Role play or use puppets to act out stories or play a character. (4.2) Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 2 Mighty Minutes p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 2 Large Group p. 36 Focus Question 3 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Choice Time
INDICATOR	4.CC.3.2.	p. 89 Ministudy Day 5 Mighty Minutes Role play or use puppets to act out stories or play a character. (4.2) Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 2 Mighty Minutes p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 3 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 38 Focus Question 3 Day 2 Large Group
INDICATOR	4.CC.3.2.	p. 89 Ministudy Day 5 Mighty Minutes Role play or use puppets to act out stories or play a character. (4.2) Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 2 Mighty Minutes p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 1 Day 5 Mighty Minutes p. 30 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large-Group Roundup
INDICATOR	4.CC.3.2.	p. 89 Ministudy Day 5 Mighty Minutes Role play or use puppets to act out stories or play a character. (4.2) Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 2 Mighty Minutes p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 1 Day 5 Mighty Minutes p. 30 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large-Group Roundup p. 40 Focus Question 3 Day 3 Large Group
INDICATOR	4.CC.3.2.	p. 89 Ministudy Day 5 Mighty Minutes Role play or use puppets to act out stories or play a character. (4.2) Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 2 Mighty Minutes p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 1 Day 5 Mighty Minutes p. 30 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large-Group Roundup p. 40 Focus Question 3 Day 3 Large Group p. 42 Focus Question 3 Day 4 Large Group
INDICATOR	4.CC.3.2.	p. 89 Ministudy Day 5 Mighty Minutes Role play or use puppets to act out stories or play a character. (4.2) Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 2 Mighty Minutes p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 1 Day 5 Mighty Minutes p. 30 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large-Group Roundup p. 40 Focus Question 3 Day 3 Large Group
INDICATOR	4.CC.3.2.	p. 89 Ministudy Day 5 Mighty Minutes Role play or use puppets to act out stories or play a character. (4.2) Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 2 Mighty Minutes p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 1 Day 5 Mighty Minutes p. 30 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large-Group Roundup p. 40 Focus Question 3 Day 3 Large Group p. 42 Focus Question 3 Day 4 Large Group
INDICATOR	4.CC.3.2.	p. 89 Ministudy Day 5 Mighty Minutes Role play or use puppets to act out stories or play a character. (4.2) Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 2 Mighty Minutes p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Mighty Minutes p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 1 Day 5 Mighty Minutes p. 30 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 1 Choice Time 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 Roundup p. 40 Focus Question 3 Day 4 Large Group p. 42 Focus Question 3 Day 4 Mighty Minutes
INDICATOR	4.CC.3.2.	p. 89 Ministudy Day 5 Mighty Minutes Role play or use puppets to act out stories or play a character. (4.2) Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Mighty Minutes p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Mighty Minutes p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 1 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 p. 39 Focus Question 3 Day 2 Large Group p. 40 Focus Question 3 Day 4 Large Group p. 42 Focus Question 3 Day 4 Large Group p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 49 Focus Question 4 Day 1 Mighty Minutes
INDICATOR	4.CC.3.2.	p. 89 Ministudy Day 5 Mighty Minutes Role play or use puppets to act out stories or play a character. (4.2) Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Mighty Minutes p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Mighty Minutes p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 1 Day 5 Mighty Minutes p. 30 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 2 Large Group p. 36 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 p. 40 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 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
INDICATOR	4.CC.3.2.	Role play or use puppets to act out stories or play a character. (4.2) Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 2 Mighty Minutes p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Mighty Minutes p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large Group p. 40 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 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
INDICATOR	4.CC.3.2.	Role play or use puppets to act out stories or play a character. (4.2) Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Mighty Minutes p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Mighty Minutes p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large Group p. 40 Focus Question 3 Day 2 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 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 Small Groupp51
INDICATOR	4.CC.3.2.	Role play or use puppets to act out stories or play a character. (4.2) 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 Large Group p. 26 Focus Question 1 Day 5 Mighty Minutes p. 27 Focus Question 1 Day 5 Mighty Minutes p. 28 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large Group p. 40 Focus Question 3 Day 4 Large Group p. 42 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 47 Focus Question 4 Day 1 Mighty Minutes p. 48 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. 52 Focus Question 4 Day 2 Small Group p. 53 Focus Question 4 Day 2 Small Group p. 55 Focus Question 4 Day 3 Large Group
INDICATOR	4.CC.3.2.	Role play or use puppets to act out stories or play a character. (4.2) 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 Mighty Minutes p. 25 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 2 Large Group p. 36 Focus Question 3 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large Group p. 40 Focus Question 3 Day 4 Large Group p. 42 Focus Question 3 Day 4 Large Group p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 47 Focus Question 4 Day 1 Mighty Minutes p. 48 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Small Group p. 52 Focus Question 4 Day 2 Small Group p. 53 Focus Question 4 Day 3 Mighty Minutes
INDICATOR	4.CC.3.2.	Role play or use puppets to act out stories or play a character. (4.2) 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 Large Group p. 24 Focus Question 1 Day 5 Mighty Minutes p. 25 Focus Question 1 Day 5 Mighty Minutes p. 27 Focus Question 1 Day 5 Mighty Minutes p. 28 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large Group p. 40 Focus Question 3 Day 4 Large Group p. 42 Focus Question 3 Day 4 Large Group p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 46 Focus Question 4 Day 1 Mighty Minutes p. 47 Focus Question 4 Day 1 Mighty Minutes p. 48 Focus Question 4 Day 2 Mighty Minutes p. 59 Focus Question 4 Day 2 Small Group p. 51 Focus Question 4 Day 2 Small Group p. 52 Focus Question 4 Day 3 Mighty Minutes p. 53 Focus Question 4 Day 3 Large Group p. 54 Focus Question 4 Day 3 Large Group p. 55 Focus Question 4 Day 3 Mighty Minutes p. 56 Focus Question 5 Day 1 Large Group
INDICATOR	4.CC.3.2.	Role play or use puppets to act out stories or play a character. (4.2) 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 Mighty Minutes p. 25 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 2 Large Group p. 36 Focus Question 3 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large Group p. 40 Focus Question 3 Day 4 Large Group p. 42 Focus Question 3 Day 4 Large Group p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 47 Focus Question 4 Day 1 Mighty Minutes p. 48 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Small Group p. 52 Focus Question 4 Day 2 Small Group p. 53 Focus Question 4 Day 3 Mighty Minutes

		p. 62 Focus Question 5 Day 4 Large Group
		p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Mighty Minutes
		p. 68 Focus Question 6 Day 1 Mighty Minutes p. 68 Focus Question 6 Day 2 Large Group
		p. 69 Focus Question 6 Day 2 Mighty Minutes
		p. 70 Focus Question 6 Day 3 Large Group
		p. 71 Focus Question 6 Day 3 Mighty Minutes
		p. 72 Focus Question 6 Day 4 Large Group
		p. 73 Focus Question 6 Day 4 Mighty Minutes
		p. 74 Focus Question 6 Day 5 Large Group
		p. 75 Focus Question 6 Day 5 Mighty Minutes
		p. 79 Ministudy Outdoor Experiences
		p. 82 Ministudy Day 2 Large Group
		p. 84 Ministudy Day 3 Large Group
		p. 85 Ministudy Day 3 Small Group p. 87 Ministudy Day 4 Mighty Minutes
		p. 89 Ministudy Day 5 Mighty Minutes
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL	4.CM.1.	Understand numbers, ways of representing numbers, and
EXPECTATION		relationships between number and quantities.
INDICATOR	4.CM.1.1.	Verbally count by ones to 20. (4.1)
		Beginning the Year
		p. 75 Focus Question 6 Day 5 Small Group
		p. 85 Ministudy Day 3 Small Group
INDICATOR	4.CM.1.2.	Count forward from a given number between 1 and 10, and count
		backward from 5. (4.2)
		Beginning the Year
		p. 29 Focus Question 2 Day 1 Mighty Minutes
		p. 43 Focus Question 3 Day 4 Mighty Minutes
		p. 45 Focus Question 3 Day 5 Mighty Minutes p. 47 Focus Question 4 Outdoor Experiences
		p. 60 Focus Question 5 Day 3 Choice Time
		p. 67 Focus Question 6 Day 1 Large-Group Roundup
		p. 67 Focus Question 6 Day 1 Mighty Minutes
		p. 69 Focus Question 6 Day 2 Large-Group Roundup
		p. 69 Focus Question 6 Day 2 Mighty Minutes
		p. 71 Focus Question 6 Day 3 Mighty Minutes
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 72 Focus Question 6 Day 4 Large Group
		p. 74 Focus Question 6 Day 5 Large Group
		p. 75 Focus Question 6 Day 5 Mighty Minutes
		p. 75 Focus Question 6 Day 5 Read-Aloud
		p. 75 Focus Question 6 Day 5 Small Group
		p. 83 Ministudy Day 2 Read-Aloud
		p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group
	<u> </u>	
INDICATOR	4.CM.1.5.	Identify written numerals 0-10 in the everyday environment. (4.5)
		Paginning the Veer
		Beginning the Year p. 48 Focus Question 4 Day 1 Large Group
		p. 50 Focus Question 4 Day 1 Large Group
		p. 51 Focus Question 4 Day 2 Large-Group Roundup
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
	4.0.	
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL	4.CM.2.	Understand basic patterns, concepts, and operations.
EXPECTATION		
INDICATOR	4.CM.2.1.	Recognize, copy, and extend patterns. (4.1)
INDICATOR	4.CM.2.1.	Recognize, copy, and extend patterns. (4.1) Beginning the Year

		p. 42 Focus Question 3 Day 4 Large Group
		p. 88 Ministudy Day 5 Large Group
INDICATOR	4.CM.2.3.	Use concrete objects to demonstrate simple addition and subtraction problems that total 6 or fewer. (4.3)
		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
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.3.	Understand attributes and relative properties of objects as related to size, capacity, and area.
INDICATOR	4.CM.3.1.	Describe measurable attributes (length and weight) of objects and materials, using comparative words. (4.1)
		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	4.CM.3.2.	Put up to six objects in order by length (seriate). (4.2)
		Beginning the Year p. 23 Focus Question 1 Day 4 Mighty Minutes p. 53 Focus Question 4 Day 3 Small Group p. 58 Focus Question 5 Day 2 Large Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.4.	Understand shapes, their properties, and how objects are related to one another in space.
INDICATOR	4.CM.4.1.	Identify and name at least the four basic shapes (rectangles, squares, circles, and triangles) when presented using different sizes and in different orientations. (4.1)
		Beginning the Year p. 29 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 57 Focus Question 5 Day 1 Small Group p. 67 Focus Question 6 Day 1 Choice Time p. 67 Focus Question 6 Day 1 Large-Group Roundup p. 83 Ministudy Day 2 Mighty Minutes
INDICATOR	4.CM.4.5.	Use and understand positions of objects, self and other people in space, including in/on, over/under, up/down, inside/outside, beside/between, and in front/behind. (4.5)
		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

BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	4.CS.1.	Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).
INDICATOR	4.CS.1.2.	Use equipment and tools to gather information and extend sensory observations of living things, objects, materials, changes that take place and relationships. (4.2)
		p. 35 Focus Question 3 Outdoor Experiences p. 39 Focus Question 3 Day 2 Small Group p. 53 Focus Question 4 Day 3 Small Group p. 57 Focus Question 5 Day 1 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Large Group p. 63 Focus Question 5 Day 4 Choice Time p. 63 Focus Question 5 Day 4 Small Group p. 79 Ministudy Outdoor Experiences p. 80 Ministudy Day 1 Large Group p. 81 Ministudy Day 2 Choice Time p. 83 Ministudy Day 2 Choice Time p. 84 Ministudy Day 3 Choice Time
INDICATOR	4.CS.1.4.	p. 86 Ministudy Day 4 Choice Time Use prior knowledge and experiences to generate questions, hypothesize, predict, and draw conclusions about living creatures,
		objects, materials and changes observed in the environment. (4.4)
		Beginning the Year p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 60 Focus Question 5 Day 3 Large Group
INDICATOR	4.CS.1.5.	Conduct simple scientific experiments. (4.5)
		Beginning the Year p. 35 Focus Question 3 Outdoor Experiences p. 39 Focus Question 3 Day 2 Small Group p. 53 Focus Question 4 Day 3 Small Group p. 57 Focus Question 5 Day 1 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 63 Focus Question 5 Day 4 Small Group p. 75 Focus Question 6 Day 5 Small Group p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Choice Time p. 81 Ministudy Day 1 Small Group
INDICATOR	4.CS.1.7.	With prompting and support, use scientific vocabulary words to describe steps in the scientific process (e.g., "observation," "experiment," "hypothesis," "conclusion"). (4.7) Beginning the Year
		p. 36 Focus Question 3 Day 1 Large Group p. 81 Ministudy Day 1 Mighty Minutes p. 83 Ministudy Day 2 Small Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	4.CS.2.	Acquire scientific knowledge related to physical science (properties of objects and materials).
INDICATOR	4.CS.2.3.	Explore and describe sources of energy such as lights, bells and other sources of sound. (4.3) Beginning the Year p. 40 Focus Question 3 Day 3 Choice Time
		p com adoction o say o oneloo inno

		p. 49 Focus Question 4 Day 1 Choice Time p. 80 Ministudy Day 1 Large Group p. 81 Ministudy Day 1 Choice Time p. 83 Ministudy Day 2 Choice Time p. 84 Ministudy Day 3 Choice Time p. 86 Ministudy Day 4 Choice Time
INDICATOR	4.CS.2.4.	Experiment with balls, toys and other objects to see which objects move faster, what conditions make them move faster and what makes them move slower. (4.4)
		Beginning the Year p. 35 Focus Question 3 Outdoor Experiences p. 57 Focus Question 5 Day 1 Choice Time
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	4.CS.3.	Acquire scientific knowledge related to life science (properties of living things).
INDICATOR	4.CS.3.1.	Explore, observe, and describe a variety of living creatures and plants. (4.1)
		Beginning the Year p. 37 Focus Question 3 Day 1 Mighty Minutes p. 39 Focus Question 3 Day 2 Mighty Minutes
INDICATOR	4.CS.3.2.	Classify living creatures and plants into categories according to at least one characteristic. (4.2)
		Beginning the Year p. 37 Focus Question 3 Day 1 Mighty Minutes p. 39 Focus Question 3 Day 2 Mighty Minutes
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	4.CS.4.	Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky).
INDICATOR	4.CS.4.4.	Describe major features of the earth and sky, and how they change from night to day. (4.4)
		Beginning the Year p. 53 Focus Question 4 Day 3 Read-Aloud
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.3.	Develop an awareness of geographic locations, maps, and landforms.
INDICATOR	4.CSS.3.2.	Create representations of places, landforms, and roads he/she has seen through drawings and play activities. (4.2)
		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 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

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INDICATOR	4.CSS.3.5.	p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 85 Ministudy Day 2 Small Group p. 86 Ministudy Day 3 Read-Aloud p. 87 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large-Group Roundup With guidance and support, create a simple drawing that shows the relative location of specific objects and/or features in a familiar environment such as a classroom or playground. (4.5) 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 p. 19 Focus Question 1 Day 2 Large-Group 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 4 Choice Time 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. 22 Focus Question 1 Day 4 Large-Group Roundup
		p. 23 Focus Question 1 Day 4 Large-Group Roundup p. 24 Focus Question 1 Day 5 Choice Time p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Large-Group Roundup p. 27 Focus Question 2 Outdoor Experiences p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group
		p. 85 Ministudy Day 3 Read-Aloud p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large-Group Roundup
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.4.	Demonstrate awareness of culture and other characteristics of groups of people.
INDICATOR	4.CSS.4.1.	Explore music, dance, dress, foods, and traditions of own family and other cultures. (4.1) Beginning the Year p. 35 Focus Question 3 Outdoor Experiences
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.5.	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
INDICATOR	4.CSS.5.2.	Independently carry out specific responsibilities in the classroom

		(e.g., cleaning up, checking the temperature outside for the group, handing out snack, etc.). (4.2)
INDICATOR	4.CSS.5.3.	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 p. 37 Focus Question 3 Day 1 Small Group Follow rules that have been established. (4.3) 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
INDICATOR	4.CSS.5.4.	Participate in conversations about the importance of rules/ consequences, rights of self, and rights of others. (4.4)
		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
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		SPEAKING AND LISTENING
GRADE LEVEL EXPECTATION	4.LL.1.	Comprehend or understand and use language.
INDICATOR	4.LL.1.1.	Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos. (4.1) 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 Mighty Minutes p. 33 Focus Question 2 Day 3 Mighty Minutes p. 36 Focus Question 3 Day 1 Large Group p. 38 Focus Question 3 Day 2 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 3 Large Group p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Small Group

		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 Groupp p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Small Group p. 60 Focus Question 5 Day 3 Large-Group Roundup p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 62 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. 64 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 Read-Aloud p. 69 Focus Question 6 Day 2 Read-Aloud p. 69 Focus Question 6 Day 3 Large 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 4 Read-Aloud p. 71 Focus Question 6 Day 4 Read-Aloud p. 72 Focus Question 6 Day 4 Read-Aloud p. 73 Focus Question 6 Day 4 Small Group p. 74 Focus Question 6 Day 4 Small Group p. 75 Focus Question 6 Day 4 Small Group p. 76 Focus Question 6 Day 5 Large Group p. 77 Focus Question 6 Day 4 Small Group p. 78 Focus Question 6 Day 5 Large Group p. 79 Focus Question 6 Day 5 Large Group p. 80 Ministudy Day 1 Large Group p. 81 Ministudy Day 2 Large Group p. 82 Ministudy Day 3 Large Group p. 83 Ministudy Day 3 Large Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Large Group p. 86 Ministudy Day 4 Large Group
INDICATOR	4.LL.1.2.	Listen and respond attentively to conversations. (4.2) Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 38 Focus Question 3 Day 2 Large Group p. 73 Focus Question 6 Day 4 Small Group p. 75 Focus Question 6 Day 5 Small Group
INDICATOR	4.LL.1.3.	With guidance and support from adults, follow agreed upon rules for discussions (e.g. listening to others, and taking turns speaking about topics and print under discussion). (4.3) 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
INDICATOR	4.LL.1.4.	Actively participate in role-playing, creative dramatics, fingerplays, nursery rhymes, and choral speaking. (4.4) Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 2 Mighty Minutes p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Mighty Minutes p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 2 Day 1 Mighty Minutes

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		p. 30 Focus Question 2 Day 2 Large Group p. 36 Focus Question 3 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large Group p. 40 Focus Question 3 Day 3 Large Group p. 42 Focus Question 3 Day 4 Large Group p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 46 Focus Question 4 Day 1 Mighty Minutes p. 47 Focus Question 4 Day 1 Mighty Minutes p. 48 Focus Question 4 Day 2 Mighty Minutes p. 49 Focus Question 4 Day 2 Small Group p. 51 Focus Question 4 Day 2 Small Group p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 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 4 Large Group p. 60 Focus Question 6 Day 1 Large Group p. 61 Focus Question 6 Day 1 Large Group p. 62 Focus Question 6 Day 1 Large Group p. 63 Focus Question 6 Day 1 Large Group p. 64 Focus Question 6 Day 2 Large Group p. 65 Focus Question 6 Day 3 Mighty Minutes p. 66 Focus Question 6 Day 3 Large Group p. 67 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Large Group p. 72 Focus Question 6 Day 3 Large Group p. 73 Focus Question 6 Day 4 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Large Group p. 76 Focus Question 6 Day 5 Mighty Minutes p. 77 Ministudy Outdoor Experiences p. 82 Ministudy Day 3 Large Group p. 84 Ministudy Day 3 Small Group
		p. 87 Ministudy Day 4 Mighty Minutes p. 89 Ministudy Day 5 Mighty Minutes
INDICATOR	4.LL.1.5.	Speak audibly and use words, phrases, and/or sentences to express a complete thought that can be clearly understood by most people. (4.5) Beginning the Year p. 24 Focus Question 1 Day 5 Large Group p. 42 Focus Question 3 Day 4 Large Group p. 72 Focus Question 6 Day 4 Large Group
INDICATOR	4.LL.1.6.	Ask questions about a specific topic, activity, and/or text read aloud. (4.6) Beginning the Year p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 44 Focus Question 3 Day 5 Large Group p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Large-Group Roundup p. 60 Focus Question 5 Day 3 Large Group p. 68 Focus Question 6 Day 2 Large Group p. 73 Focus Question 6 Day 4 Small Group p. 84 Ministudy Day 3 Large Group
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		LANGUAGE
GRADE LEVEL EXPECTATION	4.LL.2.	Comprehend and use increasingly complex and varied vocabulary.
INDICATOR	4.LL.2.1.	Demonstrate understanding of a variety of concepts, such as opposites, positions, and comparisons. (4.1)

		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
INDICATOR	4.LL.2.2.	Use new vocabulary acquired through conversations, activities, or listening to texts read aloud. (4.2) 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 Read-I Group p. 55 Focus Question 5 Outdoor Experiences p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 65 Focus Question 6 Outdoor Experiences p. 66 Focus Question 6 Outdoor Experiences p. 67 Ministudy Outdoor Experiences p. 79 Ministudy Outdoor Experiences p. 86 Ministudy Day 4 Choice Time
		p. 87 Ministudy Day 4 Choice Time p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	4.LL.3.	Develop an interest in books and their characteristics.
INDICATOR	4.LL.3.1.	Demonstrates how books are read, such as front-to-back and one page at a time. (4.1) 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 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. 71 Focus Question 6 Day 3 Small Group
INDICATOR	4.LL.3.2.	With prompting and support, describe the role of the author and illustrator of a text. (4.2) 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 4 Read-Aloud

		p. 45 Focus Question 3 Day Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud
		p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud
		p. 71 Focus Question 6 Day 3 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 81 Ministudy Day 1 Read-Aloud
		p. 83 Ministudy Day 2 Read-Aloud
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	4.LL.4.	Comprehend stories and information from books and other print materials.
INDICATOR	4.LL.4.2.	With prompting and support, retell parts of a favorite story in sequence (first, next, and last). (4.2) Beginning the Year
		p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud
		p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud
		p. 41 Focus Question 3 Day 3 Read-Aloud
		p. 45 Focus Question 3 Day Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud
		p. 61 Focus Question 5 Day 1 Read-Aloud
		p. 67 Focus Question 6 Day 1 Read-Aloud
		p. 71 Focus Question 6 Day 3 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud
		p. 83 Ministudy Day 2 Read-Aloud
		p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group
INDICATOR	4.LL.4.3.	With prompting and support, identify characters and some events from a story and several pieces of information from a text read aloud. (4.3)
		Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud
		p. 21 Focus Question 1 Day 1 Read-Aloud
		p. 23 Focus Question 1 Day 4 Read-Aloud
		p. 25 Focus Question 1 Day 5 Read-Aloud p. 28 Focus Question 2 Day 1 Large Group
		p. 29 Focus Question 2 Day 1 Read-Aloud
		p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud
		p. 37 Focus Question 3 Day 1 Read-Aloud
		p. 41 Focus Question 3 Day 3 Read-Aloud
		p. 45 Focus Question 3 Day Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud
		p. 61 Focus Question 5 Day 3 Read-Aloud
		p. 67 Focus Question 6 Day 1 Read-Aloud p. 69 Focus Question 6 Day 2 Read-Aloud
		p. 70 Focus Question 6 Day 2 Read-Aloud p. 70 Focus Question 6 Day 3 Large Group
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud
		p. 87 Ministudy Day 4 Small Group
		p. 89 Ministudy Day 5 Small Group
INDICATOR	4.LL.4.4.	With prompting and support, ask and answer questions about unknown words in a text read aloud. (4.4)
		Beginning the Year

		p. 25 Focus Question 1 Day 5 Read-Aloud
		p. 29 Focus Question 2 Day 1 Read-Aloud
		p. 33 Focus Question 2 Day 3 Read-Aloud
		p. 37 Focus Question 3 Day 1 Read-Aloud
		p. 39 Focus Question 3 Day 2 Read-Aloud
		p. 41 Focus Question 3 Day 3 Read-Aloud
		p. 44 Focus Question 3 Day 5 Choice Time
		p. 44 Focus Question 3 Day 5 Large Group
		p. 45 Focus Question 3 Day Read-Aloud
		p. 57 Focus Question 5 Day 1 Read-Aloud
		p. 61 Focus Question 5 Day 3 Read-Aloud
		p. 67 Focus Question 6 Day 1 Read-Aloud
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 72 Focus Question 6 Day 4 Choice Time
		p. 72 Focus Question 6 Day 4 Large Group
		p. 75 Focus Question 6 Day 5 Read-Aloud
		p. 83 Ministudy Day 2 Read-Aloud
		p. 89 Ministudy Day 5 Read-Aloud
INDICATOR	4.LL.4.5.	Listen to stories or text read aloud and use new vocabulary words in follow-up conversations and activities. (4.5)
		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
INDICATOR	411.47	
INDICATOR	4.LL.4.7.	With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts. (4.7)
		Beginning the Year
		p. 25 Focus Question 1 Day 5 Read-Aloud
		p. 29 Focus Question 2 Day 1 Read-Aloud
		p. 33 Focus Question 2 Day 3 Read-Aloud
		p. 37 Focus Question 3 Day 1 Read-Aloud
		p. 41 Focus Question 3 Day 3 Read-Aloud
		p. 43 Focus Question 3 Day 4 Read-Aloud
		p. 43 Focus Question 3 Day 4 Small Group
		p. 45 Focus Question 3 Day Read-Aloud
		p. 45 Focus Question 3 Day 5 Small Group
		p. 47 Focus Question 4 Outdoor Experiences
		p. 49 Focus Question 4 Day 1 Small Group
		p. 51 Focus Question 4 Day 2 Read-Aloud
		p. 51 Focus Question 4 Day 2 Small Groupp51
		p. 57 Focus Question 5 Day 1 Read-Aloud
		p. 61 Focus Question 5 Day 3 Read-Aloud
		p. 67 Focus Question 6 Day 1 Read-Aloud
		p. 69 Focus Question 6 Day 2 Read-Aloud
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 75 Focus Question 6 Day 5 Read-Aloud
		p. 83 Ministudy Day 2 Read-Aloud
INDICATOR	4.LL.4.8.	With prompting and support, discuss basic similarities and
JIOATOR	7.22.7.0.	differences in print read aloud, including characters, settings,
		events, and ideas. (4.8)
		oromo, and model (110)
		Beginning the Year
		p. 49 Focus Question 4 Day 1 Small Group
		p. 51 Focus Question 4 Day 2 Small Groupp51
		p. 89 Ministudy Day 5 Read-Aloud
INDIO ATOT		
INDICATOR	4.LL.4.9.	Based on the title and/or pictures/ illustrations, predict what might happen in a story before it is read. (4.9)
		Beginning the Year
		p. 19 Focus Question 1 Day 2 Read-Aloud
		p. 25 Focus Question 1 Day 5 Read-Aloud

		p. 29 Focus Question 2 Day 1 Read-Aloud
		p. 33 Focus Question 2 Day 3 Read-Aloud
		p. 37 Focus Question 3 Day 1 Read-Aloud
		p. 39 Focus Question 3 Day 2 Read-Aloud
		p. 41 Focus Question 3 Day 3 Read-Aloud
		p. 43 Focus Question 3 Day 4 Read-Aloud
		p. 45 Focus Question 3 Day Read-Aloud
		p. 49 Focus Question 4 Day 1 Read-Aloud
		p. 51 Focus Question 4 Day 2 Read-Aloud
		p. 53 Focus Question 4 Day 3 Read-Aloud
		p. 57 Focus Question 5 Day 1 Read-Aloud
		p. 59 Focus Question 5 Day 2 Read-Aloud
		p. 61 Focus Question 5 Day 3 Read-Aloud
		p. 62 Focus Question 5 Day 4 Large Group
		p. 67 Focus Question 6 Day 1 Read-Aloud
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 73 Focus Question 6 Day 4 Read-Aloud
		p. 75 Focus Question 6 Day 5 Read-Aloud
		p. 83 Ministudy Day 2 Read-Aloud
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
		READING: FOUNDATIONAL SKILLS
GLE / PROFICIENCY		
GRADE LEVEL	4.LL.5.	Demonstrate understanding of the organization and basic features
EXPECTATION		of print.
INDICATOR	4.LL.5.1.	With prompting and support, demonstrate that print is read left to
		right and top to bottom. (4.1)
		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 Read-Aloud
		p. 71 Focus Question 6 Day 3 Small Group
INDICATOR	4.LL.5.2.	
INDICATOR	4.LL.5.2.	With limited guidance, track across a page or along printed words
		from top to bottom and left to right. (4.2)
		Denimalian the Veen
		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 Read-Aloud
		p. 71 Focus Question 6 Day 3 Small Group
INDICATOR	4.LL.5.4.	With prompting and support, identify various features in print (e.g.,
		words, spaces, punctuation, and some upper- and lower-case
		letters). (4.4)
		Beginning the Year
		p. 30 Focus Question 2 Day 2 Large Group
		p. 41 Focus Question 3 Day 3 Small Group
		p. 53 Focus Question 4 Day 23 Large-Group Roundup
<u></u>		

		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. 74 Focus Question 6 Day 5 Large Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group
INDICATOR	4.LL.5.5.	Name at least 26 of the 52 upper-and/or lower-case letters of the alphabet. (4.5)
		Beginning the Year p. 30 Focus Question 2 Day 2 Large Group p. 41 Focus Question 3 Day 3 Small Group
		p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group
		p. 71 Focus Question 6 Day 3 Small Group p. 81 Ministudy Day 1 Small Group
BENCHMARK / GLE	4.LL.	p. 83 Ministudy Day 2 Small Group LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY	7.55.	READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	4.LL.6.	Demonstrate understanding of different units of sound in language (words, syllables, phonemes).
INDICATOR	4.LL.6.1.	With prompting and support, recognize and produce rhyming words. (4.1)
		Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 2 Mighty Minutes p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 22 Focus Question 1 Day 4 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Mighty Minutes p. 32 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Large Group p. 40 Focus Question 3 Day 2 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 43 Focus Question 3 Day 3 Mighty Minutes p. 45 Focus Question 3 Day 4 Mighty Minutes p. 46 Focus Question 3 Day 5 Mighty Minutes p. 47 Focus Question 4 Day 1 Large Group p. 50 Focus Question 4 Day 1 Large Group p. 51 Focus Question 5 Day 1 Mighty Minutes p. 52 Focus Question 5 Day 2 Mighty Minutes p. 53 Focus Question 5 Day 3 Large Group p. 54 Focus Question 5 Day 1 Mighty Minutes p. 55 Focus Question 5 Day 1 Mighty Minutes p. 66 Focus Question 5 Day 3 Mighty Minutes p. 67 Focus Question 6 Day 1 Mighty Minutes p. 67 Focus Question 6 Day 1 Mighty Minutes p. 75 Focus Question 6 Day 3 Mighty Minutes p. 75 Focus Question 6 Day 5 Small Group p. 85 Ministudy Day 3 Read-Aloud
INDICATOR	4.LL.6.2.	With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2) Beginning the Year p. 20 Focus Question 1 Day 3 Large Group
	II.	p. 21 Focus Question 1 Day 3 Mighty Minutes

		p. 41 Focus Question 3 Day 3 Small Group p. 57 Focus Question 5 Day 1 Mighty Minutes p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Large Group 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. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 86 Ministudy Day 4 Large Group
INDICATOR	4.LL.6.3.	With prompting and support, orally blend onset and rime in single syllable spoken words. (4.3) Beginning the Year p. 41 Focus Question 3 Day 3 Small Group p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group
INDICATOR	4.LL.6.4.	Repeat alliteration during word play in order to recognize words with a common initial (first) sound. (4.4) 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
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		WRITING
GRADE LEVEL EXPECTATION	4.LL.7.	Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.
INDICATOR	4.LL.7.1.	Use a variety of writing tools in an appropriate manner showing increasing muscular control. (4.1) Beginning the Year p. 30 Focus Question 2 Day 2 Large Group p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group
INDICATOR	4.LL.7.2.	Use a combination of drawing, dictating, and/or writing in response to a text read aloud, or to tell a story about a life experience or event. (4.2) 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
BENCHMARK / GLE	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL	4.PM.1.	Develop large muscle control and coordinate movements in their
EXPECTATION		upper and/or lower body.
INDICATOR	4.PM.1.1.	Use the whole body for balance and motor control when walking, jumping, throwing and climbing. (4.1)
		Beginning the Year p. 57 Focus Question 5 Day 1 Choice Time
INDICATOR	4.PM.1.2.	Use the whole body for balance and motor control using objects and equipment for a wide range of physical activities. (4.2)
		Beginning the Year p. 57 Focus Question 5 Day 1 Choice Time
BENCHMARK / GLE	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
	4.FIVI.	MOTOR SKILLS AND PHYSICAL FITNESS
GLE / PROFICIENCY	4 504 6	
GRADE LEVEL EXPECTATION	4.PM.2.	Develop small muscle control and coordination.
INDICATOR	4.PM.2.1.	Use hands, fingers, and wrists to manipulate large and small objects with strength and good control of small muscles. (4.1)
		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
INDICATOR	4.PM.2.2.	Coordinate eye and hand movements to perform complex tasks (dressing and undressing) or to use everyday tools (e.g., pitchers for pouring or scissors for cutting along a line).(4.2)
		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 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
BENCHMARK / GLE	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY	A DNA	HEALTH AND HYGIENE
GRADE LEVEL EXPECTATION	4.PM.4.	Develop appropriate health and hygiene skills.
INDICATOR	4.PM.4.1.	Identify different foods and the corresponding food group according to "My Plate". (4.1)
		Beginning the Year p. 39 Focus Question 3 Day 2 Small Group
		p. 58 Focus Question 5 Day 2 Choice Time
		p. 63 Focus Question 5 Day 4 Small Group
INDICATOR	4.PM.4.2.	Give a simple explanation as to why a particular food is healthy or unhealthy. (4.2)
		Beginning the Year

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		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
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SOCIAL RELATIONSHIPS
GRADE LEVEL	4.SE.1.	Develop healthy relationships and interactions with peers and
EXPECTATION		adults.
INDICATOR	4.SE.1.5.	Play cooperatively with small group of peers for a sustained time. (4.5) Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 37 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day 8 Read-Aloud p. 46 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 1 Read-Aloud p. 52 Focus Question 5 Day 1 Read-Aloud p. 53 Focus Question 5 Day 1 Read-Aloud p. 54 Focus Question 5 Day 2 Read-Aloud p. 55 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 58 Focus Question 6 Day 2 Read-Aloud p. 68 Focus Question 6 Day 1 Read-Aloud p. 69 Focus Question 6 Day 2 Read-Aloud p. 61 Focus Question 6 Day 3 Read-Aloud p. 62 Focus Question 6 Day 3 Read-Aloud p. 63 Focus Question 6 Day 3 Read-Aloud p. 64 Focus Question 6 Day 3 Read-Aloud p. 65 Focus Question 6 Day 3 Read-Aloud p. 67 Focus Question 6 Day 3 Read-Aloud p. 68 Focus Question 6 Day 3 Read-Aloud p. 77 Focus Question 6 Day 3 Read-Aloud p. 78 Focus Question 6 Day 3 Read-Aloud p. 78 Focus Question 6 Day 3 Read-Aloud p. 79 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 3 Read-Aloud p. 76 Focus Question 6 Day 3 Read-Aloud p. 77 Focus Question 6 Day 3 Read-Aloud p. 78 Ministudy Day 3 Read-Aloud p. 89 Ministudy Day 4 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud
INDICATOR	4.SE.1.6.	Demonstrate cooperation with peers by sharing, taking turns, etc. (4.6) Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud

Make choices or decisions from a range of options. (4.3) Beginning the Year p. 38 Focus Question 3 Day 2 Large Group			
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 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 1 Read-Aloud p. 83 Ministudy Day 3 Read-Aloud p. 83 Ministudy Day 3 Read-Aloud p. 83 Ministudy Day 3 Read-Aloud p. 83 Ministudy Day 5 Read-Aloud p. 83 Ministudy Day 5 Read-Aloud p. 83 Ministudy Day 5 Read-Aloud p. 84 Read-Aloud p. 85 Ministudy Day 5 Read-Aloud p. 85 Ministudy Day 6 Read-Aloud p. 86 Ministudy Day 6 Read-Aloud p. 87 Ministudy Day 6 Read-Aloud p. 88 Ministudy Day 6 Read-Aloud p. 89 Focus Question 1 Day 1 Large Group p. 89 Focus Question 1 Day 1 Large Group p. 89 Focus Question 1 Day 1 Large Group p. 80 Focus Question 2 Day 1 Large Group p. 80 Focus Question 2 Day 1 Large Group p. 80 Focus Question 2 Day 1 Large Group p. 81 Focus Question 2 Day 1 Read-Aloud p. 87 Focus Question 2 Day 1 Read-Aloud p. 87 Focus Question 5 Day 1 Read-Aloud p. 87 Focus Question 5 Day 1 Read-Aloud p. 87 Focus Question 6 Day 8 Read-Aloud p. 88 Ministudy Day 5 Choice Time p. 98 Focus Question 6 Day 1 Read-Aloud p. 98 Focus Question 6 Day 1 Read-Aloud p. 98 Ministudy Day 5 Choice Time p. 98 Focus Question 6 Day 1 Read-Aloud p. 98 Ministudy Day 5 Ch			
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p. 8.3 Ministudy Day 2 Read-Aloud p. 87 Ministudy Day 3 Read-Aloud p. 87 Ministudy Day 4 Read-Aloud p. 87 Ministudy Day 4 Read-Aloud p. 87 Ministudy Day 5 Read-Aloud p. 88 Ministudy Day 5 Read-Aloud p. 88 Ministudy Day 5 Read-Aloud p. 87 Ministudy Day 5 Read-Aloud BENCHMARK / GLE GLE / PROFICIENCY GRADE LEVEL EXPREST GEIIngs and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals. INDICATOR 4.SE.3.3. Make choices or decisions from a range of options. (4.3) Beginning the Year p. 38 Focus Question 3 Day 2 Large Group BENCHMARK / GLE GLE / PROFICIENCY GRADE LEVEL EXPECTATION 4.SE.4. Regulate own emotions and behavior. EXPECTATION 4.SE.4. Regulate own emotions and behavior. EXPECTATION A.SE.4.1. Recognize and accurately label the feelings of self. (4.1) 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 Day 1 Large Group p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Large Group p. 35 Focus Question 2 Day 3 Large Group p. 37 Focus Question 2 Day 3 Large Group p. 37 Focus Question 5 Day 1 Read-Aloud p. 67 Focus Question 6 Day 8 Read-Aloud p. 67 Focus Question 6 Day 8 Read-Aloud p. 67 Focus Question 6 Day 9 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 78 Focus Question 1 Day 1 Large Group p. 78 Focus Question 1 Day 1 Large Group p. 78 Focus Question 1 Day 2 Large Group p. 78 Focus Question 1 Day 2 Large Group p. 78 Focus Question 1 Day 2 Lar			
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p. 57 Focus Question 5 Day 1 Read-Aloud			
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		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
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL	4.SE.5.	Regulate attention, impulses, and behavior.
EXPECTATION		
INDICATOR	4.SE.5.1.	Follow rules and routines and adapt to changes in rules and routines. (4.1)
		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

Buildings Study
State: Louisiana's Birth to Five Early Learning & Development Standards
Subject: Early Childhood Education
Grade: Ages 3-5

CONTENT STANDARD	LA.EC.3.	Grade: Ages 3-5 Three-Year-Olds
BENCHMARK / GLE	3.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY	J.AL.	REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	3.AL.3.	Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.
INDICATOR	3.AL.3.1.	Experiment to see if the same actions have similar effects on different objects. (3.1) 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. 37 Investigation 2 Day 1 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 3 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 2 Read-Aloud p. 56 Investigation 3 Day 4 Read-Aloud p. 67 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 5 Day 1 Read-Aloud p. 77 Investigation 5 Day 1 Read-Aloud p. 77 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 3 Read-Aloud p. 79 Investigation 5 Day 4 Read-Aloud p. 79 Investigation 5 Day 4 Read-Aloud p. 79 Investigation 5 Day 4 Read-Aloud p. 79 Investigation 5 Day 5 Read-Aloud p. 79 Investigation 5 Day 6 Read-Aloud p. 79 Investigation 5 Day 7 Read-Aloud p. 79 Investigation 5 Day 7 Read-Aloud p. 79 Investigation 5 Day 8 Read-Aloud p. 79 Investigation 5 Day 9 Read-Aloud p. 79 Investigation 5 Day 1 Read-Aloud p. 79 Investigation 5 Day 1 Read-Aloud p. 79 Investigation 5 Day 2 Read-Aloud p. 79 Investigation 5 Day 1 Read-Aloud p. 79 Investigation 5 Day 2 Read-Aloud
INDICATOR	3.AL.3.2.	Remember and apply previously learned information to a familiar object, task or situation. (3.2) 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. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 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
INDICATOR	3.AL.3.3.	Use a variety of strategies to solve a problem when the first try is
	0.0.10.10.1	unsuccessful. (3.3)
		` '
		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
BENCHMARK / GLE	3.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY	0.41.4	REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	3.AL.4.	Demonstrate creative thinking when using materials, solving problems, and/or learning new information.
INDICATOR	3.AL.4.1.	Express unique ideas in both language and use of objects in a
		variety of situations. (3.1)
		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	3.AL.4.2.	Ask more complex questions for clarification and to seek
		meaningful information. (3.2)
		Buildings Study
		p. 30 Investigation 1 Day 2 Large Group p. 42 Investigation 2 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
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL	3.CC.1.	Develop an appreciation for music and participate in music and
EXPECTATION	0.00	movement activities that represent a variety of the cultures and the
		home languages of the children in the classroom.
INDICATOR	3.CC.1.1.	Listen and respond to different types of music (jazz, classical,
		country lullaby, etc.) through movement. (3.1)
		Buildings Study
	_	p. 27 Investigation 1 Outdoor Experiences
INDICATOR	3.CC.1.2.	Participate in songs and finger plays. (3.2)
		Buildings 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. 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

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		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 2 Small Group p. 30 Investigation 1 Day 2 Small Group p. 31 Investigation 1 Day 3 Small Group p. 32 Investigation 1 Day 3 Small Group p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 3 Small Group p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Large Group p. 38 Investigation 1 Day 5 Large Group p. 39 Investigation 2 Dutdoor Experiences p. 40 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 3 Large Group p. 44 Investigation 2 Day 3 Large Group p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Large Group p. 48 Investigation 2 Day 4 Large Group p. 51 Investigation 3 Day 5 Large Group p. 51 Investigation 3 Day 1 Large Group p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large Group p. 56 Investigation 3 Day 2 Large Group p. 57 Investigation 3 Day 3 Large Group p. 58 Investigation 3 Day 3 Large Group p. 59 Investigation 3 Day 4 Large Group p. 60 Investigation 3 Day 5 Large Group p. 61 Investigation 3 Day 5 Large Group p. 66 Investigation 4 Day 1 Large Group p. 67 Investigation 4 Day 1 Large Group p. 68 Investigation 4 Day 1 Large Group p. 69 Investigation 4 Day 2 Large Group p. 69 Investigation 4 Day 2 Large Group p. 69 Investigation 5 Day 4 Large Group p. 69 Investigation 5 Day 2 Large Group p. 71 Investigation 5 Day 2 Large Group p. 72 Investigation 5 Day 2 Large Group p. 74 Investigation 5 Day 2 Large Group p. 75 Investigation 5 Day 5 Large Group p. 76 Investigation 5 Day 5 Large Group p. 77 Investigation 5 Day 5 Large Group p. 78 Investigation 5 Day 5 Large Group p. 79 Investigation 5 Day 5 Large Group p. 70 Investigation 5 Day 5 Large Group p. 71 Investigation 5 Day 5 Large Group p. 72 Investigation 5 Day 5 Large Group p. 74 Investigation 5 Day 5 Large Group p. 75 Investigation 5 Day 5 Large Group p. 76 Investigation 5 Day 5 Large Group p. 77 Investigation 5 Day 5 L
INDICATOR	3.CC.1.4.	p. 96 Celebrating Learning Day 2 Large Group Identify changes in tempo when listening to music. (3.4)
INDICATOR	3.00.1.4.	Buildings Study p. 27 Investigation 1 Outdoor Experiences
INDICATOR	3.CC.1.5.	Replicate changes in tempo. (3.5)
		Buildings Study p. 27 Investigation 1 Outdoor Experiences
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	3.CC.2.	Develop an appreciation for visual arts from different culture and create various forms of visual arts.
INDICATOR	3.CC.2.1.	With prompting and support, describe what they like and do not like about various forms of art. (3.1) 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

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p. 17 Exploring the Topic - Day 2 Small Group
p. 18 Exploring the Topic - Day 3 Large Group
p. 19 Exploring the Topic - Day 3 Small Group
p. 20 Exploring the Topic - Day 4 Large Group
p. 21 Exploring the Topic - Day 4 Choice Time
p. 21 Exploring the Topic - Day 4 Large-Group Roundup
p. 23 Exploring the Topic - Day 5 Choice Time
p. 23 Exploring the Topic - Day 5 Large-Group Roundup
p. 23 Exploring the Topic - Day 5 Small Group
p. 28 Investigation 1 Day 1 Large Group
p. 29 Investigation 1 Day 1 Small Group
p. 30 Investigation 1 Day 2 Choice Time
p. 30 Investigation 1 Day 2 Large Group
p. 31 Investigation 1 Day 2 Small Group
p. 32 Investigation 1 Day 3 Large Group
p. 33 Investigation 1 Day 3 Small Group
p. 34 Investigation 1 Day 4 Choice Time
p. 34 Investigation 1 Day 4 Large Group
p. 35 Investigation 1 Day 4 Large-Group Roundup
p. 35 Investigation 1 Day 4 Read-Aloud
p. 35 Investigation 1 Day 4 Small Group
p. 36 Investigation 1 Day 5 Choice Time
p. 36 Investigation 1 Day 5 Large Group
p. 37 Investigation 1 Day 5 Large-Group Roundup
p. 37 Investigation 1 Day 5 Small Group
p. 40 Investigation 2 Day 1 Large Group
p. 41 Investigation 2 Day 1 Read-Aloud
p. 41 Investigation 2 Day 1 Small Group
p. 43 Investigation 2 Day 2 Mighty Minutes
p. 43 Investigation 2 Day 2 Read-Aloud
p. 43 Investigation 2 Day 2 Small Group
p. 44 Investigation 2 Day 3 Large Group
p. 45 Investigation 2 Day 3 Large-Group Roundup
p. 45 Investigation 2 Day 3 Read-Aloud
p. 46 Investigation 2 Day 4 Choice Time
p. 46 Investigation 2 Day 4 Large Group
p. 47 Investigation 2 Day 4 Large-Group Roundup
p. 47 Investigation 2 Day 4 Small Group
p. 48 Investigation 2 Day 5 Large Group
p. 49 Investigation 2 Day 5 Mighty Minutes
p. 49 Investigation 2 Day 5 Small Group
p. 51 Investigation 3 Outdoor Experiences
p. 52 Investigation 3 Day 1 Large Group
p. 53 Investigation 3 Day 1 Large-Group Roundup
p. 54 Investigation 3 Day 2 Large Group
p. 55 Investigation 3 Day 2 Read-Aloud
p. 56 Investigation 3 Day 3 Large Group
p. 57 Investigation 3 Day 3 Read-Aloud
p. 59 Investigation 3 Day 4 Large-Group Roundup
p. 59 Investigation 3 Day 4 Small Group
p. 61 Investigation 3 Day 5 Read-Aloud
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p. 64 Investigation 4 Day 1 Choice Time
p. 64 Investigation 4 Day 1 Large Group
p. 66 Investigation 4 Day 2 Choice Time
p. 66 Investigation 4 Day 2 Large Group
p. 67 Investigation 4 Day 2 Small Group
p. 68 Investigation 4 Day 3 Large Group
p. 69 Investigation 4 Day 3 Small Group
p. 72 Investigation 5 Day 1 Choice Time
p. 72 Investigation 5 Day 1 Large Group
p. 73 Investigation 5 Day 1 Large-Group Roundup
p. 73 Investigation 5 Day 1 Mighty Minutes
p. 73 Investigation 5 Day 1 Read-Aloud
p. 74 Investigation 5 Day 2 Large Group
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p. 75 Investigation 5 Day 2 Small Group p. 76 Investigation 5 Day 3 Large Group p. 77 Investigation 5 Day 3 Rad-Aloud p. 77 Investigation 5 Day 3 Rad-Aloud p. 77 Investigation 5 Day 4 Small Group p. 78 Investigation 5 Day 4 Read-Aloud p. 79 Investigation 5 Day 4 Read-Aloud p. 70 Selebrating Learning Dutlor Experiences p. 70 Selebrating Learning Dutlor Experiences p. 70 Selebrating Learning Day 1 Small Group p. 70 Celebrating Learning Day 2 Read-Aloud p. 71 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Small Group p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Small Group p. 17 Exploring the Topic - Day 2 Small Group p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 2 Small Group p. 19 Exploring the Topic - Day 2 Small Group p. 19 Exploring the Topic - Day 2 Small Group p. 19 Exploring the Topic - Day 3 Small Group p. 19 Exploring the Topic - Day 3 Small Group p. 10 Exploring the Topic - Day 3 Small Group p. 12 Exploring the Topic - Day 3 Small Group p. 12 Exploring the Topic - Day 4 Choice Time p. 12 Exploring the Topic - Day 4 Choice Time p. 12 Exploring the Topic - Day 5 Choice Time p. 12 Exploring the Topic - Day 5 Choice Time p. 12 Exploring the Topic - Day 5 Choice Time p. 12 Exploring the Topic - Day 5 Choice Time p. 12 Exploring the Topic - Day 5 Choice Time p. 12 Exploring the Topic - Day 5 Small Group p. 13 Investigation 1 Day 1 Large Group p. 14 Investigation 1 Day 1 Large Group p. 15 Investigation 1 Day 1 Large Group p. 16 Investigation 1 Day 1 Large Group p. 17 Investigation 1 Day 4 Large Group p. 18 Investigation 1 Day 4 Large Group p. 19 Invest			
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		p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 64 Investigation 4 Day 1 Large Group p. 66 Investigation 4 Day 2 Large Group
		p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 64 Investigation 4 Day 1 Large Group p. 66 Investigation 4 Day 2 Large-Group p. 67 Investigation 4 Day 2 Large-Group

	1	
		p. 72 Investigation 5 Day 1 Choice Time
		p. 72 Investigation 5 Day 1 Large Group
		p. 74 Investigation 5 Day 2 Large Group
		p. 75 Investigation 5 Day 2 Large-Group Roundup
		p. 76 Investigation 5 Day 3 Large Group
		p. 79 Investigation 5 Day 4 Small Group
		p. 81 Investigation 5 Day 5 Small Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL	3.CC.3.	Explore roles and experiences through dramatic art and play.
EXPECTATION		
INDICATOR	3.CC.3.1.	Observe and/or engage in a variety of dramatic performances (e.g.,
	0.00.0	puppetry, story-telling, dance, plays, theater). (3.1)
		pappon y, otory toming, dance, playe, modier, (erry
		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 4 Read-Aloud 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 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 Large Gloup 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	2.00.2.0	
INDICATOR	3.CC.3.2.	With prompting and support, role play or use puppets to act out stories. (3.2)

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. 18 Exploring the Topic - Day 4 Mighty Minutes p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 21 Exploring the Topic - Day 4 A Mighty Minutes p. 21 Exploring the Topic - Day 5 Large Group p. 28 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 3 Large Group p. 29 Investigation 1 Day 3 Mighty Minutes p. 31 Investigation 1 Day 4 Large Group p. 33 Investigation 1 Day 4 Large Group p. 33 Investigation 1 Day 5 Mighty Minutes p. 34 Investigation 1 Day 5 Mighty Minutes p. 37 Investigation 1 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. 44 Investigation 2 Day 3 Choice Time p. 45 Investigation 2 Day 3 Choice Time p. 47 Investigation 2 Day 5 Large Group p. 48 Investigation 2 Day 5 Small Group p. 49 Investigation 2 Day 5 Small Group p. 49 Investigation 2 Day 5 Small Group p. 52 Investigation 3 Day 1 Large Group p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 3 Large Group p. 65 Investigation 3 Day 3 Large Group p. 65 Investigation 3 Day 3 Large Group p. 65 Investigation 4 Day 3 Small Group p. 66 Investigation 4 Day 3 Small Group p. 61 Investigation 4 Day 3 Small Group p. 61 Investigation 4 Day 3 Small Group p. 71 Investigation 5 Day 1 Mighty Minutes p. 73 Investigation 5 Day 1 Mighty Minutes p. 74 Investigation 5 Day 2 Large Group p. 77 Investigation 5 Day 4 Large Group p. 77 Investigation 5 Day 4 Large Group p. 77 Investigation 5 Day 4 Large Group p. 78 Investigation 5 Day 5 Large Group p. 79 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 5 Large Group p. 79 Investig	nome culture or
Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 29 Investigation 1 Day 1 Small Group	
INDICATOR 3.CC.3.4. Use one object to represent another object. (3.4) Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 29 Investigation 1 Day 1 Small Group	
BENCHMARK / GLE 3.C. COGNITIVE DEVELOPMENT AND GENERAL KNOWLI	EDGE
GLE / PROFICIENCY MATHEMATICS (CM)	
GRADE LEVEL S.CM.1. Understand numbers, ways of representing numbers relationships between number and quantities.	, and
INDICATOR 3.CM.1.1. Verbally counts by ones to 10. (3.1)	

		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. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Large Group p. 95 Celebrating Learning Day 1 Large Group Roundup p. 95 Celebrating Learning Day 1 Read-Aloud p. 96 Celebrating Learning Day 2 Small Group p. 97 Celebrating Learning Day 2 Small Group
INDICATOR	3.CM.1.2.	With prompting and support, count up to 5 and then backwards from 5. (3.2)
		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. 47 Investigation 2 Day 4 Small Group p. 58 Investigation 3 Day 4 Large Group p. 67 Investigation 4 Day 2 Small Group p. 69 Investigation 4 Day 3 Mighty Minutes p. 72 Investigation 5 Day 1 Choice Time p. 73 Investigation 5 Day 1 Small Group p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Large Group p. 95 Celebrating Learning Day 1 Large Group Roundup p. 95 Celebrating Learning Day 1 Read-Aloud p. 96 Celebrating Learning Day 2 Small Group
INDICATOR	3.CM.1.3.	Tell "how many" after counting a set of five or fewer items (e.g., fingers, blocks, crayons). (3.3) Buildings Study
INDICATOR	3.CM.1.4.	p. 47 Investigation 2 Day 4 Small Group Counts one to five objects (actual objects or pictures of objects) with one-to-one correspondence or when doing simple routines. (3.4)
INDICATOR	2 CM 4 5	Buildings Study p. 47 Investigation 2 Day 4 Small Group
INDICATOR	3.CM.1.5.	Identify some written numerals but not in sequence. (3.5) Buildings Study p. 23 Exploring the Topic - Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Mighty Minutes p. 67 Investigation 4 Day 2 Mighty Minutes p. 73 Investigation 5 Day 1 Small Group p. 95 Celebrating Learning Day 1 Large Group Roundup p. 95 Celebrating Learning Day 1 Mighty Minutes
INDICATOR	3.CM.1.7.	Count two sets of objects and identify which set has

		# # # # # # # # # # # # # # # # # # #
		more/less/fewer. (3.7)
		Buildings Study
		p. 15 Exploring the Topic - Day 1 Small Group
		p. 19 Exploring the Topic - Day 3 Small Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.2.	Understand basic patterns, concepts, and operations.
INDICATOR	3.CM.2.1.	Copy a simple repeating pattern (e.g., stringing beads, placing blocks in a row, clapping a rhythm). (3.1)
		Buildings Study p. 37 Investigation 1 Day 5 Small Group p. 49 Investigation 2 Day 5 Mighty Minutes p. 49 Investigation 2 Day 5 Small Group p. 68 Investigation 4 Day 3 Large Group p. 73 Investigation 5 Day 1 Mighty Minutes p. 75 Investigation 5 Day 2 Small Group p. 77 Investigation 5 Day 3 Mighty Minutes p. 79 Investigation 5 Day 4 Large-Group Roundup
		p. 79 Investigation 5 Day 4 Mighty Minutes
INDICATOR	3.CM.2.2.	Sort and classify five or more objects by one feature into two or more groups based on observable/physical characteristics (e.g., group toy animals into piles of bears, cats, and dogs) and explain or label each group. (3.2)
		Buildings Study p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Choice Time
INDICATOR	3.CM.2.3.	Use objects to demonstrate adding and subtracting of one or two objects to a group of objects that total 3 or fewer. (3.3)
		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
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL	3.CM.3.	Understand attributes and relative properties of objects as related to
EXPECTATION		size, capacity, and area.
INDICATOR	3.CM.3.1.	Describe some measurable attributes (length and weight) of objects and materials (e.g. big/little, long/short, heavy/not heavy). (3.1) 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	3.CM.3.2.	Compare the size or weight of more than two objects and describe which one is longer/taller/shorter/ heavier/lighter. (3.2)
		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
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.4.	Understand shapes, their properties, and how objects are related to one another in space.
INDICATOR	3.CM.4.1.	Recognize basic shapes in the environment in two- and three-dimension forms. (3.1) 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
INDICATOR	3.CM.4.4.	Create representations of everyday objects by combining basic shapes (e.g., pictures, tangrams, or block structures to represent a house). (3.4) Buildings Study p. 57 Investigation 3 Day 3 Small Group
INDICATOR	3.CM.4.5.	With prompting and support, combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to make a square, take two halves of a rectangle apart and recognize that pieces are two other shapes). (3.5) Buildings Study p. 57 Investigation 3 Day 3 Small Group
INDICATOR	3.CM.4.6.	Identify positions of objects, self and other people in space (e.g., in/on, over/under, up/down, and inside/outside. (3.6) 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
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.1.	Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).
INDICATOR	3.CS.1.1.	Use all five senses to observe living things, objects, materials, changes that take place, and relationships. (3.1) Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Small Group p. 30 Investigation 1 Day 2 Large Group p. 39 Investigation 2 Outdoor Experiences p. 43 Investigation 2 Day 2 Mighty Minutes p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Choice Time p. 54 Investigation 3 Day 2 Large Group p. 66 Investigation 4 Day 2 Large Group

		p. 67 Investigation 4 Day 2 Small Group p. 97 Celebrating Learning Day 2 Small Group
INDICATOR	3.CS.1.2.	Describe what they see, hear, and are able to touch in the environment and group materials/objects according to observed features. (3.2) Buildings Study 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. 40 Investigation 2 Day 1 Large Group p. 43 Investigation 2 Day 2 Mighty Minutes p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Choice Time p. 55 Investigation 3 Day 2 Mighty Minutes p. 66 Investigation 4 Day 2 Large Group
INDICATOR	3.CS.1.3.	Use simple tools to investigate and gather information on living things, objects, materials, and changes that take place (e.g., magnifying glass, sifter, magnets). (3.3) 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. 46 Investigation 2 Day 4 Large Group 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 Small Group p. 60 Investigation 3 Day 4 Small Group p. 60 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 1 Choice Time p. 76 Investigation 5 Day 3 Choice Time p. 76 Investigation 5 Day 1 Choice Time p. 77 Celebrating Learning Day 2 Small Group
INDICATOR	3.CS.1.4.	Show an understanding of cause and effect relationships that are observed immediately. (3.4) Buildings Study p. 32 Investigation 1 Day 3 Large Group
INDICATOR	3.CS.1.5.	With prompting and support, talk about cause and effect relationships that are not immediately observable (e.g., that a plant wilted because it was not watered). (3.5) Buildings Study p. 32 Investigation 1 Day 3 Large Group
INDICATOR	3.CS.1.6.	Ask why and how questions and offer ideas about living creatures, objects, materials and changes they see, hear and/or feel. (3.6) Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 21 Exploring the Topic - Day 4 Small Group p. 22 Exploring the Topic - Day 5 Large Group p. 30 Investigation 1 Day 2 Large Group p. 40 Investigation 2 Day 1 Large Group p. 43 Investigation 2 Day 2 Mighty Minutes p. 54 Investigation 3 Day 2 Large Group

		p. 55 Investigation 3 Day 2 Choice Time p. 55 Investigation 3 Day 2 Mighty Minutes p. 66 Investigation 4 Day 2 Large Group p. 74 Investigation 5 Day 2 Choice Time
INDICATOR	3.CS.1.7.	Participate in simple scientific investigations. (3.7) 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
INDICATOR	3.CS.1.8.	With prompting and support, talk about observations and results of simple experiments verbally and/or through drawings or graphs. (3.8)
		Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 30 Investigation 1 Day 2 Large Group p. 46 Investigation 2 Day 4 Choice Time p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 60 Investigation 3 Day 5 Choice Time p. 66 Investigation 4 Day 2 Choice Time p. 66 Investigation 4 Day 2 Large Group
INDICATOR	3.CS.1.9.	With prompting and support, talk about the meaning of words that are related to the scientific process (e.g., "observation," "experiment"). (3.9)
		Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 55 Investigation 3 Day 2 Read-Aloud p. 61 Investigation 3 Day 5 Mighty Minutes
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.2.	Acquire scientific knowledge related to physical science (properties of objects and materials).
INDICATOR	3.CS.2.4.	Watch how balls, toys and other objects move and use different strategies to change their speed of motion. (3.4) Buildings Study p. 27 Investigation 1 Outdoor Experiences
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.3.	Acquire scientific knowledge related to life science (properties of living things).
INDICATOR	3.CS.3.1.	With prompting and support, explore, observe, and describe a

		variety of living creatures and plants. (3.1)
		Buildings Study
		p. 18 Exploring the Topic - Day 3 Large Group
		p. 22 Exploring the Topic - Day 5 Large Group
		p. 60 Investigation 3 Day 5 Large Group
INDICATOR	3.CS.3.2.	Sort living creatures and plants according to at least one characteristic (e.g., size, four-legged animals, hard/soft, etc.). (3.2)
		Buildings Study p. 18 Exploring the Topic - Day 3 Large Group p. 22 Exploring the Topic - Day 5 Large Group p. 60 Investigation 3 Day 5 Large Group
INDICATOR	3.CS.3.5.	Observe very young plants or living creatures over an extended period of time and describe how the plant/living creature changes. (3.5)
		Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 22 Exploring the Topic - Day 5 Large Group p. 36 Investigation 1 Day 5 Large Group p. 60 Investigation 3 Day 5 Large Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 96 Celebrating Learning Day 2 Large Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL	3.CSS.1.	Develop the understanding that events happened in the past and
EXPECTATION		how these events relate to one's self, family, and community.
INDICATOR	3.CSS.1.3.	Describe the sequence of daily routines. (3.3) 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
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.3.	Develop an awareness of geographic locations, maps, and landforms.
INDICATOR	3.CSS.3.4.	Draw or use blocks or other materials to represent places or things he/she has seen. (3.4)
		Buildings Study p. 23 Exploring the Topic - Day 5 Choice Time p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group p. 64 Investigation 4 Day 1 Large Group p. 66 Investigation 4 Day 2 Large Group p. 68 Investigation 4 Day 3 Large Group p. 72 Investigation 5 Day 1 Large Group p. 74 Investigation 5 Day 2 Large Group p. 76 Investigation 5 Day 3 Large Group p. 76 Investigation 5 Day 3 Large Group
INDICATOR	3.CSS.3.5.	Recognize and name a map and a globe. (3.5) Buildings Study
		p. 28 Investigation 1 Day 1 Large Group
INDICATOR	3.CSS.3.6.	Look at a simple map and find various features/parts of the map with support and guidance. (3.6)

		Buildings Study p. 28 Investigation 1 Day 1 Large Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY	3.0.	SOCIAL STUDIES (CSS)
GRADE LEVEL	3.CSS.4.	Demonstrate awareness of culture and other characteristics of
EXPECTATION		groups of people.
INDICATOR	3.CSS.4.1.	Participate in music, dance, and other traditions from various cultures. (3.1)
		Buildings Study p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 96 Celebrating Learning Day 2 Large Group
DENOUMARY (OLE	2.0	
BENCHMARK / GLE GLE / PROFICIENCY	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE SOCIAL STUDIES (CSS)
GRADE LEVEL	3.CSS.5.	Develop an awareness of the importance of rules and
EXPECTATION	3.033.3.	responsibilities within their community and the actions/behaviors necessary for effective citizenship.
INDICATOR	3.CSS.5.3.	Follow many rules with little support. (3.3)
		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
INDICATOR	3.CSS.5.4.	Identify rules that are used at home or in the classroom. (3.4) 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
	1	p. 48 Investigation 2 Day 5 Large Group
INDICATOR	3.CSS.5.5.	Tell why rules are important. (3.5) 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
INDICATOR	3.CSS.5.6.	Describe the roles of various familiar community helpers/workers. (3.6)
		Buildings Study
		p. 44 Investigation 2 Day 3 Large Group p. 48 Investigation 2 Day 5 Large Group
		p. 76 Investigation 5 Day 3 Large Group
INDICATOR	3.CSS.5.7.	Imitate the roles of familiar community workers. (3.7)
		Buildings Study p. 44 Investigation 2 Day 3 Large Group
		p. 48 Investigation 2 Day 5 Large Group
		p. 76 Investigation 5 Day 3 Large Group
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		SPEAKING AND LISTENING
GRADE LEVEL EXPECTATION	3.LL.1.	Comprehend or understand and use language.

INDICATOR	3.LL.1.1.	Follow two-step directions. (3.1)
		Buildings Study p. 13 Exploring the Topic - Outdoor Experiences p. 14 Exploring the Topic - Day 1 Large Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 39 Investigation 2 Outdoor Experiences p. 51 Investigation 3 Outdoor Experiences p. 55 Investigation 3 Day 2 Small Group p. 59 Investigation 3 Day 4 Small Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 63 Investigation 4 Outdoor Experience p. 71 Investigation 5 Outdoor Experiences p. 73 Investigation 5 Day 1 Small Group p. 78 Investigation 5 Day 4 Large Group p. 93 Celebrating Learning Outdoor Experiences p. 96 Celebrating Learning Day 2 Small Group p. 97 Celebrating Learning Day 2 Small Group
INDICATOR	3.LL.1.2.	Demonstrate understanding of simple questions and requests. (3.2)
		Buildings Study p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 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. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 2 Large Group p. 36 Investigation 1 Day 3 Large Group p. 40 Investigation 2 Day 1 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 1 Small Group p. 44 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 3 Large Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Choice Time p. 46 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 5 Large Group p. 52 Investigation 2 Day 5 Large Group p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large-Group p. 54 Investigation 3 Day 1 Large-Group p. 55 Investigation 3 Day 2 Small Group p. 56 Investigation 3 Day 3 Small Group p. 56 Investigation 3 Day 3 Small Group p. 57 Investigation 3 Day 3 Small Group p. 58 Investigation 3 Day 3 Small Group p. 57 Investigation 3 Day 3 Small Group p. 58 Investigation 3 Day 4 Large-Group Roundup p. 57 Investigation 3 Day 4 Large Group p. 58 Investigation 3 Day 4 Large Group p. 58 Investigation 3 Day 4 Large Group p. 58 Investigation 3 Day 4 Large Group p. 59 Investigation 3 Day 4 Large Group p. 58 Investigation 3 Day 4 Large Group p. 59 Investigation 3 Day 4 Small Group p. 59 Investigation 3 Day 4 Large Group p. 60 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 Choice Time
		p. 95 Celebrating Learning Day 1 Earge Group
		p. 96 Celebrating Learning Day 1 Small Group
		p. 97 Celebrating Learning Day 2 Large Group Roundup
INDICATOR	3.LL.1.3.	Answer some simple "who", "what" and "where" questions. (3.3)
		Buildings Study
		p. 15 Exploring the Topic - Day 1 Small Group
		p. 16 Exploring the Topic - Day 2 Large Group
		p. 17 Exploring the Topic - Day 2 Choice Time
		p. 17 Exploring the Topic - Day 2 Read-Aloud
		p. 17 Exploring the Topic - Day 2 Small Group
		p. 18 Exploring the Topic - Day 3 Choice Time
		p. 18 Exploring the Topic - Day 3 Large Group
		p. 19 Exploring the Topic - Day 3 Mighty Minutes
		p. 20 Exploring the Topic - Day 4 Large Group
		p. 21 Exploring the Topic - Day 4 Choice Time
		p. 21 Exploring the Topic - Day 4 Small Group
		p. 28 Investigation 1 Day 1 Large Group
		p. 29 Investigation 1 Day 1 Small Group
		p. 30 Investigation 1 Day 2 Choice Time
		p. 30 Investigation 1 Day 2 Large Group
		p. 32 Investigation 1 Day 3 Large Group
		p. 36 Investigation 1 Day 5 Large Group
		p. 40 Investigation 2 Day 1 Large Group
		p. 41 Investigation 2 Day 1 Small Group
		p. 43 Investigation 2 Day 2 Choice Time
		p. 43 Investigation 2 Day 2 Small Group p. 44 Investigation 2 Day 3 Large Group
		, , , , , , , , , , , , , , , , , , , ,
		p. 45 Investigation 2 Day 3 Choice Time p. 46 Investigation 2 Day 4 Large Group
		p. 46 Investigation 2 Day 4 Large Group p. 48 Investigation 2 Day 5 Choice Time
		p. 48 Investigation 2 Day 5 Choice Time p. 48 Investigation 2 Day 5 Large Group
		p. 52 Investigation 3 Day 1 Choice Time
		p. 52 Investigation 3 Day 1 Choice Time p. 52 Investigation 3 Day 1 Large Group
		p. 53 Investigation 3 Day 1 Large-Group Roundup
		p. 53 Investigation 3 Day 1 Small Group
		p. 54 Investigation 3 Day 2 Large Group
		p. 55 Investigation 3 Day 2 Small Group
		p. 56 Investigation 3 Day 3 Choice Time
		p. 56 Investigation 3 Day 3 Large Group
		p. 57 Investigation 3 Day 3 Large-Group Roundup
		p. 57 Investigation 3 Day 3 Small Group
		p. 58 Investigation 3 Day 4 Choice Time
		p. 58 Investigation 3 Day 4 Large Group
		p. 59 Investigation 3 Day 4 Small Group
		p. 60 Investigation 3 Day 5 Large Group
		p. 64 Investigation 4 Day 1 Large Group
		p. 65 Investigation 4 Day 1 Large-Group Roundup
		p. 66 Investigation 4 Day 2 Choice Time
		p. 66 Investigation 4 Day 2 Large Group
		p. 00 myconganom 4 Day 2 Lange 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
INDICATOR	3.LL.1.4.	Listen and respond attentively to simple conversations. (3.4)
		Buildings Study
		p. 13 Exploring the Topic - Outdoor Experiences
		p. 14 Exploring the Topic - Outdoor Experiences p. 14 Exploring the Topic - Day 1 Choice Time
		p. 14 Exploring the Topic - Day 1 Large Group
		p. 15 Exploring the Topic - Day 1 Large-Group Roundup
		p. 15 Exploring the Topic - Day 1 Small Group
		p. 16 Exploring the Topic - Day 2 Large Group
		p. 17 Exploring the Topic - Day 2 Large-Group Roundup
		p. 17 Exploring the Topic - Day 2 Small Group
		p. 18 Exploring the Topic - Day 3 Choice Time
		p. 18 Exploring the Topic - Day 3 Large Group
		p. 19 Exploring the Topic - Day 3 Large-Group Roundup
		p. 19 Exploring the Topic - Day 3 Small Group
		p. 20 Exploring the Topic - Day 4 Large Group
		p. 21 Exploring the Topic - Day 4 Large-Group Roundup
		p. 21 Exploring the Topic - Day 4 Small Group
		p. 22 Exploring the Topic - Day 5 Large Group
		p. 23 Exploring the Topic - Day 5 Large-Group Roundup
		p. 23 Exploring the Topic - Day 5 Earge-Group Roundup
		p. 27 Investigation 1 Outdoor Experiences
		p. 28 Investigation 1 Outdoor Experiences
		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 Mighty Minutes
		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
	II .	p. 43 Investigation 2 Day 2 Choice Time
		p. 40 mrestigation 2 Day 2 Onoice Time
		p. 43 Investigation 2 Day 2 Large-Group Roundup

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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
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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
INDICATOR	3.LL.1.5.	Use phrases and/or simple sentences and questions. (3.5)
		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
INDICATOR		
INDICATOR	3.LL.1.6.	Ask "why" questions. (3.6)
		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
INDICATOR	3.LL.1.7.	With prompting and support, act out familiar stories, rhymes and
		fingerplays. (3.7)
		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 3 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes
		p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 21 Exploring the Topic - Day 4 Read-Aloud
		p. 22 Exploring the Topic - Day 4 Read-Aloud p. 22 Exploring the Topic - Day 5 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 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
	II.	p. 37 Investigation 1 Day 5 Mighty Minutes
	III	The same of the sa
		p. 41 Investigation 2 Day 1 Mighty Minutes
		p. 42 Investigation 2 Day 2 Large Group
		p. 42 Investigation 2 Day 2 Large Group p. 43 Investigation 2 Day 2 Choice Time
		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. 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. 42 Investigation 2 Day 2 Large Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 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. 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. 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. 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. 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

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		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 Outdoor Experiences
		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	3.LL.1.9.	Ask questions that may incorporate expanding vocabulary. (3.9)
		Buildings Study
		p. 30 Investigation 1 Day 2 Large Group
		p. 41 Investigation 2 Day 1 Large-Group Roundup
		p. 42 Investigation 2 Day 2 Large Group
		p. 59 Investigation 3 Day 4 Large-Group Roundup
		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
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		LANGUAGE
GRADE LEVEL	3.LL.2.	Comprehend and use increasingly complex and varied vocabulary.
EXPECTATION		3,711
INDICATOR	3.LL.2.2.	Demonstrate an understanding of and begin using some new
INDICATOR	3.LL.2.2.	Demonstrate an understanding of and begin using some new vocabulary introduced through conversations, activities, or listening
INDICATOR	3.LL.2.2.	
INDICATOR	3.LL.2.2.	vocabulary introduced through conversations, activities, or listening
INDICATOR	3.LL.2.2.	vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2) Buildings Study
INDICATOR	3.LL.2.2.	vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2) Buildings Study p. 13 Exploring the Topic - Outdoor Experiences
INDICATOR	3.LL.2.2.	vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2) Buildings Study p. 13 Exploring the Topic - Outdoor Experiences p. 15 Exploring the Topic - Day 1 Small Group
INDICATOR	3.LL.2.2.	vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2) 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
INDICATOR	3.LL.2.2.	vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2) 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
INDICATOR	3.LL.2.2.	vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2) 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. 27 Investigation 1 Outdoor Experiences
INDICATOR	3.LL.2.2.	vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2) 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. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group
INDICATOR	3.LL.2.2.	vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2) 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. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group
INDICATOR	3.LL.2.2.	vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2) 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. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 39 Investigation 2 Outdoor Experiences
INDICATOR	3.LL.2.2.	vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2) 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. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 39 Investigation 2 Outdoor Experiences p. 41 Investigation 2 Day 1 Large-Group Roundup
INDICATOR	3.LL.2.2.	vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2) 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. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 39 Investigation 2 Outdoor Experiences p. 41 Investigation 2 Day 1 Large-Group Roundup p. 44 Investigation 2 Day 3 Large Group
INDICATOR	3.LL.2.2.	vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2) 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. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 39 Investigation 2 Outdoor Experiences p. 41 Investigation 2 Day 1 Large-Group Roundup p. 44 Investigation 2 Day 3 Large Group p. 47 Investigation 2 Day 4 Small Group
INDICATOR	3.LL.2.2.	vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2) 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. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 39 Investigation 2 Outdoor Experiences p. 41 Investigation 2 Day 1 Large-Group Roundup p. 44 Investigation 2 Day 3 Large Group p. 47 Investigation 2 Day 4 Small Group p. 51 Investigation 3 Outdoor Experiences
INDICATOR	3.LL.2.2.	vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2) 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. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 39 Investigation 2 Outdoor Experiences p. 41 Investigation 2 Day 1 Large-Group Roundup p. 44 Investigation 2 Day 3 Large Group p. 47 Investigation 2 Day 4 Small Group
INDICATOR	3.LL.2.2.	vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2) 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. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 39 Investigation 2 Outdoor Experiences p. 41 Investigation 2 Day 3 Large-Group Roundup p. 44 Investigation 2 Day 3 Large Group p. 47 Investigation 2 Day 4 Small Group p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Choice Time p. 55 Investigation 3 Day 2 Read-Aloud
INDICATOR	3.LL.2.2.	vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2) 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. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 39 Investigation 2 Outdoor Experiences p. 41 Investigation 2 Day 1 Large-Group Roundup p. 44 Investigation 2 Day 3 Large Group p. 47 Investigation 2 Day 4 Small Group p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Outdoor Experiences p. 55 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Read-Aloud p. 56 Investigation 3 Day 2 Read-Aloud p. 56 Investigation 3 Day 3 Choice Time
INDICATOR	3.LL.2.2.	vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2) 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. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 39 Investigation 2 Outdoor Experiences p. 41 Investigation 2 Day 1 Large-Group Roundup p. 44 Investigation 2 Day 3 Large Group p. 47 Investigation 2 Day 4 Small Group p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Choice Time p. 55 Investigation 3 Day 2 Read-Aloud p. 56 Investigation 3 Day 3 Small Group
INDICATOR	3.LL.2.2.	vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2) 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. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 29 Investigation 2 Outdoor Experiences p. 41 Investigation 2 Day 1 Large-Group Roundup p. 44 Investigation 2 Day 3 Large Group p. 47 Investigation 2 Day 4 Small Group p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Choice Time p. 55 Investigation 3 Day 2 Read-Aloud p. 56 Investigation 3 Day 3 Small Group p. 57 Investigation 3 Day 3 Small Group p. 59 Investigation 3 Day 3 Small Group p. 59 Investigation 3 Day 4 Large-Group Roundup
INDICATOR	3.LL.2.2.	vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2) 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. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 39 Investigation 2 Outdoor Experiences p. 41 Investigation 2 Day 1 Large-Group Roundup p. 44 Investigation 2 Day 3 Large Group p. 47 Investigation 2 Day 4 Small Group p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Choice Time p. 55 Investigation 3 Day 2 Read-Aloud p. 56 Investigation 3 Day 3 Small Group p. 57 Investigation 3 Day 3 Small Group p. 59 Investigation 3 Day 4 Large-Group Roundup p. 63 Investigation 4 Outdoor Experience
INDICATOR	3.LL.2.2.	vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2) 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. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 39 Investigation 2 Outdoor Experiences p. 41 Investigation 2 Day 1 Large-Group Roundup p. 44 Investigation 2 Day 3 Large Group p. 47 Investigation 2 Day 4 Small Group p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Choice Time p. 55 Investigation 3 Day 2 Read-Aloud p. 56 Investigation 3 Day 3 Small Group p. 57 Investigation 3 Day 3 Small Group p. 59 Investigation 3 Day 4 Large-Group Roundup p. 63 Investigation 4 Outdoor Experience p. 71 Investigation 5 Outdoor Experience
INDICATOR	3.LL.2.2.	vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2) 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. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 39 Investigation 2 Outdoor Experiences p. 41 Investigation 2 Day 1 Large-Group Roundup p. 44 Investigation 2 Day 3 Large Group p. 47 Investigation 2 Day 4 Small Group p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Choice Time p. 55 Investigation 3 Day 2 Read-Aloud p. 56 Investigation 3 Day 3 Choice Time p. 57 Investigation 3 Day 3 Small Group p. 59 Investigation 3 Day 4 Large-Group Roundup p. 63 Investigation 4 Outdoor Experience p. 71 Investigation 5 Day 3 Small Group
INDICATOR	3.LL.2.2.	vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2) 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. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 39 Investigation 2 Outdoor Experiences p. 41 Investigation 2 Day 1 Large-Group Roundup p. 44 Investigation 2 Day 3 Large Group p. 47 Investigation 2 Day 4 Small Group p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Choice Time p. 55 Investigation 3 Day 2 Read-Aloud p. 56 Investigation 3 Day 3 Choice Time p. 57 Investigation 3 Day 3 Small Group p. 59 Investigation 3 Day 4 Large-Group Roundup p. 63 Investigation 4 Outdoor Experience p. 71 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 4 Large Group
INDICATOR		vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2) 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. 29 Investigation 1 Day 1 Small Group p. 39 Investigation 2 Outdoor Experiences p. 41 Investigation 2 Day 1 Large-Group Roundup p. 44 Investigation 2 Day 3 Large Group p. 47 Investigation 2 Day 4 Small Group p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Choice Time p. 55 Investigation 3 Day 2 Read-Aloud p. 56 Investigation 3 Day 3 Choice Time p. 57 Investigation 3 Day 3 Small Group p. 59 Investigation 4 Outdoor Experience p. 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
BENCHMARK / GLE	3.LL.2.2.	vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2) 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. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 39 Investigation 2 Outdoor Experiences p. 41 Investigation 2 Day 1 Large-Group Roundup p. 44 Investigation 2 Day 3 Large Group p. 47 Investigation 2 Day 4 Small Group p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Choice Time p. 55 Investigation 3 Day 2 Read-Aloud p. 56 Investigation 3 Day 3 Choice Time p. 57 Investigation 3 Day 3 Small Group p. 59 Investigation 3 Day 4 Large-Group Roundup p. 63 Investigation 4 Outdoor Experience p. 71 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 4 Large Group
		vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2) 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. 29 Investigation 1 Day 1 Small Group p. 39 Investigation 2 Outdoor Experiences p. 41 Investigation 2 Day 1 Large-Group Roundup p. 44 Investigation 2 Day 3 Large Group p. 47 Investigation 2 Day 4 Small Group p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Choice Time p. 55 Investigation 3 Day 2 Read-Aloud p. 56 Investigation 3 Day 3 Choice Time p. 57 Investigation 3 Day 3 Small Group p. 59 Investigation 4 Outdoor Experience p. 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

GRADE LEVEL EXPECTATION	3.LL.3.	Develop an interest in books and their characteristics.
INDICATOR	3.LL.3.1.	Find a specific book by looking at the cover. (3.1) Buildings Study p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 45 Investigation 2 Day 3 Small Group p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 2 Day 1 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud
INDICATOR	3.LL.3.2.	Buildings Study p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 45 Investigation 2 Day 3 Small Group p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 2 Day 1 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud
INDICATOR	3.LL.3.3.	Hold book properly and look at pages of a book from left to right, pretending to read. (3.3) 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	3.LL.3.4.	Imitate teacher reading a story. (3.4) <u>Buildings Study</u> p. 77 Investigation 5 Day 3 Small Group
INDICATOR	3.LL.3.5.	With prompting and support, demonstrate and understand that people write stories and draw pictures in books. (3.5) Buildings Study p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 69 Investigation 4 Day 3 Small Group p. 77 Investigation 5 Day 3 Small Group p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 96 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Small Group
INDICATOR	3.LL.3.6.	Shows an interest in illustrations. (3.6) Buildings Study p. 19 Exploring the Topic - Day 3 Read-Aloud

		p. 21 Exploring the Topic - Day 4 Read-Aloud
		p. 23 Exploring the Topic - Day 5 Read-Aloud
		p. 23 Exploring the Topic - Day 5 Small Group
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 31 Investigation 1 Day 2 Read-Aloud
		p. 32 Investigation 1 Day 3 Large Group
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 37 Investigation 1 Day 5 Read-Aloud
		p. 45 Investigation 2 Day 3 Read-Aloud
		p. 45 Investigation 2 Day 3 Small Group
		p. 46 Investigation 2 Day 4 Large Group
		p. 49 Investigation 2 Day 5 Read-Aloud
		p. 49 Investigation 2 Day 5 Small Group
		p. 53 Investigation 3 Day 1 Read-Aloud
		p. 59 Investigation 3 Day 4 Large-Group Roundup p. 59 Investigation 3 Day 4 Read-Aloud
		p. 65 Investigation 4 Day 1 Read-Aloud
		p. 67 Investigation 4 Day 1 Read-Aloud p. 67 Investigation 4 Day 2 Small Group
		p. 69 Investigation 4 Day 3 Read-Aloud
		p. 72 Investigation 5 Day 1 Choice Time
		p. 75 Investigation 5 Day 1 Choice Time
		p. 77 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 3 Small Group
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL	3.LL.4.	Comprehend stories and information from books and other print
EXPECTATION		materials.
INDICATOR	3.LL.4.1.	Answer simple questions about print that has been read aloud
		several times. (3.1)
		` '
		Buildings Study
		p. 15 Exploring the Topic - Day 1 Read-Aloud
		p. 17 Exploring the Topic - Day 2 Read-Aloud
		p. 17 Exploring the Topic - Day 2 Small Group
		p. 18 Exploring the Topic - Day 3 Large Group
		p. 19 Exploring the Topic - Day 3 Read-Aloud
		p. 21 Exploring the Topic - Day 4 Read-Aloud
		p. 23 Exploring the Topic - Day 5 Choice Time
		p. 23 Exploring the Topic - Day 5 Read-Aloud
		p. 23 Exploring the Topic - Day 5 Small Group
		p. 29 Investigation 1 Day 1 Choice Time
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 31 Investigation 1 Day 2 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 34 Investigation 1 Day 4 Choice Time
		p. 34 Investigation 1 Day 4 Large Group
		p. 35 Investigation 1 Day 4 Read-Aloud
		p. 36 Investigation 1 Day 5 Choice Time
		p. 36 Investigation 1 Day 5 Large Group
		p. 37 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud
		p. 43 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud
		p. 45 Investigation 2 Day 3 Large-Group Roundup
		p. 45 Investigation 2 Day 3 Read-Aloud
		p. 47 Investigation 2 Day 4 Read-Aloud
		p. 48 Investigation 2 Day 5 Large Group
		p. 49 Investigation 2 Day 5 Read-Aloud
		p. 49 Investigation 2 Day 5 Read Aloud
		p. 52 Investigation 3 Day 1 Large Group
		p. 53 Investigation 3 Day 1 Read-Aloud
		p. 55 Investigation 3 Day 2 Read-Aloud
		p. 57 Investigation 3 Day 3 Read-Aloud
		p. 57 Investigation 3 Day 3 Small Group
		p. 59 Investigation 3 Day 4 Read-Aloud
		p. 60 Investigation 3 Day 5 Large Group
	-11	

		p. 61 Investigation 3 Day 5 Read-Aloud
		p. 65 Investigation 4 Day 1 Read-Aloud
		p. 67 Investigation 4 Day 2 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud
		p. 73 Investigation 5 Day 1 Read-Aloud
		p. 73 Investigation 5 Day 1 Read-Aloud p. 73 Investigation 5 Day 1 Small Group
		p. 75 Investigation 5 Day 1 Small Group
		p. 77 Investigation 5 Day 3 Read-Aloud
		p. 79 Investigation 5 Day 4 Read-Aloud
		p. 80 Investigation 5 Day 5 Large Group
		p. 81 Investigation 5 Day 5 Read-Aloud
		p. 95 Celebrating Learning Day 1 Read-Aloud
		p. 95 Celebrating Learning Day 1 Small Group
		p. 97 Celebrating Learning Day 2 Read-Aloud
		p. 97 Celebrating Learning Day 2 Small Group
INDICATOR	3.LL.4.2.	Retell a simple story with pictures or other props to use as prompts.
		(3.2)
		()
		Buildings Study
		p. 21 Exploring the Topic - Day 4 Read-Aloud
		p. 23 Exploring the Topic - Day 5 Small Group
		p. 28 Investigation 1 Day 1 Large Group
		p. 29 Investigation 1 Day 1 Choice Time
		p. 29 Investigation 1 Day 1 Large-Group Roundup
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 37 Investigation 1 Day 5 Read-Aloud
		p. 45 Investigation 2 Day 3 Read-Aloud
		p. 47 Investigation 2 Day 4 Read-Aloud
		p. 49 Investigation 2 Day 5 Read-Aloud
		p. 53 Investigation 3 Day 1 Read-Aloud
		p. 55 Investigation 3 Day 2 Read-Aloud
		p. 59 Investigation 3 Day 4 Read-Aloud
		p. 65 Investigation 4 Day 1 Read-Aloud
		p. 69 Investigation 4 Day 3 Read-Aloud
		p. 73 Investigation 5 Day 1 Read-Aloud
		p. 75 Investigation 5 Day 2 Read-Aloud
		p. 79 Investigation 5 Day 4 Read-Aloud p. 81 Investigation 5 Day 5 Read-Aloud
		p. 95 Celebrating Learning Day 1 Read-Aloud
INDICATOR	3.LL.4.3.	With prompting and support, identify characters from a story and
		information from an informational text read aloud. (3.3)
		Buildings Study
		Buildings Study p. 15 Exploring the Topic - Day 1 Read-Aloud
		p. 17 Exploring the Topic - Day 1 Read-Aloud
		p. 23 Exploring the Topic - Day 2 Read-Aloud 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 Small Group
		p. 29 Investigation 1 Day 1 Choice Time
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 31 Investigation 1 Day 2 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 34 Investigation 1 Day 4 Choice Time
		p. 34 Investigation 1 Day 4 Large Group
		p. 35 Investigation 1 Day 4 Read-Aloud
		p. 36 Investigation 1 Day 5 Choice Time
		p. 37 Investigation 1 Day 5 Read-Aloud
		p. 41 Investigation 2 Day 1 Read-Aloud
		p. 43 Investigation 2 Day 2 Read-Aloud
		p. 45 Investigation 2 Day 3 Large-Group Roundup
		p. 45 Investigation 2 Day 3 Read-Aloud
		p. 48 Investigation 2 Day 5 Large Group
]	p. 49 Investigation 2 Day 5 Read-Aloud

		p. 52 Investigation 3 Day 1 Large Group
		p. 53 Investigation 3 Day 1 Read-Aloud
		p. 55 Investigation 3 Day 2 Read-Aloud
		p. 56 Investigation 3 Day 3 Large Group
		p. 57 Investigation 3 Day 3 Read-Aloud
		p. 59 Investigation 3 Day 4 Read-Aloud
		p. 61 Investigation 3 Day 5 Read-Aloud
		p. 65 Investigation 4 Day 1 Read-Aloud
		p. 69 Investigation 4 Day 3 Read-Aloud
		p. 73 Investigation 5 Day 1 Read-Aloud
		p. 73 Investigation 5 Day 1 Small Group
		p. 75 Investigation 5 Day 2 Read-Aloud
		p. 77 Investigation 5 Day 3 Read-Aloud
		p. 79 Investigation 5 Day 4 Read-Aloud
		p. 95 Celebrating Learning Day 1 Read-Aloud
		p. 97 Celebrating Learning Day 2 Read-Aloud
		p. 97 Celebrating Learning Day 2 Small Group
INDICATOR	211.44	
INDICATOR	3.LL.4.4.	With prompting and support, talk about unknown vocabulary words
		in a text or story read aloud. (3.4)
		Della Persona Oracles
		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 3 Read-Aloud
		p. 34 Investigation 1 Day 4 Choice Time
		p. 34 Investigation 1 Day 4 Large Group
		p. 35 Investigation 1 Day 4 Read-Aloud
		p. 36 Investigation 1 Day 5 Choice Time
		p. 36 Investigation 1 Day 5 Large Group
		p. 37 Investigation 1 Day 5 Read-Aloud
		p. 41 Investigation 2 Day 1 Read-Aloud
		p. 43 Investigation 2 Day 2 Read-Aloud
		p. 45 Investigation 2 Day 3 Large-Group Roundup
		p. 45 Investigation 2 Day 3 Read-Aloud
		p. 47 Investigation 2 Day 4 Read-Aloud
		p. 48 Investigation 2 Day 5 Large Group
		p. 49 Investigation 2 Day 5 Read-Aloud
		p. 52 Investigation 3 Day 1 Large Group
		p. 53 Investigation 3 Day 1 Read-Aloud
		p. 55 Investigation 3 Day 1 Read-Aloud
		p. 57 Investigation 3 Day 3 Read-Aloud
		p. 59 Investigation 3 Day 4 Read-Aloud
		p. 60 Investigation 3 Day 5 Large Group
		p. 61 Investigation 3 Day 5 Read-Aloud
		p. 65 Investigation 4 Day 1 Read-Aloud
		p. 69 Investigation 4 Day 3 Read-Aloud p. 73 Investigation 5 Day 1 Read-Aloud
		p. 75 Investigation 5 Day 2 Read-Aloud
		p. 77 Investigation 5 Day 3 Read-Aloud
		p. 79 Investigation 5 Day 4 Read-Aloud
		p. 95 Celebrating Learning Day 1 Read-Aloud
		p. 97 Celebrating Learning Day 2 Read-Aloud
INDICATOR	3.LL.4.6.	Use pictures and illustrations of a text to tell a story. (3.6)
		Buildings Study
		p. 19 Exploring the Topic - Day 3 Read-Aloud
		p. 21 Exploring the Topic - Day 4 Read-Aloud
	-	

		p. 23 Exploring the Topic - Day 5 Read-Aloud
		p. 23 Exploring the Topic - Day 5 Small Group
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 31 Investigation 1 Day 2 Read-Aloud
		p. 32 Investigation 1 Day 3 Large Group
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 37 Investigation 1 Day 5 Read-Aloud
		p. 45 Investigation 2 Day 3 Read-Aloud
		p. 45 Investigation 2 Day 3 Small Group
		p. 46 Investigation 2 Day 4 Large Group
		p. 49 Investigation 2 Day 5 Read-Aloud
		p. 49 Investigation 2 Day 5 Small Group
		p. 53 Investigation 3 Day 1 Read-Aloud
		p. 59 Investigation 3 Day 4 Large-Group Roundup
		p. 59 Investigation 3 Day 4 Read-Aloud
		p. 65 Investigation 4 Day 1 Read-Aloud
		p. 67 Investigation 4 Day 2 Small Group
		p. 69 Investigation 4 Day 3 Read-Aloud
		p. 72 Investigation 5 Day 1 Choice Time
		p. 75 Investigation 5 Day 2 Read-Aloud
		p. 77 Investigation 5 Day 3 Small Group
INDICATOR	3.LL.4.7.	With prompting and support, talk about or draw a character, setting,
		event, or idea in a text read aloud. (3.7)
		Buildings Study
		p. 15 Exploring the Topic - Day 1 Read-Aloud
		p. 17 Exploring the Topic - Day 2 Read-Aloud
		p. 23 Exploring the Topic - Day 5 Small Group
		p. 29 Investigation 1 Day 1 Choice Time
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 37 Investigation 1 Day 5 Read-Aloud
		p. 49 Investigation 2 Day 5 Read-Aloud
		p. 53 Investigation 3 Day 1 Read-Aloud
		p. 56 Investigation 3 Day 3 Large Group
		p. 59 Investigation 3 Day 4 Read-Aloud
		p. 65 Investigation 4 Day 1 Read-Aloud
		p. 69 Investigation 4 Day 3 Read-Aloud
		p. 75 Investigation 5 Day 2 Read-Aloud
		p. 77 Investigation 5 Day 2 Read-Aloud
		p. 11 investigation 5 Day 5 Read-Aloud
INDICATOR	3.LL.4.8.	Demonstrate understanding of what will happen next in familiar
		stories. (3.8)
		(0.0)
		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. 49 Investigation 2 Day 5 Read-Aloud
		p. 53 Investigation 3 Day 1 Read-Aloud
		p. 58 Investigation 3 Day 4 Large Group
		p. 59 Investigation 3 Day 4 Read-Aloud
		p. 59 Investigation 3 Day 4 Small Group
		p. 65 Investigation 4 Day 1 Large-Group Roundup
The state of the s	II	p. 65 Investigation 4 Day 1 Read-Aloud
		p. 69 Investigation 4 Day 3 Read-Aloud
		p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud
		p. 75 Investigation 5 Day 2 Read-Aloud

BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	3.LL.5.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	3.LL.5.1.	With prompting and support, track across a page or along printed words from top to bottom and left to right. (3.1) 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	3.LL.5.3.	With prompting and support, demonstrate an understanding that letters are combined to make words. (3.3) 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
INDICATOR	3.LL.5.4.	Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4) 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. 45 Investigation 4 Day 1 Small Group p. 65 Investigation 5 Day 4 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
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	3.LL.6.	Demonstrate understanding of different units of sound in language (words, syllables, phonemes).
INDICATOR	3.LL.6.1.	With prompting and support, recognize matching sounds and rhymes in familiar words or words in songs. (3.1) 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. 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. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 3 Small Group p. 33 Investigation 1 Day 3 Small Group p. 35 Investigation 1 Day 4 Mighty Minutes

		p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group p. 41 Investigation 2 Day 1 Mighty Minutes p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Small Group p. 45 Investigation 2 Day 3 Small Group p. 45 Investigation 3 Day 3 Large Group p. 66 Investigation 3 Day 5 Small Group p. 65 Investigation 4 Day 1 Mighty Minutes p. 65 Investigation 4 Day 1 Small Group p. 67 Investigation 4 Day 2 Mighty Minutes p. 73 Investigation 5 Day 3 Small Group p. 77 Investigation 5 Day 3 Small Group p. 79 Investigation 5 Day 4 Small Group p. 80 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Small Group p. 94 Celebrating Learning Day 1 Choice Time p. 95 Celebrating Learning Day 1 Mighty Minutes p. 95 Celebrating Learning Day 1 Small Group
INDICATOR	3.LL.6.2.	With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2) 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
INDICATOR	3.LL.6.3.	With prompting and support, show an awareness of beginning sounds in words. (3.3) 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 2 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. 75 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
INDICATOR	3.LL.6.4.	With prompting and support, attend to activities or word play that emphasizes beginning sounds in words. (3.4) 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
INDICATOR	3.LL.6.5.	Engage in word play activities in songs and rhymes. (3.5)
		Buildings Study p 97 Celebrating Learning Day 2 Mighty Minutes p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Small Group p. 16 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. 19 Exploring the Topic - Day 3 Mighty Minutes p. 20 Exploring the Topic - Day 4 Mighty Minutes p. 20 Exploring the Topic - Day 4 Mighty Minutes p. 23 Exploring the Topic - Day 4 Mighty Minutes p. 23 Exploring the Topic - Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 1 Small Group p. 31 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes 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. 34 Investigation 1 Day 3 Small Group p. 35 Investigation 1 Day 3 Small Group p. 36 Investigation 1 Day 4 Mighty Minutes p. 37 Investigation 1 Day 4 Large Group p. 38 Investigation 1 Day 4 Large Group p. 39 Investigation 1 Day 4 Large Group p. 41 Investigation 2 Day 1 Large Group p. 42 Investigation 2 Day 1 Large Group p. 44 Investigation 2 Day 1 Large Group p. 46 Investigation 2 Day 1 Large Group p. 47 Investigation 2 Day 4 Large Group p. 48 Investigation 2 Day 4 Large Group p. 49 Investigation 2 Day 4 Large Group p. 41 Investigation 2 Day 4 Large Group p. 46 Investigation 3 Day 5 Large Group p. 51 Investigation 3 Day 4 Large Group p. 52 Investigation 3 Day 4 Large Group p. 53 Investigation 3 Day 5 Large Group p. 54 Investigation 3 Day 5 Large Group p. 55 Investigation 3 Day 1 Mighty Minutes p. 56 Investigation 3 Day 1 Large Group p. 57 Investigation 3 Day 3 Small Group p. 57 Investigation 4 Day 1 Large Group p. 56 Investigation 4 Day 1 Large Group p. 57 Investigation 5 Day 1 Large Group p. 66 Investigation 6 Day 2 Large Group p. 67 Investigation 7 Day 2 Mighty Minutes p. 68 Investigation 5 Day 1 Large Group p. 69 Investigat

		p. 80 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Mighty Minutes p. 93 Celebrating Learning Outdoor Experiences p. 94 Celebrating Learning Day 1 Large Group p. 95 Celebrating Learning Day 1 Mighty Minutes p. 95 Celebrating Learning Day 1 Small Group p. 96 Celebrating Learning Day 2 Large Group
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		WRITING
GRADE LEVEL EXPECTATION	3.LL.7.	Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.
INDICATOR	3.LL.7.1.	Experiment with a variety of writing tools, materials, and surfaces. (3.1)
		Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 30 Investigation 1 Day 2 Large Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 54 Investigation 3 Day 2 Large Group p. 66 Investigation 4 Day 2 Large Group p. 72 Investigation 5 Day 1 Choice Time p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group
INDICATOR	3.LL.7.2.	Use early stages of writing to form shapes and letter-like symbols to convey ideas. (3.2) Buildings Study
		p. 21 Exploring the Topic - Day 4 Small Group p. 45 Investigation 2 Day 3 Small Group
INDICATOR	3.LL.7.3.	Engage in tactile experiences creating letters and other forms. (3.3) Buildings Study p. 21 Exploring the Topic - Day 4 Small Group p. 45 Investigation 2 Day 3 Small Group
INDICATOR	3.LL.7.4.	Imitate marks made by adult or older child (approximations). (3.4) Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 30 Investigation 1 Day 2 Large Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 54 Investigation 3 Day 2 Large Group p. 66 Investigation 4 Day 2 Large Group p. 72 Investigation 5 Day 1 Choice Time p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	3.PM.2.	Develop small muscle control and coordination.
INDICATOR	3.PM.2.1.	Use hands, fingers, and wrists for a wide variety of tasks and activities. (3.1) 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
INDICATOR	3.PM.2.2.	Coordinate eye and hand movements to accomplish simple tasks (e.g., using utensils for eating, putting puzzles together, stringing large beads, using a crayon). (3.2)
		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
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY GRADE LEVEL	3.PM.3.	MOTOR SKILLS AND PHYSICAL FITNESS
EXPECTATION EXPECTATION	3.FW.3.	Participate in a variety of physical activities to enhance strength and stamina.
INDICATOR	3.PM.3.2.	Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (3.2)
		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
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		HEALTH AND HYGIENE
GRADE LEVEL EXPECTATION	3.PM.4.	Develop appropriate health and hygiene skills.
INDICATOR	3.PM.4.1.	Identify foods (real or pictures) that are healthy and less healthy for the body. (3.1)
		Buildings Study
		p. 97 Celebrating Learning Day 2 Small Group
INDICATOR	3.PM.4.2.	Select from a variety of healthy foods that are offered. (3.2)
		Buildings Study
DENOUMARY / OLE	0.014	p. 97 Celebrating Learning Day 2 Small Group
BENCHMARK / GLE GLE / PROFICIENCY	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT SAFETY
GRADE LEVEL	3.PM.5.	Demonstrate safe behaviors.
EXPECTATION	3.1 W.3.	Demonstrate sale benaviors.
INDICATOR	3.PM.5.1.	Identify and avoid potentially harmful objects, substances, or situations or behaviors with supervision. (3.1)
		Buildings Study p. 48 Investigation 2 Day 5 Large Group p. 67 Investigation 4 Day 2 Read-Aloud
INDICATOR	3.PM.5.2.	State safety rules and follow them with guidance from adults. (3.2)
		Buildings Study p. 48 Investigation 2 Day 5 Large Group
	11	
BENCHMARK / GLE		p. 67 Investigation 4 Day 2 Read-Aloud

GLE / PROFICIENCY		SOCIAL RELATIONSHIPS
GRADE LEVEL	3.SE.1.	Develop healthy relationships and interactions with peers and
EXPECTATION		adults.
INDICATOR	3.SE.1.10.	Join in with a small group of children. (3.10)
		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 1 Small Group
		p. 16 Exploring the Topic - Day 2 Large Group
		p. 17 Exploring the Topic - Day 2 Large-Group Roundup
		p. 17 Exploring the Topic - Day 2 Small Group
		p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group
		p. 19 Exploring the Topic - Day 3 Large-Group Roundup
		p. 19 Exploring the Topic - Day 3 Small Group
		p. 20 Exploring the Topic - Day 4 Large Group
		p. 21 Exploring the Topic - Day 4 Large-Group Roundup
		p. 21 Exploring the Topic - Day 4 Small Group p. 22 Exploring the Topic - Day 5 Large Group
		p. 23 Exploring the Topic - Day 5 Large Group Roundup
		p. 23 Exploring the Topic - Day 5 Small Group
		p. 28 Investigation 1 Day 1 Large Group
		p. 29 Investigation 1 Day 1 Large-Group Roundup
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Large Group Roundup
		p. 31 Investigation 1 Day 2 Small Group
		p. 32 Investigation 1 Day 3 Large Group
		p. 33 Investigation 1 Day 3 Large-Group Roundup
		p. 33 Investigation 1 Day 3 Read-Aloud p. 33 Investigation 1 Day 3 Small Group
		p. 34 Investigation 1 Day 4 Large Group
		p. 35 Investigation 1 Day 4 Large-Group Roundup
		p. 35 Investigation 1 Day 4 Small Group
		p. 36 Investigation 1 Day 5 Large Group
		p. 37 Investigation 1 Day 5 Large-Group Roundup p. 37 Investigation 1 Day 5 Read-Aloud
		p. 37 Investigation 1 Day 5 Small Group
		p. 39 Investigation 2 Outdoor Experiences
		p. 40 Investigation 2 Day 1 Choice Time
		p. 40 Investigation 2 Day 1 Large Group
		p. 41 Investigation 2 Day 1 Large-Group Roundup p. 41 Investigation 2 Day 1 Small Group
		p. 42 Investigation 2 Day 2 Large Group
		p. 43 Investigation 2 Day 2 Choice Time
		p. 43 Investigation 2 Day 2 Large-Group Roundup
		p. 43 Investigation 2 Day 2 Small Group
		p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Choice Time
		p. 45 Investigation 2 Day 3 Choice Time
		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 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
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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
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p. 96 Celebrating Learning Day 2 Large Group

		p. 96 Celebrating Learning Day 2 Choice Time
		p. 97 Celebrating Learning Day 2 Large Group Roundup p. 97 Celebrating Learning Day 2 Small Group
	B.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-CONCEPT AND SELF-EFFICACY
GRADE LEVEL 3	3.SE.3.	Express feelings and beliefs that he/she is capable of successfully
EXPECTATION		making decisions, accomplishing tasks, and meeting goals.
INDICATOR	3.SE.3.2.	Actively explore the environment and begin to try new experiences. (3.2) Buildings Study
		p. 16 Exploring the Topic - Day 2 Large Group
BENCHMARK / GLE	B.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL 3	3.SE.4.	Regulate own emotions and behavior.
EXPECTATION		-
INDICATOR 3	3.SE.4.1.	Recognize and name basic emotions (happy, mad, sad) in self. (3.1)
		(
		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 4 Day 3 Read-Aloud
		p. 72 Investigation 5 Day 1 Choice Time
		p. 75 Investigation 5 Day 2 Read-Aloud
		p. 97 Celebrating Learning Day 2 Large Group Roundup
INDICATOR	3.SE.4.2.	Express own ideas, interests, and feelings through words or actions. (3.2)
		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 4 Day 3 Read-Aloud
		p. 72 Investigation 5 Day 1 Choice Time
		p. 75 Investigation 5 Day 2 Read-Aloud
		p. 97 Celebrating Learning Day 2 Large Group Roundup
	B.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL SEXPECTATION	3.SE.5.	Regulate attention, impulses, and behavior.
	3.SE.5.1.	With prompting and support, follow rules and routines. (3.1)
		Buildings Study
		p. 14 Exploring the Topic - Day 1 Large Group
		p. 30 Investigation 1 Day 2 Large Group
1		p. 44 Investigation 2 Day 3 Large Group

		p. 45 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 5 Large Group
CONTENT STANDARD	LA.EC.4.	Four-Year-Olds
BENCHMARK / GLE	4.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL	4.AL.3.	Recognize, understand, and analyze a problem and draw on
EXPECTATION		knowledge or experience to seek solutions.
INDICATOR	4.AL.3.1.	Identify and understand cause and effect relationships. (4.1) 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. 21 Exploring the Topic - Day 5 Read-Aloud p. 23 Exploring the Topic - Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 35 Investigation 1 Day 4 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 1 Read-Aloud p. 57 Investigation 3 Day 2 Read-Aloud p. 57 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 3 Day 4 Read-Aloud p. 61 Investigation 4 Day 1 Read-Aloud p. 67 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 2 Read-Aloud p. 69 Investigation 5 Day 1 Read-Aloud p. 75 Investigation 5 Day 1 Read-Aloud p. 75 Investigation 5 Day 1 Read-Aloud p. 77 Investigation 5 Day 1 Read-Aloud p. 78 Investigation 5 Day 4 Read-Aloud p. 79 Investigation 5 Day 5 Read-Aloud p. 81 Investigation 5 Day 5 Read-Aloud
INDICATOR	4.AL.3.2.	p. 95 Celebrating Learning Day 1 Read-Aloud p. 97 Celebrating Learning Day 2 Read-Aloud Apply prior knowledge and experiences to learn new skills during
		play. (4.2) 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	4.AL.3.3.	Use a variety of strategies to investigate possible solutions, to accomplish a task, or to solve a problem. (4.3) 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
BENCHMARK / GLE	4.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	4.AL.4.	Demonstrate creative thinking when using materials, solving problems, and/or learning new information.
INDICATOR	4.AL.4.1.	Express unique ideas and approach tasks and experiences with
	TITALITATI	שתקייסטס מוווקמס ומסמס מוומ מאףויסמסוו ומסתס מוומ פאףויסווסים שונוו

		flexibility, imagination and inventiveness. (4.1) 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	4.AL.4.2.	Gather information and ask complex questions in order to understand a new or familiar concept. (4.2)
		Buildings Study
		p. 30 Investigation 1 Day 2 Large Group p. 42 Investigation 2 Day 2 Large Group
		p. 68 Investigation 4 Day 3 Large Group
		p. 74 Investigation 5 Day 2 Large Group
		p. 94 Celebrating Learning Day 1 Choice Time
		p. 94 Celebrating Learning Day 1 Large Group p. 97 Celebrating Learning Day 2 Large Group Roundup
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL	4.CC.1.	Develop an appreciation for music and participate in music and
EXPECTATION		movement activities that represent a variety of the cultures and the home languages of the children in the classroom.
INDICATOR	4.CC.1.1.	Express thoughts and feelings through movement and musical activities. (4.1)
		Buildings Study
		p. 27 Investigation 1 Outdoor Experiences
INDICATOR	4.CC.1.2.	Participate in different types of music activities, including songs, finger plays, and playing instruments. (4.2)
		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. 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. 53 investigation 3 Day 1 mighty minutes p. 54 Investigation 3 Day 2 Large Group
		p. 56 Investigation 3 Day 3 Large Group
		p. 57 Investigation 3 Day 3 Small Group p. 58 Investigation 3 Day 4 Large Group
		p. 60 Investigation 3 Day 4 Large Group
		p. 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	4.CC.1.4.	Describe changes in tone, melody, rhythm, and tempo. (4.4)
		Buildings Study
DENOUMARY / OLE	4.0	p. 27 Investigation 1 Outdoor Experiences
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY	4.00.0	CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	4.CC.2.	Develop an appreciation for visual arts from different culture and create various forms of visual arts.
INDICATOR	4.CC.2.1.	Observe and/or describe what they like and do not like about various
		forms of art and how it makes them feel. (4.1)
		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
	11	p. 10 introdugation 2 Day 2 Nead 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 p. 47 Investigation 2 Day 4 Large-Group Roundup
		p. 47 Investigation 2 Day 4 Small Group
		p. 48 Investigation 2 Day 5 Large Group
		p. 49 Investigation 2 Day 5 Mighty Minutes
		p. 49 Investigation 2 Day 5 Small Group
		p. 51 Investigation 3 Outdoor Experiences
		p. 52 Investigation 3 Day 1 Large Group
		p. 53 Investigation 3 Day 1 Large-Group Roundup
		p. 54 Investigation 3 Day 2 Large Group
		p. 55 Investigation 3 Day 2 Read-Aloud
		p. 56 Investigation 3 Day 3 Large Group
		p. 57 Investigation 3 Day 3 Read-Aloud
		p. 59 Investigation 3 Day 4 Large-Group Roundup
		p. 59 Investigation 3 Day 4 Small Group
		p. 61 Investigation 3 Day 5 Read-Aloud
		p. 61 Investigation 3 Day 5 Small Group
		p. 64 Investigation 4 Day 1 Choice Time p. 64 Investigation 4 Day 1 Large Group
		p. 66 Investigation 4 Day 2 Choice Time
		p. 66 Investigation 4 Day 2 Large Group
		p. 67 Investigation 4 Day 2 Small Group
		p. 68 Investigation 4 Day 3 Large Group
		p. 69 Investigation 4 Day 3 Small Group
		p. 72 Investigation 5 Day 1 Choice Time
		p. 72 Investigation 5 Day 1 Large Group
		p. 73 Investigation 5 Day 1 Large-Group Roundup
		p. 73 Investigation 5 Day 1 Mighty Minutes
		p. 73 Investigation 5 Day 1 Read-Aloud
		p. 74 Investigation 5 Day 2 Large Group
		p. 75 Investigation 5 Day 2 Small Group
		p. 76 Investigation 5 Day 3 Large Group
		p. 77 Investigation 5 Day 3 Read-Aloud
		p. 77 Investigation 5 Day 3 Small Group
		p. 78 Investigation 5 Day 4 Large Group
		p. 79 Investigation 5 Day 4 Read-Aloud
		p. 79 Investigation 5 Day 4 Small Group
		p. 81 Investigation 5 Day 5 Small Group
		p. 93 Celebrating Learning Outdoor Experiences p. 94 Celebrating Learning Day 1 Choice Time
		p. 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 1 Small Group
		p. 97 Celebrating Learning Day 2 Small Group
INDICATOR	4.CC.2.2.	Describe specific elements of a piece of art (e.g., texture, use of
INDICATOR	7.00.2.2.	colors, line, perspective, position of objects included). (4.2)
		, , paragrams, paragrams, or onjecto moraway, (ma)
		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
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p. 23 Exploring the Topic - Day 5 Choice Time
p. 23 Exploring the Topic - Day 5 Large-Group Roundup
p. 23 Exploring the Topic - Day 5 Small Group
p. 28 Investigation 1 Day 1 Large Group
p. 29 Investigation 1 Day 1 Small Group
p. 30 Investigation 1 Day 2 Choice Time
p. 30 Investigation 1 Day 2 Large Group
p. 31 Investigation 1 Day 2 Small Group
p. 32 Investigation 1 Day 3 Large Group
p. 33 Investigation 1 Day 3 Small Group
p. 34 Investigation 1 Day 4 Choice Time
p. 34 Investigation 1 Day 4 Large Group
p. 35 Investigation 1 Day 4 Large-Group Roundup
p. 35 Investigation 1 Day 4 Read-Aloud
p. 35 Investigation 1 Day 4 Small Group
p. 36 Investigation 1 Day 5 Choice Time
p. 36 Investigation 1 Day 5 Large Group
p. 37 Investigation 1 Day 5 Large-Group Roundup
p. 37 Investigation 1 Day 5 Small Group
p. 40 Investigation 2 Day 1 Large Group
p. 41 Investigation 2 Day 1 Read-Aloud
p. 41 Investigation 2 Day 1 Small Group
p. 43 Investigation 2 Day 2 Mighty Minutes
p. 43 Investigation 2 Day 2 Read-Aloud
p. 43 Investigation 2 Day 2 Small Group
p. 44 Investigation 2 Day 3 Large Group
p. 45 Investigation 2 Day 3 Large-Group Roundup
p. 45 Investigation 2 Day 3 Read-Aloud
p. 46 Investigation 2 Day 4 Choice Time
p. 46 Investigation 2 Day 4 Large Group
p. 47 Investigation 2 Day 4 Large-Group Roundup
p. 47 Investigation 2 Day 4 Small Group
p. 48 Investigation 2 Day 5 Large Group
p. 49 Investigation 2 Day 5 Mighty Minutes
p. 49 Investigation 2 Day 5 Small Group
p. 51 Investigation 3 Outdoor Experiences
p. 52 Investigation 3 Day 1 Large Group
p. 53 Investigation 3 Day 1 Large-Group Roundup
p. 54 Investigation 3 Day 2 Large Group
p. 55 Investigation 3 Day 2 Read-Aloud
p. 56 Investigation 3 Day 3 Large Group
p. 57 Investigation 3 Day 3 Read-Aloud
p. 59 Investigation 3 Day 4 Large-Group Roundup
p. 59 Investigation 3 Day 4 Small Group
p. 61 Investigation 3 Day 5 Read-Aloud
p. 61 Investigation 3 Day 5 Small Group
p. 64 Investigation 4 Day 1 Choice Time
p. 64 Investigation 4 Day 1 Large Group
p. 66 Investigation 4 Day 2 Choice Time
p. 66 Investigation 4 Day 2 Large Group
p. 67 Investigation 4 Day 2 Small Group
p. 68 Investigation 4 Day 3 Large Group
p. 69 Investigation 4 Day 3 Small Group
p. 72 Investigation 5 Day 1 Choice Time
p. 72 Investigation 5 Day 1 Large Group
p. 73 Investigation 5 Day 1 Large-Group Roundup
p. 73 Investigation 5 Day 1 Mighty Minutes
p. 73 Investigation 5 Day 1 Read-Aloud
p. 74 Investigation 5 Day 2 Large Group
p. 75 Investigation 5 Day 2 Small Group
p. 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
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		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	4.CC.2.3.	Create artistic works that reflect thoughts, feelings, experiences, or knowledge using different materials, tools and techniques. (4.3) Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Choice Time p. 30 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 4 Small Group p. 33 Investigation 1 Day 5 Large Group p. 36 Investigation 1 Day 5 Small Group p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 54 Investigation 3 Day 1 Large-Group p. 55 Investigation 3 Day 2 Large-Group p. 56 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 2 Large Group p. 61 Investigation 4 Day 2 Large Group p. 62 Investigation 4 Day 2 Large Group p. 63 Investigation 4 Day 3 Large Group p. 66 Investigation 4 Day 3 Large Group p. 67 Investigation 5 Day 1 Choice Time p. 72 Investigation 5 Day 1 Large Group p. 74 Investigation 5 Day 1 Large Group p. 75 Investigation 5 Day 2 Large-Group Roundup p. 76 Investigation 5 Day 2 Large-Group p. 76 Investigation 5 Day 3 Large Group p. 77 Investigation 5 Day 4 Small Group p. 78 Investigation 5 Day 4 Small Group p. 79 Investigation 5 Day 5 Small Group p. 81 Investigation 5 Day 5 Small Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	4.CC.3.	Explore roles and experiences through dramatic art and play.
INDICATOR	4.CC.3.1.	Experience, respond to, and engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, pantomime, theater). (4.1) 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. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group 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 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. 81 Investigation 5 Day 5 Mighty Minutes p. 96 Celebrating Learning Day 2 Large Group
INDICATOR	4.CC.3.2	p. 96 Celebrating Learning Day 2 Large Group
INDICATOR	4.CC.3.2.	
INDICATOR	4.CC.3.2.	p. 96 Celebrating Learning Day 2 Large Group Role play or use puppets to act out stories or play a character. (4.2)
INDICATOR	4.CC.3.2.	p. 96 Celebrating Learning Day 2 Large Group Role play or use puppets to act out stories or play a character. (4.2) Buildings Study
INDICATOR	4.CC.3.2.	p. 96 Celebrating Learning Day 2 Large Group Role play or use puppets to act out stories or play a character. (4.2) Buildings Study p. 16 Exploring the Topic - Day 2 Large Group
INDICATOR	4.CC.3.2.	p. 96 Celebrating Learning Day 2 Large Group Role play or use puppets to act out stories or play a character. (4.2) Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Mighty Minutes
INDICATOR	4.CC.3.2.	p. 96 Celebrating Learning Day 2 Large Group Role play or use puppets to act out stories or play a character. (4.2) 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
INDICATOR	4.CC.3.2.	p. 96 Celebrating Learning Day 2 Large Group Role play or use puppets to act out stories or play a character. (4.2) 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
INDICATOR	4.CC.3.2.	p. 96 Celebrating Learning Day 2 Large Group Role play or use puppets to act out stories or play a character. (4.2) 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
INDICATOR	4.CC.3.2.	p. 96 Celebrating Learning Day 2 Large Group Role play or use puppets to act out stories or play a character. (4.2) 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
INDICATOR	4.CC.3.2.	p. 96 Celebrating Learning Day 2 Large Group Role play or use puppets to act out stories or play a character. (4.2) 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
INDICATOR	4.CC.3.2.	p. 96 Celebrating Learning Day 2 Large Group Role play or use puppets to act out stories or play a character. (4.2) 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
INDICATOR	4.CC.3.2.	p. 96 Celebrating Learning Day 2 Large Group Role play or use puppets to act out stories or play a character. (4.2) 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
INDICATOR	4.CC.3.2.	p. 96 Celebrating Learning Day 2 Large Group Role play or use puppets to act out stories or play a character. (4.2) 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
INDICATOR	4.CC.3.2.	p. 96 Celebrating Learning Day 2 Large Group Role play or use puppets to act out stories or play a character. (4.2) 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 Small Group
INDICATOR	4.CC.3.2.	p. 96 Celebrating Learning Day 2 Large Group Role play or use puppets to act out stories or play a character. (4.2) 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 Small Group p. 32 Investigation 1 Day 3 Large Group p. 32 Investigation 1 Day 3 Large Group
INDICATOR	4.CC.3.2.	p. 96 Celebrating Learning Day 2 Large Group Role play or use puppets to act out stories or play a character. (4.2) 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
INDICATOR	4.CC.3.2.	p. 96 Celebrating Learning Day 2 Large Group Role play or use puppets to act out stories or play a character. (4.2) Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 21 Exploring the Topic - Day 4 Read-Aloud p. 22 Exploring the Topic - Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 34 Investigation 1 Day 4 Large Group
INDICATOR	4.CC.3.2.	p. 96 Celebrating Learning Day 2 Large Group Role play or use puppets to act out stories or play a character. (4.2) Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 21 Exploring the Topic - Day 4 Read-Aloud p. 22 Exploring the Topic - Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Mighty Minutes
INDICATOR	4.CC.3.2.	p. 96 Celebrating Learning Day 2 Large Group Role play or use puppets to act out stories or play a character. (4.2) Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 21 Exploring the Topic - Day 4 Read-Aloud p. 22 Exploring the Topic - Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Mighty Minutes p. 37 Investigation 1 Day 5 Mighty Minutes
INDICATOR	4.CC.3.2.	p. 96 Celebrating Learning Day 2 Large Group Role play or use puppets to act out stories or play a character. (4.2) Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 21 Exploring the Topic - Day 4 Read-Aloud p. 22 Exploring the Topic - Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 34 Investigation 1 Day 4 Mighty Minutes p. 37 Investigation 1 Day 5 Mighty Minutes p. 37 Investigation 2 Day 1 Mighty Minutes
INDICATOR	4.CC.3.2.	p. 96 Celebrating Learning Day 2 Large Group Role play or use puppets to act out stories or play a character. (4.2) Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 21 Exploring the Topic - Day 4 Read-Aloud p. 22 Exploring the Topic - Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Mighty Minutes p. 37 Investigation 1 Day 5 Mighty Minutes p. 41 Investigation 2 Day 1 Mighty Minutes p. 42 Investigation 2 Day 2 Large Group
INDICATOR	4.CC.3.2.	p. 96 Celebrating Learning Day 2 Large Group Role play or use puppets to act out stories or play a character. (4.2) 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 Small Group p. 29 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 34 Investigation 1 Day 4 Mighty Minutes 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
INDICATOR	4.CC.3.2.	p. 96 Celebrating Learning Day 2 Large Group Role play or use puppets to act out stories or play a character. (4.2) Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 21 Exploring the Topic - Day 4 Read-Aloud p. 22 Exploring the Topic - Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Mighty Minutes p. 37 Investigation 1 Day 5 Mighty Minutes p. 41 Investigation 2 Day 1 Mighty Minutes p. 42 Investigation 2 Day 2 Large Group
INDICATOR	4.CC.3.2.	p. 96 Celebrating Learning Day 2 Large Group Role play or use puppets to act out stories or play a character. (4.2) 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 Small Group p. 29 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 34 Investigation 1 Day 4 Mighty Minutes 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
INDICATOR	4.CC.3.2.	p. 96 Celebrating Learning Day 2 Large Group Role play or use puppets to act out stories or play a character. (4.2) 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 Small Group p. 29 Investigation 1 Day 3 Small Group p. 32 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 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 Choice Time p. 43 Investigation 2 Day 2 Mighty Minutes p. 45 Investigation 2 Day 3 Choice Time
INDICATOR	4.CC.3.2.	p. 96 Celebrating Learning Day 2 Large Group Role play or use puppets to act out stories or play a character. (4.2) 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 Small Group p. 29 Investigation 1 Day 3 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. 44 Investigation 2 Day 3 Choice Time p. 45 Investigation 2 Day 4 Mighty Minutes
INDICATOR	4.CC.3.2.	Role play or use puppets to act out stories or play a character. (4.2) 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. 18 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 Large Group p. 34 Investigation 1 Day 4 Mighty Minutes p. 34 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 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
INDICATOR	4.CC.3.2.	Role play or use puppets to act out stories or play a character. (4.2) 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. 18 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 3 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 34 Investigation 1 Day 4 Mighty Minutes p. 37 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 4 Mighty Minutes p. 45 Investigation 2 Day 4 Mighty Minutes p. 46 Investigation 2 Day 5 Mighty Minutes 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. 48 Investigation 2 Day 5 Mighty Minutes
INDICATOR	4.CC.3.2.	p. 96 Celebrating Learning Day 2 Large Group Role play or use puppets to act out stories or play a character. (4.2) 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 Roundup p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Small 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. 37 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 Mighty Minutes p. 45 Investigation 2 Day 5 Mighty Minutes p. 47 Investigation 2 Day 5 Large 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
INDICATOR	4.CC.3.2.	Role play or use puppets to act out stories or play a character. (4.2) 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. 18 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 Mighty Minutes p. 34 Investigation 1 Day 3 Mighty Minutes p. 35 Investigation 1 Day 4 Large Group p. 36 Investigation 1 Day 4 Large Group p. 37 Investigation 1 Day 5 Mighty Minutes p. 37 Investigation 2 Day 2 Large Group p. 48 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 3 Choice Time p. 45 Investigation 2 Day 4 Mighty Minutes p. 46 Investigation 2 Day 5 Large Group p. 47 Investigation 2 Day 5 Large Group p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Small Group p. 49 Investigation 2 Day 5 Small Group p. 52 Investigation 3 Day 1 Large Group
INDICATOR	4.CC.3.2.	Role play or use puppets to act out stories or play a character. (4.2) 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. 18 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 Small Group p. 29 Investigation 1 Day 3 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 34 Investigation 1 Day 4 Mighty Minutes p. 37 Investigation 1 Day 5 Mighty Minutes p. 37 Investigation 1 Day 5 Mighty Minutes p. 41 Investigation 2 Day 1 Mighty Minutes p. 42 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 3 Choice Time p. 45 Investigation 2 Day 5 Mighty Minutes p. 46 Investigation 2 Day 5 Large Group p. 47 Investigation 2 Day 5 Large 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. 50 Investigation 3 Day 1 Large Group p. 51 Investigation 3 Day 1 Large Group p. 52 Investigation 3 Day 1 Mighty Minutes
INDICATOR	4.CC.3.2.	Role play or use puppets to act out stories or play a character. (4.2) 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. 18 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 3 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 4 Mighty Minutes p. 37 Investigation 2 Day 2 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. 44 Investigation 2 Day 4 Mighty Minutes p. 45 Investigation 2 Day 5 Large Group p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Small Group p. 52 Investigation 2 Day 5 Small Group p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Mighty Minutes p. 56 Investigation 3 Day 1 Mighty Minutes p. 56 Investigation 3 Day 1 Mighty Minutes
INDICATOR	4.CC.3.2.	Role play or use puppets to act out stories or play a character. (4.2) 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. 18 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 Small Group p. 29 Investigation 1 Day 3 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 34 Investigation 1 Day 4 Mighty Minutes p. 37 Investigation 1 Day 5 Mighty Minutes p. 37 Investigation 1 Day 5 Mighty Minutes 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 3 Choice Time p. 45 Investigation 2 Day 5 Mighty Minutes p. 46 Investigation 2 Day 5 Large Group p. 47 Investigation 2 Day 5 Large 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. 50 Investigation 3 Day 1 Large Group p. 51 Investigation 3 Day 1 Large Group p. 52 Investigation 3 Day 1 Mighty Minutes

		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	4.CC.3.3.	Represent fantasy and real-life experiences through pretend play. (4.3) Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 29 Investigation 1 Day 1 Small Group
INDICATOR	4.CC.3.4.	Use objects to represent other objects. (4.4) Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 29 Investigation 1 Day 1 Small Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL	4.CM.1.	Understand numbers, ways of representing numbers, and
EXPECTATION		relationships between number and quantities.
INDICATOR	4.CM.1.1.	Verbally count by ones to 20. (4.1) 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. 95 Celebrating Learning Day 1 Large Group Roundup p. 95 Celebrating Learning Day 1 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group
INDICATOR	4.CM.1.2.	Count forward from a given number between 1 and 10, and count backward from 5. (4.2) 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. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Large Group Roundup p. 95 Celebrating Learning Day 1 Read-Aloud

		p. 96 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Small Group
INDICATOR	4.CM.1.3.	Understand that the last number named tells the number of objects counted for a set of 10 or fewer objects. (4.3)
		Buildings Study p. 47 Investigation 2 Day 4 Small Group
INDICATOR	4.CM.1.4.	Count out a specified number of objects from a set of 10 or fewer objects when asked. (4.4)
		Buildings Study p. 47 Investigation 2 Day 4 Small Group
INDICATOR	4.CM.1.5.	Identify written numerals 0-10 in the everyday environment. (4.5) Buildings Study p. 23 Exploring the Topic - Day 5 Read-Aloud p. 73 Investigation 5 Day 1 Small Group
INDICATOR	4.CM.1.7.	Compare sets of objects using same/different and more/less/fewer. (4.7)
		Buildings Study p. 15 Exploring the Topic - Day 1 Small Group p. 19 Exploring the Topic - Day 3 Small Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.2.	Understand basic patterns, concepts, and operations.
INDICATOR	4.CM.2.1.	Recognize, copy, and extend patterns. (4.1) Buildings Study p. 35 Investigation 1 Day 4 Mighty Minutes p. 37 Investigation 1 Day 5 Small Group p. 49 Investigation 2 Day 5 Mighty Minutes p. 49 Investigation 2 Day 5 Small Group p. 55 Investigation 3 Day 2 Mighty Minutes p. 68 Investigation 4 Day 3 Large Group p. 73 Investigation 5 Day 1 Mighty Minutes p. 75 Investigation 5 Day 2 Small Group p. 77 Investigation 5 Day 3 Mighty Minutes p. 79 Investigation 5 Day 4 Large-Group Roundup p. 79 Investigation 5 Day 4 Mighty Minutes
INDICATOR	4.CM.2.3.	Use concrete objects to demonstrate simple addition and subtraction problems that total 6 or fewer. (4.3) 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
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.3.	Understand attributes and relative properties of objects as related to size, capacity, and area.
INDICATOR	4.CM.3.1.	Describe measurable attributes (length and weight) of objects and materials, using comparative words. (4.1) 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	4 014 2 2	
INDICATOR	4.CM.3.2.	Put up to six objects in order by length (seriate). (4.2)
		Buildings Study
		p. 18 Exploring the Topic - Day 3 Large Group
		p. 22 Exploring the Topic - Day 5 Large Group p. 40 Investigation 2 Day 1 Choice Time
		p. 55 Investigation 3 Day 2 Mighty Minutes
		p. 60 Investigation 3 Day 5 Large Group
		p. 67 Investigation 4 Day 2 Small Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL	4.CM.4.	Understand shapes, their properties, and how objects are related to
EXPECTATION		one another in space.
INDICATOR	4.CM.4.1.	Identify and name at least the four basic shapes (rectangles, squares, circles, and triangles) when presented using different sizes and in different orientations. (4.1)
		Buildings Study
		p. 17 Exploring the Topic - Day 2 Mighty Minutes
		p. 43 Investigation 2 Day 2 Mighty Minutes p. 53 Investigation 3 Day 1 Small Group
		p. 54 Investigation 3 Day 1 Small Group
		p. 57 Investigation 3 Day 3 Small Group
INDICATOR	4.CM.4.4.	Combine (compose) or take apart (decompose) shapes to make
		other shape(s) (e.g., put two triangles together to make a square,
		take two halves of a rectangle apart and recognize that pieces are two other shapes). (4.4)
		two other shapes). (4.4)
		Buildings Study
		p. 57 Investigation 3 Day 3 Small Group
INDICATOR	4.CM.4.5.	Use and understand positions of objects, self and other people in space, including in/on, over/under, up/down, inside/outside, beside/between, and in front/behind. (4.5)
		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
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL	4.CS.1.	Develop the ability to carry out the scientific inquiry process (ask
EXPECTATION		questions, predict, make observations, explain observations, and draw conclusions).
INDICATOR	4.CS.1.2.	Use equipment and tools to gather information and extend sensory observations of living things, objects, materials, changes that take place and relationships. (4.2)
		Buildings Study
		p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Small Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 39 Investigation 2 Outdoor Experiences
		p. 43 Investigation 2 Day 2 Mighty Minutes p. 45 Investigation 2 Day 3 Choice Time
		p. 45 Investigation 2 Day 3 Choice Time p. 46 Investigation 2 Day 4 Large Group

		p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Choice Time p. 54 Investigation 3 Day 2 Large Group p. 59 Investigation 3 Day 4 Small Group p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Small Group p. 69 Investigation 4 Day 3 Small Group p. 76 Investigation 5 Day 3 Choice Time p. 97 Celebrating Learning Day 2 Small Group
INDICATOR	4.CS.1.3.	Show an understanding of cause and effect relationships and use this understanding to predict what will happen as a result of an action and to solve simple problems. (4.3) Buildings Study
		p. 32 Investigation 1 Day 3 Large Group
INDICATOR	4.CS.1.4.	Use prior knowledge and experiences to generate questions, hypothesize, predict, and draw conclusions about living creatures, objects, materials and changes observed in the environment. (4.4)
		Buildings Study p. 22 Exploring the Topic - Day 5 Large Group p. 30 Investigation 1 Day 2 Large Group p. 54 Investigation 3 Day 2 Large Group p. 74 Investigation 5 Day 2 Choice Time
INDICATOR	4.CS.1.5.	Conduct simple scientific experiments. (4.5)
INDICATOR	4.CS.1.7.	Buildings Study p. 19 Exploring the Topic - Day 3 Small Group p. 35 Investigation 1 Day 4 Small Group p. 39 Investigation 2 Outdoor Experiences p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Choice Time p. 56 Investigation 3 Day 3 Choice Time p. 58 Investigation 3 Day 4 Choice Time p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 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 4 Day 3 Small Group p. 76 Investigation 5 Day 1 Choice Time p. 76 Investigation 5 Day 3 Choice Time p. 97 Celebrating Learning Day 2 Small Group With prompting and support, use scientific vocabulary words to describe steps in the scientific process (e.g., "observation," "experiment," "hypothesis," "conclusion"). (4.7) Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 55 Investigation 3 Day 5 Mighty Minutes
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY	1	SCIENCE (CS)
GRADE LEVEL	4.CS.2.	Acquire scientific knowledge related to physical science (properties
EXPECTATION		of objects and materials).
INDICATOR	4.CS.2.4.	Experiment with balls, toys and other objects to see which objects move faster, what conditions make them move faster and what makes them move slower. (4.4) Buildings Study
		p. 27 Investigation 1 Outdoor Experiences
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	4.CS.3.	Acquire scientific knowledge related to life science (properties of living things).
INDICATOR	4.CS.3.1.	Explore, observe, and describe a variety of living creatures and plants. (4.1) Buildings Study p. 18 Exploring the Topic - Day 3 Large Group p. 22 Exploring the Topic - Day 5 Large Group p. 60 Investigation 3 Day 5 Large Group
INDICATOR	4.CS.3.2.	Classify living creatures and plants into categories according to at least one characteristic. (4.2) Buildings Study p. 18 Exploring the Topic - Day 3 Large Group p. 22 Exploring the Topic - Day 5 Large Group p. 60 Investigation 3 Day 5 Large Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.3.	Develop an awareness of geographic locations, maps, and landforms.
INDICATOR	4.CSS.3.2.	Create representations of places, landforms, and roads he/she has seen through drawings and play activities. (4.2) Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 54 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large Group p. 59 Investigation 3 Day 2 Large-Group Roundup p. 60 Investigation 3 Day 2 Large-Group Roundup p. 61 Investigation 4 Day 2 Large Group p. 62 Investigation 4 Day 3 Large-Group Roundup p. 63 Investigation 4 Day 3 Large-Group Roundup p. 64 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Large-Group Roundup p. 79 Investigation 5 Day 4 Small Group p. 79 Investigation 5 Day 4 Small Group p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group
INDICATOR	4.CSS.3.3.	Recognize a globe/map as a representation of the earth. (4.3) Buildings Study p. 28 Investigation 1 Day 1 Large Group
INDICATOR	4.CSS.3.4.	Use a simple map to find specific locations within a familiar environment (e.g., areas within the classroom). (4.4) Buildings Study p. 28 Investigation 1 Day 1 Large Group
INDICATOR	4.CSS.3.5.	With guidance and support, create a simple drawing that shows the relative location of specific objects and/or features in a familiar environment such as a classroom or playground. (4.5) Buildings Study

		p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 30 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Large-Group Roundup p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Large-Group Roundup p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Large-Group Roundup p. 70 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 4 Small Group p. 79 Investigation 5 Day 4 Small Group p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY	4.0.	SOCIAL STUDIES (CSS)
GRADE LEVEL	4.CSS.4.	Demonstrate awareness of culture and other characteristics of
EXPECTATION		groups of people.
		Explore music, dance, dress, foods, and traditions of own family and other cultures. (4.1) Buildings Study p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 96 Celebrating Learning Day 2 Large Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.5.	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
INDICATOR	4.CSS.5.3.	Follow rules that have been established. (4.3) 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
INDICATOR	4.CSS.5.4.	Participate in conversations about the importance of rules/ consequences, rights of self, and rights of others. (4.4) 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
INDICATOR	4.CSS.5.5.	Identify workers and their roles as citizens within the community. (4.5) Buildings Study p. 44 Investigation 2 Day 3 Large Group p. 48 Investigation 2 Day 5 Large Group

		p. 76 Investigation 5 Day 3 Large Group
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		SPEAKING AND LISTENING
GRADE LEVEL EXPECTATION	4.LL.1.	Comprehend or understand and use language.
INDICATOR	4.LL.1.1.	Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos. (4.1) Buildings Study p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Large Group p. 22 Investigation 1 Day 1 Large Group p. 23 Investigation 1 Day 1 Small Group p. 24 Investigation 1 Day 1 Small Group p. 25 Investigation 1 Day 2 Large Group p. 30 Investigation 1 Day 2 Large Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 34 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. 45 Investigation 2 Day 3 Choice Time p. 46 Investigation 2 Day 3 Choice Time p. 46 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 4 Large Group p. 48 Investigation 2 Day 5 Choice Time p. 48 Investigation 2 Day 5 Choice Time p. 48 Investigation 2 Day 5 Large Group p. 52 Investigation 3 Day 1 Large Group p. 51 Investigation 3 Day 1 Large Group p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 2 Large Group p. 54 Investigation 3 Day 3 Choice Time 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. 58 Investigation 3 Day 3 Large Group p. 58 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 4 Large Group p. 58 Investigation 3 Day 4 Large Group p. 57 Investigation 3 Day 4 Large Group p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 5 Day 4 Choice Time p. 68 Investigat

		 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	4.LL.1.2.	Listen and respond attentively to conversations. (4.2) Buildings Study p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 3 Small Group p. 97 Celebrating Learning Day 2 Large Group Roundup
INDICATOR	4.LL.1.3.	With guidance and support from adults, follow agreed upon rules for discussions (e.g. listening to others, and taking turns speaking about topics and print under discussion). (4.3) 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
INDICATOR	4.LL.1.4.	Actively participate in role-playing, creative dramatics, fingerplays, nursery rhymes, and choral speaking. (4.4) 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 Mighty Minutes p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Mighty Minutes p. 37 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 Choice Time p. 47 Investigation 2 Day 3 Choice Time p. 47 Investigation 2 Day 4 Mighty Minutes p. 48 Investigation 2 Day 5 Small Group p. 49 Investigation 2 Day 5 Small Group p. 49 Investigation 2 Day 5 Small Group p. 51 Investigation 3 Day 1 Large Group p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large Group p. 56 Investigation 3 Day 3 Large Group p. 56 Investigation 3 Day 1 Large Group p. 67 Investigation 3 Day 3 Large Group p. 68 Investigation 4 Day 1 Small Group p. 69 Investigation 4 Day 3 Small Group p. 69 Investigation 4 Day 3 Small Group p. 69 Investigation 5 Day 1 Mighty Minutes p. 71 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	4.LL.1.6.	Ask questions about a specific topic, activity, and/or text read aloud. (4.6)
		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
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		LANGUAGE
GRADE LEVEL EXPECTATION	4.LL.2.	Comprehend and use increasingly complex and varied vocabulary.
INDICATOR	4.LL.2.1.	Demonstrate understanding of a variety of concepts, such as opposites, positions, and comparisons. (4.1) Buildings Study p. 15 Exploring the Topic - Day 1 Small Group p. 61 Investigation 3 Day 5 Mighty Minutes
INDICATOR	4.LL.2.2.	Use new vocabulary acquired through conversations, activities, or listening to texts read aloud. (4.2) 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. 24 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 39 Investigation 2 Outdoor Experiences p. 41 Investigation 2 Day 3 Large Group p. 44 Investigation 2 Day 3 Large Group p. 47 Investigation 2 Day 4 Small Group p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Choice Time p. 55 Investigation 3 Day 2 Read-Aloud p. 56 Investigation 3 Day 3 Choice Time p. 57 Investigation 3 Day 3 Small Group p. 59 Investigation 3 Day 4 Large-Group Roundup p. 63 Investigation 4 Outdoor Experience p. 71 Investigation 5 Outdoor Experience p. 77 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 4 Large Group p. 93 Celebrating Learning Outdoor Experiences
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL	4.LL.3.	Develop an interest in books and their characteristics.
EXPECTATION		

	11	
		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	4.LL.3.2.	With prompting and support, describe the role of the author and illustrator of a text. (4.2)
		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. 37 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 3 Small Group p. 45 Investigation 2 Day 4 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 59 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 3 Read-Aloud p. 95 Celebrating Learning Day 1 Read-Aloud p. 97 Celebrating Learning Day 2 Read-Aloud
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	4.LL.4.	Comprehend stories and information from books and other print materials.
INDICATOR	4.LL.4.2.	With prompting and support, retell parts of a favorite story in sequence (first, next, and last). (4.2) Buildings Study p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud
INDICATOR	4.LL.4.3.	With prompting and support, identify characters and some events from a story and several pieces of information from a text read aloud. (4.3) Buildings Study p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud

		p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 56 Investigation 3 Day 3 Large Group p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 3 Read-Aloud
		With prompting and support, ask and answer questions about unknown words in a text read aloud. (4.4) 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 2 Read-Aloud p. 34 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Large Group p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 1 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 46 Investigation 2 Day 3 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Read-Aloud p. 55 Investigation 2 Day 5 Read-Aloud p. 55 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 3 Day 4 Read-Aloud p. 59 Investigation 3 Day 5 Read-Aloud p. 59 Investigation 3 Day 5 Read-Aloud p. 60 Investigation 3 Day 5 Read-Aloud p. 61 Investigation 3 Day 5 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 66 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 2 Read-Aloud p. 79 Investigation 5 Day 4 Read-Aloud p. 79 Investigation 5 Day 1 Read-Aloud p. 79 Investigation 5 Day 2 Read-Aloud p. 79 Investigation 5 Day 4 Read-Aloud p. 79 Investigation 5 Day 4 Read-Aloud p. 79 Investigation 5 Day 4 Read-Aloud p. 79 Inve
INDICATOR	4.LL.4.5.	Listen to stories or text read aloud and use new vocabulary words in follow-up conversations and activities. (4.5) Buildings Study p. 41 Investigation 2 Day 1 Large-Group Roundup p. 59 Investigation 3 Day 4 Large-Group Roundup
INDICATOR	4.LL.4.7.	With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts. (4.7) Buildings Study p. 19 Exploring the Topic - Day 3 Read-Aloud p. 21 Exploring the Topic - Day 4 Read-Aloud

		p. 23 Exploring the Topic - Day 5 Read-Aloud
		p. 23 Exploring the Topic - Day 5 Small Group
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 31 Investigation 1 Day 2 Read-Aloud
		p. 32 Investigation 1 Day 3 Large Group
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 37 Investigation 1 Day 5 Read-Aloud
		p. 45 Investigation 2 Day 3 Read-Aloud
		p. 45 Investigation 2 Day 3 Small Group
		p. 46 Investigation 2 Day 4 Large Group
		p. 49 Investigation 2 Day 5 Read-Aloud
		p. 49 Investigation 2 Day 5 Small Group
		p. 53 Investigation 3 Day 1 Read-Aloud
		p. 59 Investigation 3 Day 4 Large-Group Roundup
		p. 59 Investigation 3 Day 4 Read-Aloud
		p. 65 Investigation 4 Day 1 Read-Aloud
		p. 67 Investigation 4 Day 2 Small Group
		p. 69 Investigation 4 Day 3 Read-Aloud
		p. 72 Investigation 5 Day 1 Choice Time
		p. 75 Investigation 5 Day 2 Read-Aloud
		p. 77 Investigation 5 Day 3 Small Group
INDICATOR	4.LL.4.8.	With prompting and support, discuss basic similarities and
		differences in print read aloud, including characters, settings,
		events, and ideas. (4.8)
		overne, and radial (110)
		Buildings Study
		p. 19 Exploring the Topic - Day 3 Small Group
		p. 21 Exploring the Topic - Day 4 Choice Time
		p. 36 Investigation 1 Day 5 Large Group
		p. 59 Investigation 3 Day 4 Small Group
		p. 61 Investigation 3 Day 5 Read-Aloud
		p. 65 Investigation 4 Day 1 Large-Group Roundup
		p. 73 Investigation 5 Day 1 Read-Aloud
		p. 80 Investigation 5 Day 5 Large Group
		p. 81 Investigation 5 Day 5 Read-Aloud
		p. 97 Celebrating Learning Day 2 Read-Aloud
INDICATOR	4.LL.4.9.	Based on the title and/or pictures/ illustrations, predict what might
		happen in a story before it is read. (4.9)
		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 1 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 35 Investigation 1 Day 4 Read-Aloud
		p. 37 Investigation 1 Day 5 Read-Aloud
		p. 41 Investigation 2 Day 1 Read-Aloud
		p. 43 Investigation 2 Day 2 Read-Aloud
		p. 49 Investigation 2 Day 5 Read-Aloud
		p. 53 Investigation 3 Day 1 Read-Aloud
		p. 58 Investigation 3 Day 4 Large Group
		p. 59 Investigation 3 Day 4 Read-Aloud
		p. 59 Investigation 3 Day 4 Small Group
		p. 65 Investigation 4 Day 1 Large-Group Roundup
		p. 65 Investigation 4 Day 1 Read-Aloud
		p. 69 Investigation 4 Day 3 Read-Aloud
		p. 75 Investigation 5 Day 2 Read-Aloud
		p. 77 Investigation 5 Day 3 Read-Aloud
		p. 95 Celebrating Learning Day 1 Read-Aloud
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY	ribbi	READING: FOUNDATIONAL SKILLS
GRADE LEVEL	4.LL.5.	Demonstrate understanding of the organization and basic features

EXPECTATION		of print.
INDICATOR	4.LL.5.1.	With prompting and support, demonstrate that print is read left to right and top to bottom. (4.1)
		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	4.LL.5.2.	With limited guidance, track across a page or along printed words from top to bottom and left to right. (4.2)
		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	4.LL.5.4.	With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper- and lower-case letters). (4.4) 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. 60 Investigation 3 Day 5 Large Group p. 65 Investigation 4 Day 1 Small Group p. 79 Investigation 5 Day 4 Small Group
INDICATOR	4.LL.5.5.	p. 81 Investigation 5 Day 5 Small Group p. 94 Celebrating Learning Day 1 Choice Time Name at least 26 of the 52 upper-and/or lower-case letters of the
		alphabet. (4.5) 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. 65 Investigation 4 Day 1 Small Group p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 94 Celebrating Learning Day 1 Choice Time
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS

GRADE LEVEL EXPECTATION	4.LL.6.	Demonstrate understanding of different units of sound in language (words, syllables, phonemes).
INDICATOR	4.LL.6.1.	With prompting and support, recognize and produce rhyming words. (4.1)
		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. 29 Exploring the Topic - Day 3 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 3 Small Group p. 33 Investigation 1 Day 3 Small Group p. 35 Investigation 1 Day 4 Mighty Minutes p. 36 Investigation 1 Day 5 Large Group p. 41 Investigation 2 Day 1 Mighty Minutes p. 56 Investigation 3 Day 3 Large Group p. 61 Investigation 3 Day 5 Small Group p. 65 Investigation 4 Day 1 Mighty Minutes p. 67 Investigation 4 Day 2 Mighty Minutes p. 73 Investigation 5 Day 1 Small Group p. 80 Investigation 5 Day 5 Large Group p. 95 Celebrating Learning Day 1 Mighty Minutes p. 95 Celebrating Learning Day 1 Small Group
INDICATOR	4.LL.6.2.	With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2) Buildings Study p. 29 Investigation 1 Day 1 Mighty Minutes p. 33 Investigation 1 Day 3 Small Group p. 35 Investigation 1 Day 4 Small Group p. 40 Investigation 2 Day 1 Large Group p. 47 Investigation 2 Day 4 Mighty Minutes p. 49 Investigation 2 Day 5 Mighty Minutes p. 53 Investigation 3 Day 1 Mighty Minutes p. 57 Investigation 3 Day 3 Mighty Minutes p. 59 Investigation 3 Day 4 Mighty Minutes p. 61 Investigation 3 Day 5 Small Group p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Small 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
INDICATOR	4.LL.6.3.	With prompting and support, orally blend onset and rime in single syllable spoken words. (4.3) Buildings Study p. 33 Investigation 1 Day 3 Small Group p. 35 Investigation 1 Day 4 Small Group p. 40 Investigation 2 Day 1 Large Group p. 57 Investigation 3 Day 3 Mighty Minutes p. 59 Investigation 3 Day 4 Mighty Minutes p. 61 Investigation 3 Day 5 Small Group p. 69 Investigation 4 Day 3 Small Group
INDICATOR	4.LL.6.4.	Repeat alliteration during word play in order to recognize words with a common initial (first) sound. (4.4) 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. 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
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		WRITING
GRADE LEVEL	4.LL.7.	Develop familiarity with writing implements, conventions, and
EXPECTATION		emerging skills to communicate through written representations,
		symbols, and letters.
INDICATOR	4.LL.7.1.	Use a variety of writing tools in an appropriate manner showing
		increasing muscular control. (4.1)
		Buildings Study
		p. 21 Exploring the Topic - Day 4 Small Group
		p. 45 Investigation 2 Day 3 Small Group
INDICATOR	4.LL.7.2.	Use a combination of drawing, dictating, and/or writing in response
		to a text read aloud, or to tell a story about a life experience or event.
		(4.2)
		Buildings Study
		p. 16 Exploring the Topic - Day 2 Large Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 41 Investigation 2 Day 1 Small Group
		p. 43 Investigation 2 Day 2 Small Group
		p. 54 Investigation 3 Day 2 Large Group
		p. 66 Investigation 4 Day 2 Large Group
		p. 72 Investigation 5 Day 1 Choice Time
		p. 79 Investigation 5 Day 4 Small Group
		p. 81 Investigation 5 Day 5 Small Group
BENCHMARK / GLE	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL	4.PM.2.	Develop small muscle control and coordination.
EXPECTATION		
INDICATOR	4.PM.2.1.	Use hands, fingers, and wrists to manipulate large and small objects
		with strength and good control of small muscles. (4.1)
		D. II I'm and Otto In
		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 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
	III	
		p. 61 Investigation 3 Day 5 Mighty Minutes
		p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences
INDICATOR	4.PM.2.2.	
INDICATOR	4.PM.2.2.	p. 71 Investigation 5 Outdoor Experiences Coordinate eye and hand movements to perform complex tasks (dressing and undressing) or to use everyday tools (e.g., pitchers for
INDICATOR	4.PM.2.2.	p. 71 Investigation 5 Outdoor Experiences Coordinate eye and hand movements to perform complex tasks
INDICATOR	4.PM.2.2.	p. 71 Investigation 5 Outdoor Experiences Coordinate eye and hand movements to perform complex tasks (dressing and undressing) or to use everyday tools (e.g., pitchers for pouring or scissors for cutting along a line).(4.2)
INDICATOR	4.PM.2.2.	p. 71 Investigation 5 Outdoor Experiences Coordinate eye and hand movements to perform complex tasks (dressing and undressing) or to use everyday tools (e.g., pitchers for

		n 44 Evaluring the Tonic Dov. 4 Chaice Time
		p. 14 Exploring the Topic - Day 1 Choice Time p. 16 Exploring the Topic - Day 2 Large Group
		p. 19 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
BENCHMARK / GLE	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		HEALTH AND HYGIENE
GRADE LEVEL EXPECTATION	4.PM.4.	Develop appropriate health and hygiene skills.
INDICATOR	4.PM.4.1.	Identify different foods and the corresponding food group according to "My Plate". (4.1)
		Buildings Study p. 97 Celebrating Learning Day 2 Small Group
BENCHMARK / GLE	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		SAFETY
GRADE LEVEL	4.PM.5.	Demonstrate safe behaviors.
EXPECTATION		
INDICATOR	4.PM.5.1.	Identify and alert others of potentially hazardous objects, substances, behaviors, and/or situations (that may appear in the child's environment) with supervision. (4.1)
		Buildings Study p. 48 Investigation 2 Day 5 Large Group p. 67 Investigation 4 Day 2 Read-Aloud
INDICATOR	4.PM.5.2.	Demonstrate and communicate a basic understanding of health and safety rules and respond appropriately to harmful or unsafe situations (e.g., hold an adult's hand when crossing the street, don't touch a hot stove, etc.). (4.2)
		Buildings Study p. 48 Investigation 2 Day 5 Large Group p. 67 Investigation 4 Day 2 Read-Aloud
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	4.SE.4.	Regulate own emotions and behavior.
INDICATOR	4.SE.4.1.	Recognize and accurately label the feelings of self. (4.1)
		Puddings Chada
		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 4 Day 3 Read-Aloud
		p. 72 Investigation 5 Day 1 Choice Time
		p. 75 Investigation 5 Day 2 Read-Aloud
		p. 97 Celebrating Learning Day 2 Large Group Roundup
INDICATOR	4.SE.4.2.	Express basic feelings, needs, and wants in a manner that is age-appropriate to the situation. (4.2)
		Buildings Study
	1	

		p. 14 Exploring the Topic - Day 1 Large Group
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 30 Investigation 1 Day 2 Large Group
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 37 Investigation 1 Day 5 Read-Aloud
		p. 45 Investigation 2 Day 3 Choice Time
		p. 53 Investigation 3 Day 1 Read-Aloud
		p. 55 Investigation 3 Day 2 Small Group
		p. 59 Investigation 3 Day 4 Read-Aloud
		p. 65 Investigation 4 Day 1 Read-Aloud
		p. 69 Investigation 4 Day 3 Read-Aloud
		p. 72 Investigation 5 Day 1 Choice Time
		p. 75 Investigation 5 Day 2 Read-Aloud
		p. 97 Celebrating Learning Day 2 Large Group Roundup
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
OD A DE LEVEL	4.SE.5.	Regulate attention, impulses, and behavior.
GRADE LEVEL EXPECTATION	4.3E.5.	Regulate attention, impulses, and benavior.
0.0.00	4.SE.5.1.	Follow rules and routines and adapt to changes in rules and
EXPECTATION		<u> </u>
EXPECTATION		Follow rules and routines and adapt to changes in rules and routines. (4.1)
EXPECTATION		Follow rules and routines and adapt to changes in rules and routines. (4.1) Buildings Study
EXPECTATION		Follow rules and routines and adapt to changes in rules and routines. (4.1) Buildings Study p. 14 Exploring the Topic - Day 1 Large Group
EXPECTATION		Follow rules and routines and adapt to changes in rules and routines. (4.1) Buildings Study p. 14 Exploring the Topic - Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group
EXPECTATION		Follow rules and routines and adapt to changes in rules and routines. (4.1) 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
EXPECTATION		Follow rules and routines and adapt to changes in rules and routines. (4.1) Buildings Study p. 14 Exploring the Topic - Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group

Clothes Study
State: Louisiana's Birth to Five Early Learning & Development Standards
Subject: Early Childhood Education
Grade: Ages 3-5

CONTENT STANDARD	LA.EC.3.	Three-Year-Olds
BENCHMARK / GLE	3.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	3.AL.3.	Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.
INDICATOR	3.AL.3.3.	Use a variety of strategies to solve a problem when the first try is unsuccessful. (3.3) Clothes Study p. 013 Exploring the Topic Outdoor Experiences p. 023 Exploring the Topic Day 5 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
BENCHMARK / GLE	3.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	3.AL.4.	Demonstrate creative thinking when using materials, solving problems, and/or learning new information.
INDICATOR	3.AL.4.1.	Express unique ideas in both language and use of objects in a variety of situations. (3.1) Clothes Study p. 013 Exploring the Topic Outdoor Experiences p. 023 Exploring the Topic Day 5 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
INDICATOR	3.AL.4.2.	Ask more complex questions for clarification and to seek meaningful information. (3.2) Clothes Study p. 015 Exploring the Topic Day 1 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 040 Investigation 2 Day 1 Large Group p. 046 Investigation 2 Day 4 Large Group p. 054 Investigation 3 Day 3 Large Group p. 072 Investigation 5 Day 2 Large Group p. 082 Investigation 6 Day 3 Large Group p. 084 Investigation 6 Day 4 Large Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	3.CC.1.	Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.
INDICATOR	3.CC.1.1.	Listen and respond to different types of music (jazz, classical, country lullaby, etc.) through movement. (3.1) Clothes Study p. 027 Investigation 1 Outdoor Experiences
INDICATOR	3.CC.1.2.	Participate in songs and finger plays. (3.2) Clothes Study p. 013 Exploring the Topic Outdoor Experiences

INDICATOR	3.CC.1.4.	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 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Investigation 1 Day 2 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 3 Large Group p. 034 Investigation 1 Day 5 Large Group p. 036 Investigation 1 Day 5 Large Group p. 036 Investigation 1 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 2 Day 3 Large Group p. 046 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 4 Large Group p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 3 Large Group p. 052 Investigation 3 Day 4 Large Group p. 054 Investigation 3 Day 4 Large Group p. 055 Investigation 3 Day 4 Large Group p. 056 Investigation 3 Day 5 Large Group p. 057 Investigation 3 Day 5 Large Group p. 058 Investigation 3 Day 5 Large Group p. 059 Investigation 4 Day 1 Large Group p. 051 Investigation 5 Day 1 Large Group p. 062 Investigation 5 Day 1 Large Group p. 061 Investigation 5 Day 1 Large Group p. 062 Investigation 5 Day 2 Large Group p. 071 Investigation 5 Day 1 Large Group p. 072 Investigation 5 Day 2 Large Group p. 073 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 2 Large Group p. 075 Investigation 6 Day 2 Large Group p. 076 Investigation 6 Day 2 Large Group p. 077 Investigation 6 Day 3 Large Group p. 078 Investigation 6 Day 4 Large Group p. 079 Investigation 6 Day 4 Large Group p. 079 Investigation 7 Day 1 Large Group p. 071 Investigation 6 Day 5 Large Group p. 072 Investigation 7 Day 1 Large Group p. 073 Investigation 7 Day 2 Large Group p.
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL	3.CC.2.	Develop an appreciation for visual arts from different culture and
EXPECTATION INDICATOR	3.CC.2.1.	create various forms of visual arts. With prompting and support, describe what they like and do not like
	10	, production of the state of th

		Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Choice Time
		p. 015 Exploring the Topic Day 1 Small Group
		p. 017 Exploring the Topic Day 2 Small Group
		p. 019 Exploring the Topic Day 3 Small Group
		p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group
		p. 028 Investigation 1 Day 1 Large Group
		p. 030 Investigation 1 Day 2 Large Group
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 031 Investigation 1 Day 2 Small Group
		p. 032 Investigation 1 Day 3 Large Group
		p. 034 Investigation 1 Day 4 Large Group
		p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Small Group
		p. 039 Investigation 2 Outdoor Experiences
		p. 040 Investigation 2 Day 1 Large Group
		p. 045 Investigation 2 Day 3 Small Group
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Small Group
		p. 049 Investigation 3 Outdoor Experiences p. 050 Investigation 3 Day 1 Large Group
		p. 051 Investigation 3 Day 1 Small Group
		p. 053 Investigation 3 Day 2 Small Group
		p. 054 Investigation 3 Day 3 Choice Time
		p. 054 Investigation 3 Day 3 Large Group
		p. 055 Investigation 3 Day 3 Large-Group Roundup p. 057 Investigation 3 Day 4 Small Group
		p. 058 Investigation 3 Day 5 Large Group
		p. 059 Investigation 3 Day 5 Small Group
		p. 061 Investigation 4 Outdoor Experiences
		p. 062 Investigation 4 Day 1 Large Group
		p. 063 Investigation 4 Day 1 Choice Time
		p. 063 Investigation 4 Day 1 Small Group p. 065 Investigation 4 Day 2 Choice Time
		p. 066 Investigation 4 Day 3 Choice Time
		p. 069 Investigation 5 Outdoor Experience
		p. 071 Investigation 5 Day 1 Small Group
		p. 072 Investigation 5 Day 2 Large Group
		p. 073 Investigation 5 Day 2 Small Group p. 075 Investigation 5 Day 3 Small Group
		p. 077 Investigation 6 Outdoor Experience
		p. 078 Investigation 6 Day 1 Large Group
		p. 079 Investigation 6 Day 1 Choice Time
		p. 079 Investigation 6 Day 1 Large-Group Roundup
		p. 080 Investigation 6 Day 2 Choice Time
		p. 080 Investigation 6 Day 2 Large Group p. 081 Investigation 6 Day 2 Read-Aloud
		p. 081 Investigation 6 Day 2 Read-Aloud
		p. 083 Investigation 6 Day 3 Small Group
		p. 084 Investigation 6 Day 4 Large Group
		p. 085 Investigation 6 Day 4 Read-Aloud
		p. 086 Investigation 6 Day 5 Large Group
		p. 089 Investigation 7 Outdoor Experiences p. 091 Investigation 7 Day 1 Choice Time
		p. 092 Investigation 7 Day 1 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
INDICATOR	3.CC.2.2.	Describe general features (color, size, objects included) of a piece of art work. (3.2)

		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 2 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. 022 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. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Small Group p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 4 Small Group p. 034 Investigation 1 Day 4 Small Group p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 4 Small Group p. 038 Investigation 1 Day 5 Small Group p. 039 Investigation 2 Day 5 Small Group p. 039 Investigation 2 Day 5 Small Group p. 040 Investigation 2 Day 3 Small Group p. 041 Investigation 2 Day 3 Small Group p. 042 Investigation 2 Day 4 Large Group p. 043 Investigation 2 Day 4 Small Group p. 044 Investigation 2 Day 4 Small Group p. 045 Investigation 3 Day 1 Large Group p. 046 Investigation 3 Day 1 Large Group p. 047 Investigation 3 Day 1 Large Group p. 048 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 2 Small Group p. 051 Investigation 3 Day 3 Large Group p. 051 Investigation 3 Day 3 Large Group p. 054 Investigation 3 Day 4 Small Group p. 055 Investigation 3 Day 3 Large Group p. 056 Investigation 3 Day 3 Large Group p. 057 Investigation 3 Day 4 Small Group p. 058 Investigation 3 Day 5 Large Group p. 059 Investigation 4 Day 1 Choice Time p. 069 Investigation 4 Day 1 Choice Time p. 061 Investigation 4 Day 2 Choice Time p. 062 Investigation 4 Day 2 Choice Time p. 063 Investigation 4 Day 2 Choice Time p. 066 Investigation 6 Day 1 Large Group p. 075 Investigation 6 Day 2 Large Group p. 076 Investigation 6 Day 1 Large Group p. 077 Investigation 6 Day 2 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 2 Large Group p. 079 Investigation 6 Day 2 L
		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. 085 Investigation 6 Day 4 Read-Aloud
INDICATOR	3.CC.2.3.	Create artistic works with different types of art materials, tools and techniques through individual and group art activities. (3.3)

		Clothes Study p. 020 Exploring the Topic Day 4 Large Group p. 029 Investigation 1 Day 1 Small Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 045 Investigation 2 Day 3 Small Group p. 050 Investigation 3 Day 1 Choice Time
		p. 051 Investigation 3 Day 1 Small Group p. 051 Investigation 3 Day 1 Large-Group Roundup p. 053 Investigation 3 Day 2 Small Group
		p. 055 Investigation 3 Day 3 Small Group p. 058 Investigation 3 Day 5 Choice Time p. 059 Investigation 3 Day Large-Group Roundup
		p. 063 Investigation 4 Day 1 Choice Time p. 067 Investigation 4 Day 3 Small Group p. 072 Investigation 5 Day 2 Large Group
		p. 074 Investigation 5 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group
		p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5Large-Group Roundup p. 091 Investigation 7 Day 1 Choice Time
		p. 091 Investigation 7 Day 1 Small Group p. 095 Investigation 7 Day 3 Small Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	3.CC.3.	Explore roles and experiences through dramatic art and play.
INDICATOR	3.CC.3.1.	Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater). (3.1) Clothes Study p. 014 Exploring the Topic Day 1 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Small Group p. 035 Investigation 1 Day 4 Mighty Minutes p. 037 Investigation 1 Day 5 Mighty Minutes p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 051 Investigation 3 Day 2 Mighty Minutes p. 053 Investigation 3 Day 3 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 3 Day 5 Small Group p. 072 Investigation 5 Day 2 Choice Time p. 075 Investigation 5 Day 2 Choice Time p. 076 Investigation 6 Day 1 Large Group p. 077 Investigation 6 Day 1 Large Group p. 078 Investigation 6 Outdoor Experience p. 078 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 079 Investigation 6 Day 1 Read-Aloud p. 079 Investigation 6 Day 2 Mighty Minutes p. 081 Investigation 6 Day 3 Mighty Minutes p. 083 Investigation 6 Day 4 Read-Aloud p. 086 Investigation 6 Day 5 Choice Time p. 086 Investigation 6 Day 5 Choice Time p. 086 Investigation 6 Day 5 Large Group

INDICATOR	2.00.2.0	Miles and a second seco
INDICATOR	3.CC.3.2.	With prompting and support, role play or use puppets to act out stories. (3.2) Clothes Study p. 014 Exploring the Topic Day 1 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Small Group p. 029 Investigation 1 Day 4 Mighty Minutes p. 037 Investigation 1 Day 5 Mighty Minutes p. 037 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 051 Investigation 3 Day 1 Mighty Minutes p. 053 Investigation 3 Day 2 Mighty Minutes p. 054 Investigation 3 Day 3 Choice Time p. 054 Investigation 3 Day 3 Large Group
		p. 059 Investigation 3 Day 5 Mighty Minutes
		p. 063 Investigation 4 Day 1 Small Group
		p. 072 Investigation 5 Day 2 Choice Time p. 075 Investigation 5 Day 3 Large-Group Roundup
		p. 073 Investigation 5 Day 3 Large-Group Roundup
		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. 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 Choice Time
		p. 094 Investigation 7 Day 3 Choice Time
		p. 094 Investigation 7 Day 3 Large Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities.
INDICATOR	3.CM.1.1.	Verbally counts by ones to 10. (3.1)
		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 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group
		p. 057 Investigation 3 Day 4 Mighty Minutes
		p. 059 Investigation 3 Day 5 Mighty Minutes
		p. 065 Investigation 4 Day 2 Mighty Minutes p. 066 Investigation 4 Day 3 Large Group
		p. 071 Investigation 5 Day 1 Mighty Minutes
		p. 073 Investigation 5 Day 2 Small Group
		p. 081 Investigation 6 Day 2 Mighty Minutes
		p. 083 Investigation 6 Day 3 Small Group p. 085 Investigation 6 Day 4 Small Group
		p. 087 Investigation 6 Day 5 Small Group
	11	
		p. 111 Celebrating Learning Day 2 Small Group

		E (2.2)
		5. (3.2)
		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 1 Day 3 Small Group p. 057 Investigation 3 Day 4 Mighty Minutes
		p. 059 Investigation 3 Day 5 Mighty Minutes
		p. 065 Investigation 4 Day 2 Mighty Minutes
		p. 066 Investigation 4 Day 3 Large Group p. 071 Investigation 5 Day 1 Mighty Minutes
		p. 073 Investigation 5 Day 2 Small Group
		p. 081 Investigation 6 Day 2 Mighty Minutes
		p. 083 Investigation 6 Day 3 Small Group
		p. 085 Investigation 6 Day 4 Small Group
		p. 087 Investigation 6 Day 5 Small Group p. 111 Celebrating Learning Day 2 Small Group
INDICATOR	3.CM.1.3.	Tell "how many" after counting a set of five or fewer items (e.g.,
INDICATOR	3.CIVI. 1.3.	fingers, blocks, crayons). (3.3)
		3,, .,, (,
		Clothes Study
		p. 073 Investigation 5 Day 2 Small Group
INDICATOR	3.CM.1.4.	Counts one to five objects (actual objects or pictures of objects)
		with one-to-one correspondence or when doing simple routines. (3.4)
		(3.4)
		Clothes Study
		p. 073 Investigation 5 Day 2 Small Group
INDICATOR	3.CM.1.5.	Identify some written numerals but not in sequence. (3.5)
		Clothes Study
		p. 023 Exploring the Topic Day 5 Mighty Minutes
		p. 023 Exploring the Topic Day 5 Small Group
		p. 030 Investigation 1 Day 2 Large Group
		p. 031 Investigation 1 Day 2 Large-Group Roundup p. 034 Investigation 1 Day 4 Large Group
		p. 046 Investigation 1 Day 4 Large Group
		p. 095 Investigation 7 Day 3 Mighty Minutes
		p. 111 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	3.CM.1.6.	With prompting and support, match four or five numerals with the
		correct number of objects. (3.6)
		Clothes Study
		p. 023 Exploring the Topic Day 5 Small Group
INDICATOR	3.CM.1.7.	Count two sets of objects and identify which set has
INDIONI OIL	5.5141.1.7.	more/less/fewer. (3.7)
		` '
		Clothes Study
		p. 017 Exploring the Topic Day 2 Small Group p. 083 Investigation 6 Day 3 Small Group
		p. 111 Celebrating Learning Day 2 Small Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY	3.0.	MATHEMATICS (CM)
GRADE LEVEL	3.CM.2.	Understand basic patterns, concepts, and operations.
EXPECTATION	J. J	The state of the s
INDICATOR	3.CM.2.1.	Copy a simple repeating pattern (e.g., stringing beads, placing

		blocks in a row clanning a rhythm\ /2.4\
		Clothes Study p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large-Group Roundup p. 051 Investigation 3 Day 1 Small Group p. 052 Investigation 3 Day 2 Choice Time p. 063 Investigation 4 Day 1 Small Group p. 074 Investigation 5 Day 3 Large Group p. 080 Investigation 6 Day 2 Large Group p. 082 Investigation 6 Day 3 Choice Time
INDICATOR	3.CM.2.2.	Sort and classify five or more objects by one feature into two or more groups based on observable/physical characteristics (e.g., group toy animals into piles of bears, cats, and dogs) and explain or label each group. (3.2) Clothes Study p. 017 Exploring the Topic Day 2 Small Group
		p. 022 Exploring the Topic Day 5 Large Group p. 062 Investigation 4 Day 1 Large Group p. 108 Celebrating Learning Day 1 Choice Time p. 111 Celebrating Learning Day 2 Small Group
INDICATOR	3.CM.2.3.	Use objects to demonstrate adding and subtracting of one or two objects to a group of objects that total 3 or fewer. (3.3) 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
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.3.	Understand attributes and relative properties of objects as related to size, capacity, and area.
INDICATOR	3.CM.3.1.	Describe some measurable attributes (length and weight) of objects and materials (e.g. big/little, long/short, heavy/not heavy). (3.1) Clothes Study p. 027 Investigation 1 Outdoor Experiences p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time p. 063 Investigation 4 Day 1 Mighty Minutes
INDICATOR	3.CM.3.2.	Compare the size or weight of more than two objects and describe which one is longer/taller/shorter/ heavier/lighter. (3.2) Clothes Study p. 027 Investigation 1 Outdoor Experiences p. 030 Investigation 1 Day 2 Large Group
INDICATOR	3.CM.3.4.	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 Participate in measurement activities using standard measurement

	tools (e.g., measure the length of their body, weigh an apple, or measure one cup of flour during a cooking activity). (3.4)
	Clothes Study p. 027 Investigation 1 Outdoor Experiences p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time
3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
	MATHEMATICS (CM)
3.CM.4.	Understand shapes, their properties, and how objects are related to one another in space.
3.CM.4.1.	Recognize basic shapes in the environment in two- and three-dimension forms. (3.1)
	Clothes Study p. 065 Investigation 4 Day 2 Small Group p. 089 Investigation 7 Outdoor Experiences p. 091 Investigation 7 Day 1 Small Group
3.CM.4.6.	Identify positions of objects, self and other people in space (e.g., in/on, over/under, up/down, and inside/outside. (3.6)
	Clothes Study p. 023 Exploring the Topic Day 5 Small Group p. 063 Investigation 4 Day 1 Mighty Minutes p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Choice Time
3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
	SCIENCE (CS)
3.CS.1.	Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).
3.CS.1.1.	Use all five senses to observe living things, objects, materials, changes that take place, and relationships. (3.1) Clothes Study p. 017 Exploring the Topic Day 2 Small Group p. 027 Investigation 1 Outdoor Experiences p. 033 Investigation 1 Day 3 Small Group p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Choice Time p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Mighty Minutes p. 045 Investigation 2 Day 3 Small Group p. 052 Investigation 2 Day 2 Small Group p. 053 Investigation 3 Day 2 Small Group p. 057 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Small Group p. 059 Investigation 3 Day 5 Small Group p. 059 Investigation 4 Day 1 Choice Time
	p. 063 Investigation 4 Day 1 Mighty Minutes p. 064 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 3 Small Group p. 095 Investigation 7 Day 3 Small Group
	3.CM.4.1. 3.CM.4.6.

	1	Clathae Study
		Clothes Study p. 043 Investigation 2 Day 2 Small Group
		p. 045 Investigation 2 Day 3 Mighty Minutes
		p. 063 Investigation 4 Day 1 Choice Time
		p. 063 Investigation 4 Day 1 Mighty Minutes
		p. 064 Investigation 4 Day 2 Large Group
		p. 095 Investigation 7 Day 3 Small Group
INDICATOR	3.CS.1.3.	Use simple tools to investigate and gather information on living things, objects, materials, and changes that take place (e.g., magnifying glass, sifter, magnets). (3.3)
		Clothes Study p. 017 Exploring the Topic Day 2 Small Group
		p. 027 Investigation 1 Outdoor Experiences
		p. 029 Investigation 1 Day 1 Small Group
		p. 031 Investigation 1 Day 2 Choice Time
		p. 033 Investigation 1 Day 3 Small Group
		p. 035 Investigation 1 Day 4 Choice Time
		p. 037 Investigation 1 Day 5 Small Group
		p. 041 Investigation 2 Day 1 Choice Time
		p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Choice Time
		p. 045 Investigation 2 Day 3 Small Group
		p. 052 Investigation 3 Day 2 Choice Time
		p. 053 Investigation 3 Day 2 Small Group
		p. 055 Investigation 3 Day 3 Small Group
		p. 063 Investigation 4 Day 1 Choice Time
		p. 064 Investigation 4 Day 2 Large Group
		p. 067 Investigation 4 Day 3 Small Group
		p. 082 Investigation 6 Day 3 Choice Time
		p. 095 Investigation 7 Day 3 Small Group p. 108 Celebrating Learning Day 1 Choice Time
INDICATOR	3.CS.1.6.	Ask why and how questions and offer ideas about living creatures, objects, materials and changes they see, hear and/or feel. (3.6)
		Clothes Study
		p. 043 Investigation 2 Day 2 Small Group
		p. 045 Investigation 2 Day 3 Mighty Minutes
		p. 063 Investigation 4 Day 1 Choice Time
		p. 063 Investigation 4 Day 1 Mighty Minutes p. 064 Investigation 4 Day 2 Large Group
		p. 095 Investigation 7 Day 3 Small Group
INDICATOR	3.CS.1.7.	Participate in simple scientific investigations. (3.7)
	0.00	a distribute in simple solution investigationer (sir)
		Clothes Study
		p. 017 Exploring the Topic Day 2 Small Group
		p. 027 Investigation 1 Outdoor Experiences
		p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Choice Time
		p. 033 Investigation 1 Day 3 Small Group
		p. 035 Investigation 1 Day 4 Choice Time
	TI .	
		p. 037 Investigation 1 Day 5 Small Group
		p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Choice Time
		p. 041 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 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. 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. 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. 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. 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. 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. 065 Investigation 4 Day 1 Choice Time
		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. 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. 065 Investigation 4 Day 1 Choice Time

		p. 108 Celebrating Learning Day 1 Choice Time
INDICATOR	3.CS.1.8.	With prompting and support, talk about observations and results of simple experiments verbally and/or through drawings or graphs. (3.8)
		Clothes Study p. 028 Investigation 1 Day 1 Choice Time p. 050 Investigation 3 Day 1 Choice Time p. 058 Investigation 3 Day 5 Choice Time
INDICATOR	3.CS.1.9.	With prompting and support, talk about the meaning of words that are related to the scientific process (e.g., "observation," "experiment"). (3.9)
		Clothes Study p. 047 Investigation 2 Day 4 Mighty Minutes
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.2.	Acquire scientific knowledge related to physical science (properties of objects and materials).
INDICATOR	3.CS.2.1.	With prompting and support, observe and describe properties of objects and materials, and how objects and materials can be combined or can change from one form to another (e.g., ice melting to a liquid). (3.1)
		Clothes Study p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Small Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.3.	Acquire scientific knowledge related to life science (properties of living things).
INDICATOR	3.CS.3.5.	Observe very young plants or living creatures over an extended period of time and describe how the plant/living creature changes. (3.5)
		Clothes Study p. 016 Exploring the Topic Day 2 Large Group p. 028 Investigation 1 Day 1 Large Group p. 045 Investigation 2 Day 3 Small Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 051 Investigation 3 Day 1 Mighty Minutes p. 065 Investigation 4 Day 2 Mighty Minutes p. 066 Investigation 4 Day 3 Large Group p. 081 Investigation 6 Day 2 Mighty Minutes p. 087 Investigation 6 Day 5 Mighty Minutes
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY	0.000 1	SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.1.	Develop the understanding that events happened in the past and how these events relate to one's self, family, and community.
INDICATOR	3.CSS.1.3.	Describe the sequence of daily routines. (3.3) 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
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.3.	Develop an awareness of geographic locations, maps, and landforms.
INDICATOR	3.CSS.3.4.	Draw or use blocks or other materials to represent places or things he/she has seen. (3.4) 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
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.4.	Demonstrate awareness of culture and other characteristics of groups of people.
INDICATOR	3.CSS.4.1.	Participate in music, dance, and other traditions from various cultures. (3.1) Clothes Study p. 027 Investigation 1 Outdoor Experiences p. 081 Investigation 6 Day 2 Mighty Minutes
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.5.	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
INDICATOR	3.CSS.5.3.	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
INDICATOR	3.CSS.5.4.	Identify rules that are used at home or in the classroom. (3.4) 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
INDICATOR	3.CSS.5.5.	Tell why rules are important. (3.5) 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
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT

GLE / PROFICIENCY		SPEAKING AND LISTENING
GRADE LEVEL EXPECTATION	3.LL.1.	Comprehend or understand and use language.
INDICATOR	3.LL.1.1.	Follow two-step directions. (3.1) Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiences p. 015 Exploring the Topic Day 1 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 021 Exploring the Topic Day 4 Mighty Minutes p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Small Group p. 040 Investigation 2 Day 1 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 049 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 057 Investigation 3 Day 4 Mighty Minutes p. 061 Investigation 4 Outdoor Experiences p. 067 Investigation 5 Day 2 Large Group p. 072 Investigation 5 Day 2 Large Group p. 071 Investigation 6 Outdoor Experience p. 081 Investigation 6 Day 2 Mighty Minutes
		p. 107 Celebrating Learning Outdoor Experiences
INDICATOR	3.LL.1.2.	Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time 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 Large Group p. 018 Exploring the Topic Day 3 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 4 Small Group p. 022 Exploring the Topic Day 5 Large Group 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. 039 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Small Group p. 033 Investigation 1 Day 3 Small Group p. 033 Investigation 1 Day 3 Small Group 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. 036 Investigation 1 Day 4 Choice Time p. 036 Investigation 1 Day 4 Choice Time p. 037 Investigation 1 Day 4 Choice Time p. 038 Investigation 1 Day 4 Choice Time p. 039 Investigation 1 Day 4 Choice Time p. 031 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 2 Large Group p. 045 Investigation 2 Day 2 Large Group p. 045 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Large Group p. 046 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. 052 Investigation 3 Day 4 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
	1	
INDICATOR	3.LL.1.3.	Answer some simple "who", "what" and "where" questions. (3.3)
		Clothes Study
		p. 0109 Celebrating Learning Day 1 Small Group
		p. 013 Exploring the Topic Outdoor Experiences
		p. 014 Exploring the Topic Day 1 Large Group
		p. 015 Exploring the Topic Day 1 Choice Time
		p. 015 Exploring the Topic Day 1 Small Group
		p. 016 Exploring the Topic Day 1 Small Group
		p. 018 Exploring the Topic Day 3 Large Group
		p. 019 Exploring the Topic Day 3 Small Group
		p. 021 Exploring the Topic Day 4 Small Group
		p. 021 Exploring the topic Day 4 Choice Time
		p. 022 Exploring the Topic Day 5 Large Group
		p. 028 Investigation 1 Day 1 Choice Time
		p. 028 Investigation 1 Day 1 Large Group
		p. 029 Investigation 1 Day 1 Small Group
		p. 030 Investigation 1 Day 2 Large Group
		p. 031 Investigation 1 Day 2 Small Group
		p. 032 Investigation 1 Day 3 Large Group
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 033 Investigation 1 Day 3 Small Group
		p. 035 Investigation 1 Day 4 Choice Time
		p. 035 Investigation 1 Day 4 Mighty Minutes
		p. 035 Investigation 1 Day 4 Small Group
		p. 036 Investigation 1 Day 5 Large Group
		p. 040 Investigation 2 Day 1 Large Group
		p. 043 Investigation 2 Day 2 Large-Group Roundup
		p. 043 Investigation 2 Day 2 Read-Aloud
		p. 043 Investigation 2 Day 2 Small Group
		p. 044 Investigation 2 Day 3 Large Group
		p. 045 Investigation 2 Day 3 Large-Group Roundup
		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 Carge Group
		p. 056 Investigation 3 Day 2 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	3.LL.1.4.	Listen and respond attentively to simple conversations. (3.4)
INDICATOR	3.LL.1.4.	Listen and respond attentively to simple conversations. (3.4)
		Clothes Study
		p. 0109 Celebrating Learning Day 1 Small Group
		p. 013 Exploring the Topic Outdoor Experiences
		p. 014 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group
		p. 015 Exploring the Topic Day 1 Large-Group Roundup
		p. 015 Exploring the Topic Day 1 Choice Time
		p. 015 Exploring the Topic Day 1 Read-Aloud
		p. 015 Exploring the Topic Day 1 Small Group
		p. 016 Exploring the Topic Day 2 Choice Time
		p. 016 Exploring the Topic Day 2 Large Group
		p. 017 Exploring the Topic Day 2 Small Group
		p. 017 Exploring the Topic Day 2 Large-Group Roundup
		p. 018 Exploring the Topic Day 3 Large Group
		p. 019 Exploring the Topic Day 3 Large-Group Roundup
		p. 019 Exploring the Topic Day 3 Choice Time
		p. 019 Exploring the Topic Day 3 Read-Aloud
		p. 019 Exploring the Topic Day 3 Small Group
		p. 020 Exploring the Topic Day 4 Large Group
		p. 021 Exploring the Topic Day 4 Large-Group Roundup
		p. 021 Exploring the Topic Day 4 Small Group
		p. 021 Exploring the topic Day 4 Choice Time
		p. 022 Exploring the Topic Day 5 Large Group
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		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 Choice Time p. 023 Exploring the Topic Day 5 Read-Aloud
		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 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. 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. 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. 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. 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 Mighty Minutes
		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 Mighty Minutes p. 029 Investigation 1 Day 1 Small Group
		p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Read-Aloud p. 023 Exploring the Topic Day 5 Small Group p. 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 Mighty Minutes p. 029 Investigation 1 Day 1 Small Group p. 030 Investigation 1 Day 2 Large Group
		p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Read-Aloud p. 023 Exploring the Topic Day 5 Small Group p. 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 Mighty Minutes 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. 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 Mighty Minutes 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. 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 Mighty Minutes 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. 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 Mighty Minutes 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. 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 Mighty Minutes 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. 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 Mighty Minutes 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. 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 Mighty Minutes 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 Choice Time
		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 Mighty Minutes 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 Small Group
		p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Read-Aloud p. 023 Exploring the Topic Day 5 Small Group p. 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 Mighty Minutes 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 Small Group 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 Choice Time p. 033 Investigation 1 Day 3 Choice Time

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p. 035 Investigation 1 Day 4 Large-Group Roundup
p. 035 Investigation 1 Day 4 Mighty Minutes
p. 035 Investigation 1 Day 4 Small Group
p. 036 Investigation 1 Day 5 Large Group
p. 037 Investigation 1 Day 5 Choice Time
p. 037 Investigation 1 Day 5 Large-Group Roundup
p. 037 Investigation 1 Day 5 Read-Aloud
p. 037 Investigation 1 Day 5 Small Group
p. 040 Investigation 2 Day 1 Large Group
p. 041 Investigation 2 Day 1 Choice Time
p. 041 Investigation 2 Day 1 Large-Group Roundup
p. 041 Investigation 2 Day 1 Read-Aloud
p. 041 Investigation 2 Day 1 Small Group
p. 042 Investigation 2 Day 2 Large Group
p. 043 Investigation 2 Day 2 Choice Time
p. 043 Investigation 2 Day 2 Large-Group Roundup
p. 043 Investigation 2 Day 2 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 Mighty Minutes
p. 067 Investigation 4 Day 3 Small Group
p. 070 Investigation 5 Day 1 Choice Time
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		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 Mighty Minutes
		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 Choice Time
		p. 087 Investigation 6 Day 5 Large Gloup
		p. 087 Investigation 6 Day 5 Kead-Aloud p. 087 Investigation 6 Day 5 Small Group
		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 Large Group
		p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Large-Group Roundup
		p. 091 Investigation 7 Day 1 Read-Aloud
		p. 091 Investigation 7 Day 1 Small Group p. 092 Investigation 7 Day 2 Choice Time
		p. 092 Investigation 7 Day 2 Large Group
		p. 093 Investigation 7 Day 2 Large-Group Roundup p. 093 Investigation 7 Day 2 Small Group
		p. 094 Investigation 7 Day 3 Choice Time
		p. 094 Investigation 7 Day 3 Large Group
		p. 095 Investigation 7 Day 3 Large-Group Roundup
		p. 095 Investigation 7 Day 3 Small Group
		p. 107 Celebrating Learning Outdoor Experiences p. 108 Celebrating Learning Day 1 Choice Time
		p. 108 Celebrating Learning Day 1 Choice Time p. 108 Celebrating Learning Day 1 Large Group
		p. 109 Celebrating Learning Day 1 Large-Group Roundup
		p. 109 Celebrating Learning Day 1 Mighty Minutes
		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
INDICATOR	3.LL.1.5.	Use phrases and/or simple sentences and questions. (3.5)
		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
	11	ille i learning are refere and a manage events

		p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 040 Investigation 2 Day 1 Large Group p. 046 Investigation 2 Day 4 Large Group p. 054 Investigation 3 Day 3 Large Group p. 072 Investigation 5 Day 2 Large Group p. 082 Investigation 6 Day 3 Large Group p. 084 Investigation 6 Day 4 Large Group
INDICATOR	3.LL.1.6.	Ask "why" questions. (3.6) Clothes Study p. 015 Exploring the Topic Day 1 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 040 Investigation 2 Day 1 Large Group p. 046 Investigation 2 Day 4 Large Group p. 054 Investigation 3 Day 3 Large Group p. 072 Investigation 5 Day 2 Large Group p. 082 Investigation 6 Day 4 Large Group p. 084 Investigation 6 Day 4 Large Group
INDICATOR	3.LL.1.7.	With prompting and support, act out familiar stories, rhymes and fingerplays. (3.7) Clothes Study p. 014 Exploring the Topic Day 1 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Small Group p. 035 Investigation 1 Day 4 Mighty Minutes p. 037 Investigation 1 Day 5 Mighty Minutes p. 037 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. 051 Investigation 3 Day 1 Mighty Minutes p. 053 Investigation 3 Day 2 Mighty Minutes p. 054 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 2 Large Group p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Small Group p. 079 Investigation 6 Day 1 Small Group p. 079 Investigation 6 Day 1 Small Group p. 081 Investigation 6 Day 2 Mighty Minutes p. 085 Investigation 6 Day 4 Mighty Minutes p. 085 Investigation 6 Day 4 Read-Aloud p. 086 Investigation 6 Day 4 Read-Aloud p. 086 Investigation 6 Day 5 Choice Time p. 086 Investigation 6 Day 5 Choice Time p. 086 Investigation 6 Day 5 Large Group p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group
INDICATOR	3.LL.1.9.	Ask questions that may incorporate expanding vocabulary. (3.9) Clothes Study p. 015 Exploring the Topic Day 1 Small Group p. 019 Exploring the Topic Day 3 Small Group

		p. 021 Exploring the Topic Day 4 Small Group
		p. 022 Exploring the Topic Day 5 Large Group
		p. 031 Investigation 1 Day 2 Large-Group Roundup
		p. 032 Investigation 1 Day 3 Large Group
		p. 033 Investigation 1 Day 3 Large-Group Roundup p. 037 Investigation 1 Day 5 Small 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 5 Day 2 Large Group
		p. 082 Investigation 6 Day 3 Large Group
		p. 084 Investigation 6 Day 4 Large Group
		p. 111 Celebrating Learning Day 2 Small Group
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		LANGUAGE
GRADE LEVEL EXPECTATION	3.LL.2.	Comprehend and use increasingly complex and varied vocabulary.
INDICATOR	3.LL.2.2.	Demonstrate an understanding of and begin using some new vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2)
		Clothes Study
		p. 013 Exploring the Topic Outdoor Experiences
		p. 015 Exploring the Topic Outdoor Experiences
		p. 019 Exploring the Topic Day 3 Choice Time
		p. 019 Exploring the Topic Day 3 Small Group
		p. 027 Investigation 1 Outdoor Experiences
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 033 Investigation 1 Day 3 Choice Time
		p. 037 Investigation 1 Day 5 Small Group
		p. 040 Investigation 2 Day 1 Large Group
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Small Group
		p. 049 Investigation 3 Outdoor Experiences
		p. 053 Investigation 3 Day 2 Small Group
		p. 055 Investigation 3 Day 3 Small Group
		p. 061 Investigation 4 Outdoor Experiences p. 064 Investigation 4 Day 2 Large Group
		p. 065 Investigation 4 Day 2 Small Group
		p. 067 Investigation 4 Day 3 Small Group
		p. 077 Investigation 6 Outdoor Experience
		p. 078 Investigation 6 Day 1 Large Group
		p. 083 Investigation 6 Day 3 Small Group
		p. 091 Investigation 7 Day 1 Choice Time
		p. 091 Investigation 7 Day 1 Small Group
		p. 107 Celebrating Learning Outdoor Experiences
		p. 111 Celebrating Learning Day 2 Small Group
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	3.LL.3.	Develop an interest in books and their characteristics.
INDICATOR	3.LL.3.1.	Find a specific book by looking at the cover. (3.1)
		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. 037 Investigation 1 Day 5 Read-Aloud
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 045 Investigation 2 day 3 Read-Aloud p. 051 Investigation 3 Day 1 Read-Aloud
		p. 053 Investigation 3 Day 1 Read-Aloud
	I I	

		p. 055 Investigation 3 Day 3 Read-Aloud
		p. 057 Investigation 3 Day 4 Read-Aloud
		p. 059 Investigation 3 Day 5 Read-Aloud
		p. 083 Investigation 6 Day 3 Read-Aloud
		p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud
		p. 091 Investigation 7 Day 1 Read-Aloud
INDICATOR	3.LL.3.2.	Identify the front cover of a book. (3.2)
		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. 037 Investigation 1 Day 5 Read-Aloud
		p. 041 Investigation 1 Day 3 Read-Aloud
		p. 045 Investigation 2 day 3 Read-Aloud
		p. 051 Investigation 3 Day 1 Read-Aloud
		p. 053 Investigation 3 Day 2 Read-Aloud
		p. 055 Investigation 3 Day 3 Read-Aloud
		p. 057 Investigation 3 Day 4 Read-Aloud
		p. 059 Investigation 3 Day 5 Read-Aloud
		p. 083 Investigation 6 Day 3 Read-Aloud
		p. 085 Investigation 6 Day 4 Read-Aloud
		p. 087 Investigation 6 Day 5 Read-Aloud
		p. 091 Investigation 7 Day 1 Read-Aloud
INDICATOR	3.LL.3.3.	Hold book properly and look at pages of a book from left to right, pretending to read. (3.3)
		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	3.LL.3.5.	With prompting and support, demonstrate and understand that people write stories and draw pictures in books. (3.5)
		Clothes Study
		p. 021 Exploring the Topic Day 4 Small Group
		p. 028 Investigation 1 Day 1 Large Group
		p. 035 Investigation 1 Day 4 Small Group
		p. 045 Investigation 2 Day 3 Small Group
		p. 063 Investigation 4 Day 1 Small Group
		p. 081 Investigation 6 Day 2 Mighty Minutes
		p. 081 Investigation 6 Day 2 Small Group
INDICATOR	3.LL.3.6.	Shows an interest in illustrations. (3.6)
		Clothes Study
		p. 015 Exploring the Topic Day 1 Read-Aloud
		p. 019 Exploring the Topic Day 3 Read-Aloud
		p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 029 Investigation 1 Day 1 Read-Aloud
		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 045 Investigation 2 Day 3 Small Group p. 045 Investigation 2 day 3 Read-Aloud
		p. 046 Investigation 2 day 3 Read-Aloud p. 046 Investigation 2 Day 4 Large Group
		P. 0-10 Investigation 2 Day 4 Large Oroup

		p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 055 Investigation 3 Day 3 Small Group p. 057 Investigation 3 Day 4 Read-Aloud p. 058 Investigation 3 Day 5 Large Group p. 059 Investigation 3 Day 5 Read-Aloud p. 071 Investigation 5 Day 1 Read-Aloud p. 079 Investigation 6 Day 1 Small Group p. 083 Investigation 6 Day 3 Read-Aloud
		p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud
DENCHMARK / CLE	311	p. 091 Investigation 7 Day 1 Read-Aloud
BENCHMARK / GLE GLE / PROFICIENCY	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL	3.LL.4.	Comprehend stories and information from books and other print
EXPECTATION	3.LL.4.	materials.
INDICATOR	3.LL.4.1.	Answer simple questions about print that has been read aloud several times. (3.1) Clothes Study
		p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Read-Aloud p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 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. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 Day 2 Read-Aloud p. 046 Investigation 2 Day 4 Read-Aloud p. 046 Investigation 2 Day 4 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 050 Investigation 2 Day 4 Small Group p. 051 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Large Group p. 051 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 3 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 058 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 059 Investigation 4 Day 2 Read-Aloud p. 065 Investigation 4 Day 1 Read-Aloud p. 065 Investigation 4 Day 2 Read-Aloud p. 065 Investigation 4 Day 2 Read-Aloud p. 066 Investigation 4 Day 3 Read-Aloud p. 067 Investigation 4 Day 3 Read-Aloud p. 068 Investigation 4 Day 3 Read-Aloud p. 067 Investigation 5 Day 1 Read-Aloud p. 067 Investigation 5 Day 1 Read-Aloud p. 067 Investigation 5 Day 1 Read-Aloud p. 071 Investigation 5 Day 1 Read-Aloud
		p. 071 Investigation 5 Day 1 Small Group p. 073 Investigation 5 Day 2 Read-Aloud p. 074 Investigation 5 Day 3 Large Group p. 075 Investigation 5 Day 3 Read-Aloud

		p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Read-Aloud p. 093 Investigation 7 Day 2 Read-Aloud p. 095 Investigation 7 Day 3 Read-Aloud p. 109 Celebrating Learning Day 1 Read-Aloud p. 110 Celebrating Learning Day 2 Read-Aloud p. 111 Celebrating Learning Day 2 Read-Aloud
INDICATOR	3.LL.4.2.	Retell a simple story with pictures or other props to use as prompts. (3.2) Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Choice Time p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 4 Choice Time p. 046 Investigation 2 Day 4 Small Group p. 047 Investigation 2 Day 4 Small Group p. 051 Investigation 3 Day 3 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 071 Investigation 5 Day 1 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 7 Day 1 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud
INDICATOR	3.LL.4.3.	With prompting and support, identify characters from a story and information from an informational text read aloud. (3.3) 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 5 Read-Aloud p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 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 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 047 Investigation 3 Day 1 Large Group p. 050 Investigation 3 Day 1 Read-Aloud p. 051 Investigation 3 Day 2 Read-Aloud p. 052 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 056 Investigation 3 Day 4 Read-Aloud p. 057 Investigation 3 Day 5 Read-Aloud p. 058 Investigation 3 Day 5 Read-Aloud p. 063 Investigation 4 Day 1 Read-Aloud p. 063 Investigation 4 Day 1 Read-Aloud p. 066 Investigation 4 Day 3 Large Group p. 071 Investigation 5 Day 1 Read-Aloud

		p. 075 Investigation 5 Day 3 Read-Aloud p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Read-Aloud p. 093 Investigation 7 Day 2 Read-Aloud p. 109 Celebrating Learning Day 1 Read-Aloud p. 110 Celebrating Learning Day 2 Read-Aloud p. 111 Celebrating Learning Day 2 Read-Aloud
INDICATOR	3.LL.4.4.	With prompting and support, talk about unknown vocabulary words in a text or story read aloud. (3.4) 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 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 4 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Read-Aloud p. 052 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 4 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 083 Investigation 6 Day 1 Read-Aloud p. 081 Investigation 6 Day 3 Read-Aloud p. 082 Investigation 6 Day 3 Read-Aloud p. 083 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. 094 Investigation 7 Day 2 Read-Aloud p. 095 Investigation 7 Day 1 Read-Aloud p. 096 Celebrating Learning Day 1 Read-Aloud
INDICATOR	3.LL.4.5.	p. 110 Celebrating Learning Day 2 Large Group Distinguish between real objects and play objects (e.g. distinguish between a real apple and a toy apple). (3.5) Clothes Study p. 091 Investigation 7 Day 1 Read-Aloud
INDICATOR	3.LL.4.6.	Use pictures and illustrations of a text to tell a story. (3.6) Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 3 Choice Time p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 3 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 Small Group p. 047 Investigation 3 Day 1 Large Group p. 050 Investigation 3 Day 1 Read-Aloud

		p. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 055 Investigation 3 Day 3 Small Group p. 057 Investigation 3 Day 4 Read-Aloud p. 058 Investigation 3 Day 5 Large Group p. 059 Investigation 3 Day 5 Read-Aloud p. 071 Investigation 5 Day 1 Read-Aloud p. 079 Investigation 6 Day 1 Small Group p. 081 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud
		p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud
		p. 091 Investigation 7 Day 1 Read-Aloud
INDICATOR	3.LL.4.7.	With prompting and support, talk about or draw a character, setting, event, or idea in a text read aloud. (3.7) Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 047 Investigation 2 Day 1 Read-Aloud 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. 051 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud p. 058 Investigation 3 Day 5 Large Group p. 059 Investigation 3 Day 5 Read-Aloud p. 063 Investigation 4 Day 1 Read-Aloud p. 071 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 6 Day 3 Read-Aloud p. 081 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 7 Day 1 Read-Aloud p. 081 Investigation 7 Day 1 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud p. 111 Celebrating Learning Day 2 Read-Aloud
INDICATOR	3.LL.4.8.	Demonstrate understanding of what will happen next in familiar stories. (3.8) 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 p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud p. 051 Investigation 3 Day 2 Read-Aloud p. 053 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 5 Read-Aloud p. 063 Investigation 4 Day 1 Read-Aloud p. 069 Investigation 4 Day 1 Read-Aloud p. 069 Investigation 4 Day 1 Read-Aloud p. 069 Investigation 6 Day 1 Read-Aloud p. 079 Investigation 6 Day 2 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 081 Investigation 6 Day 3 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud

		p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud p. 093 Investigation 7 Day 2 Read-Aloud p. 111 Celebrating Learning Day 2 Read-Aloud
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY	O.LL.	READING: FOUNDATIONAL SKILLS
GRADE LEVEL	3.LL.5.	Demonstrate understanding of the organization and basic features
EXPECTATION		of print.
INDICATOR	3.LL.5.1.	With prompting and support, track across a page or along printed words from top to bottom and left to right. (3.1) 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	3.LL.5.3.	With prompting and support, demonstrate an understanding that letters are combined to make words. (3.3)
		Clothes Study
		p. 017 Exploring the Topic Day 2 Mighty Minutes
		p. 019 Exploring the Topic Day 3 Mighty Minutes
INDICATOR	3.LL.5.4.	Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4)
		Clothes Study 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. 056 Investigation 3 Day 4 Large Group
		p. 063 Investigation 4 Day 1 Small Group
		p. 066 Investigation 4 Day 3 Choice Time
		p. 079 Investigation 6 Day 1 Small Group p. 084 Investigation 6 Day 4 Large Group
		p. 086 Investigation 6 Day 5 Large Group
		p. 095 Investigation 7 Day 3 Small Group
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	3.LL.6.	Demonstrate understanding of different units of sound in language (words, syllables, phonemes).
INDICATOR	3.LL.6.1.	With prompting and support, recognize matching sounds and rhymes in familiar words or words in songs. (3.1)
		Clothes Study 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 Mighty Minutes
		p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes
		p. 020 Exploring the Topic Day 4 Large Group
		p. 021 Exploring the Topic Day 4 Small Group

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		p. 023 Exploring the Topic Day 5 Mighty Minutes p. 029 Investigation 1 Day 1 Mighty Minutes p. 030 Investigation 1 Day 2 Large Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Mighty Minutes p. 035 Investigation 1 Day 4 Small Group p. 041 Investigation 2 Day 1 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. 046 Investigation 2 Day 2 Small Group p. 046 Investigation 2 Day 4 Large Group p. 053 Investigation 3 Day 2 Mighty Minutes p. 057 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Small Group p. 061 Investigation 4 Day 1 Small Group p. 062 Investigation 4 Day 1 Small Group p. 071 Investigation 5 Day 1 Large-Group Roundup p. 071 Investigation 5 Day 1 Small Group p. 073 Investigation 5 Day 2 Small Group p. 075 Investigation 5 Day 3 Small Group p. 075 Investigation 5 Day 3 Small Group p. 075 Investigation 5 Day 3 Small Group p. 075 Investigation 6 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 3 Small Group p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 6 Day 4 Small Group p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 6 Day 5 Large Group p. 087 Investigation 7 Day 2 Mighty Minutes p. 098 Investigation 7 Day 2 Mighty Minutes p. 099 Investigation 7 Day 2 Small Group p. 091 Investigation 7 Day 3 Small Group p. 092 Investigation 7 Day 3 Small Group p. 093 Investigation 7 Day 3 Small Group p. 095 Investigation 7 Day 3 Small Group p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	3.LL.6.2.	With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2) Clothes Study p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 035 Investigation 1 Day 4 Small Group p. 081 Investigation 6 Day 2 Small Group
INDICATOR	3.LL.6.3.	With prompting and support, show an awareness of beginning sounds in words. (3.3) Clothes Study p. 015 Exploring the Topic Day 1 Choice Time p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 029 Investigation 1 Day 1 Mighty Minutes p. 033 Investigation 1 Day 3 Mighty Minutes p. 037 Investigation 1 Day 5 Mighty Minutes p. 045 Investigation 2 Day 3 Mighty Minutes p. 051 Investigation 3 Day 1 Mighty Minutes p. 055 Investigation 3 Day 3 Mighty Minutes p. 063 Investigation 4 Day 1 Mighty Minutes p. 063 Investigation 4 Day 1 Small Group p. 073 Investigation 5 Day 2 Mighty Minutes p. 075 Investigation 5 Day 3 Mighty Minutes p. 075 Investigation 5 Day 3 Mighty Minutes

		p. 083 Investigation 6 Day 3 Mighty Minutes
		p. 084 Investigation 6 Day 4 Large Group
		p. 086 Investigation 6 Day 5 Large Group
		p. 091 Investigation 7 Day 1 Mighty Minutes
		p. 093 Investigation 7 Day 2 Small Group
		p. 094 Investigation 7 Day 3 Large Group
		p. 110 Celebrating Learning Day 2 Large Group
INDICATOR	3.LL.6.4.	With prompting and support, attend to activities or word play that emphasizes beginning sounds in words. (3.4)
		Clothes Study
		p. 015 Exploring the Topic Day 1 Choice Time
		p. 017 Exploring the Topic Day 1 Choice Time
		p. 019 Exploring the Topic Day 2 Mighty Minutes
		p. 029 Investigation 1 Day 1 Mighty Minutes
		p. 033 Investigation 1 Day 3 Mighty Minutes
		p. 037 Investigation 1 Day 5 Mighty Minutes
		p. 045 Investigation 2 Day 3 Mighty Minutes
		p. 051 Investigation 3 Day 1 Mighty Minutes
		p. 055 Investigation 3 Day 3 Mighty Minutes
		p. 063 Investigation 4 Day 1 Mighty Minutes
		p. 063 Investigation 4 Day 1 Small Group
		p. 073 Investigation 5 Day 2 Mighty Minutes
		p. 075 Investigation 5 Day 3 Mighty Minutes
		p. 075 Investigation 5 Day 3 Small Group
		p. 083 Investigation 6 Day 3 Mighty Minutes
		p. 084 Investigation 6 Day 4 Large Group
		p. 086 Investigation 6 Day 5 Large Group
		p. 091 Investigation 7 Day 1 Mighty Minutes
		p. 093 Investigation 7 Day 2 Small Group
		p. 094 Investigation 7 Day 3 Large Group
		p. 110 Celebrating Learning Day 2 Large Group
INDICATOR	3.LL.6.5.	Engage in word play activities in songs and rhymes. (3.5)
		Clothes Study
		Clothes Study p. 013 Exploring the Topic Outdoor Experiences
		p. 013 Exploring the Topic Outdoor Experiences
		p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group
		p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time
		p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group
		p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group
		p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group
		p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Mighty Minutes
		p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group
		p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 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. 029 Investigation 1 Day 1 Mighty Minutes
		p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 2 Large Group p. 030 Investigation 1 Day 2 Large Group
		p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 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. 029 Investigation 1 Day 2 Large Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Mighty Minutes
		p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Mighty Minutes p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Mighty Minutes p. 032 Investigation 1 Day 3 Large Group
		p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 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. 029 Investigation 1 Day 1 Mighty Minutes 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. 033 Investigation 1 Day 3 Mighty Minutes
		p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Mighty Minutes p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Mighty Minutes p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 034 Investigation 1 Day 4 Large Group
		p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Mighty Minutes p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Mighty Minutes p. 032 Investigation 1 Day 3 Mighty Minutes p. 034 Investigation 1 Day 3 Mighty Minutes p. 035 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Mighty Minutes
		p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Mighty Minutes p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Mighty Minutes p. 032 Investigation 1 Day 3 Mighty Minutes p. 034 Investigation 1 Day 3 Mighty Minutes p. 035 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 4 Mighty Minutes p. 036 Investigation 1 Day 4 Mighty Minutes
		p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 2 Mighty Minutes p. 030 Investigation 1 Day 2 Mighty Minutes p. 031 Investigation 1 Day 3 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 4 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Mighty Minutes p. 036 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 Large Group
		p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 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. 029 Investigation 1 Day 2 Large Group p. 030 Investigation 1 Day 2 Mighty Minutes p. 031 Investigation 1 Day 3 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Mighty Minutes p. 036 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes
		p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 5 Large Group p. 022 Exploring the Topic Day 5 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 025 Investigation 1 Day 1 Large Group p. 026 Investigation 1 Day 1 Mighty Minutes p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 3 Large Group p. 032 Investigation 1 Day 3 Mighty Minutes p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 036 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 042 Investigation 2 Day 2 Large Group
		p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 5 Large Group p. 022 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. 029 Investigation 1 Day 2 Large Group p. 030 Investigation 1 Day 2 Mighty Minutes p. 031 Investigation 1 Day 3 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 4 Large Group p. 035 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. 043 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 2 Large Group p. 045 Investigation 2 Day 2 Large Group p. 046 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 2 Large Group p. 048 Investigation 2 Day 2 Read-Aloud
		p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 5 Large Group p. 022 Exploring the Topic Day 5 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 024 Investigation 1 Day 1 Large Group p. 025 Investigation 1 Day 2 Large Group p. 036 Investigation 1 Day 2 Mighty Minutes p. 037 Investigation 1 Day 3 Large Group p. 038 Investigation 1 Day 3 Mighty Minutes p. 036 Investigation 1 Day 4 Large Group p. 036 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 2 Read-Aloud p. 044 Investigation 2 Day 2 Read-Aloud p. 044 Investigation 2 Day 3 Large Group
		p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 5 Large Group p. 022 Exploring the Topic Day 5 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 024 Investigation 1 Day 1 Large Group p. 025 Investigation 1 Day 2 Large Group p. 030 Investigation 1 Day 2 Mighty Minutes p. 031 Investigation 1 Day 3 Large Group p. 032 Investigation 1 Day 3 Mighty Minutes p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Mighty Minutes p. 036 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 2 Large Group p. 042 Investigation 2 Day 2 Read-Aloud p. 044 Investigation 2 Day 3 Rarge Group p. 045 Investigation 2 Day 3 Small Group
		p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 5 Large Group p. 022 Exploring the Topic Day 5 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 024 Investigation 1 Day 1 Large Group p. 025 Investigation 1 Day 1 Mighty Minutes p. 036 Investigation 1 Day 2 Large Group p. 037 Investigation 1 Day 3 Large Group p. 038 Investigation 1 Day 3 Mighty Minutes p. 039 Investigation 1 Day 4 Large Group p. 030 Investigation 1 Day 4 Large Group p. 030 Investigation 1 Day 4 Large Group p. 030 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 2 Large Group p. 042 Investigation 2 Day 2 Read-Aloud p. 044 Investigation 2 Day 3 Rarge Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group
		p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 5 Large Group p. 022 Exploring the Topic Day 5 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 024 Investigation 1 Day 1 Large Group p. 025 Investigation 1 Day 1 Mighty Minutes p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 3 Large Group p. 032 Investigation 1 Day 3 Mighty Minutes p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 4 Mighty Minutes p. 036 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 042 Investigation 2 Day 2 Read-Aloud p. 044 Investigation 2 Day 3 Rarge Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 046 Investigation 3 Day 1 Large Group
		p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 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. 029 Investigation 1 Day 1 Mighty Minutes 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. 033 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 4 Mighty Minutes p. 036 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 2 Read-Aloud p. 044 Investigation 2 Day 3 Small Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 2 Large Group p. 052 Investigation 3 Day 2 Large Group
		p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 5 Large Group p. 022 Exploring the Topic Day 5 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 024 Investigation 1 Day 1 Large Group p. 025 Investigation 1 Day 1 Mighty Minutes p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 3 Large Group p. 032 Investigation 1 Day 3 Mighty Minutes p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 4 Mighty Minutes p. 036 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 042 Investigation 2 Day 2 Read-Aloud p. 044 Investigation 2 Day 3 Rarge Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 046 Investigation 3 Day 1 Large Group

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		p. 055 Investigation 3 Day 3 Mighty Minutes p. 056 Investigation 3 Day 4 Large Group p. 057 Investigation 3 Day 4 Small Group p. 058 Investigation 3 Day 5 Small Group p. 059 Investigation 3 Day 5 Small Group p. 061 Investigation 4 Outdoor Experiences p. 062 Investigation 4 Day 1 Large Group p. 063 Investigation 4 Day 1 Small Group p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group 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 Large Group p. 073 Investigation 5 Day 2 Large Group p. 073 Investigation 5 Day 2 Small Group p. 074 Investigation 5 Day 2 Small Group p. 075 Investigation 5 Day 3 Large Group p. 075 Investigation 5 Day 3 Mighty Minutes p. 075 Investigation 5 Day 3 Small Group p. 076 Investigation 6 Day 1 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Large Group p. 081 Investigation 6 Day 2 Large Group p. 082 Investigation 6 Day 3 Large Group p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Mighty Minutes p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 7 Day 1 Large Group p. 087 Investigation 7 Day 1 Large Group p. 087 Investigation 7 Day 1 Large Group p. 087 Investigation 7 Day 2 Large Group p. 087 Investigation 7 Day 2 Large Group p. 087 Investigation 7 Day 2 Large Group p. 091 Investigation 7 Day 2 Mighty Minutes p. 092 Investigation 7 Day 2 Mighty Minutes p. 093 Investigation 7 Day 2 Small Group
		p. 094 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Mighty Minutes
		p. 108 Celebrating Learning Day 1 Large Group p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY	J.LL.	WRITING
GRADE LEVEL	3.LL.7.	Develop familiarity with writing implements, conventions, and
EXPECTATION	J.LL.7.	emerging skills to communicate through written representations, symbols, and letters.
INDICATOR	3.LL.7.1.	Experiment with a variety of writing tools, materials, and surfaces. (3.1) Clothes Study p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Choice Time p. 043 Investigation 2 Day 2 Large-Group Roundup p. 056 Investigation 3 Day 4 Choice Time p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Large-Group Roundup p. 074 Investigation 5 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5Large-Group Roundup
INDICATOR	3.LL.7.2.	Use early stages of writing to form shapes and letter-like symbols to convey ideas. (3.2) Clothes Study

		p. 041 Investigation 2 Day 1 Small Group
		p. 043 Investigation 2 Day 2 Small Group
INDICATOR	3.LL.7.3.	Engage in tactile experiences creating letters and other forms. (3.3)
		Clothes Study
		p. 041 Investigation 2 Day 1 Small Group
		p. 043 Investigation 2 Day 2 Small Group
INDICATOR	3.LL.7.4.	Imitate marks made by adult or older child (approximations). (3.4)
		Clothes Study
		p. 021 Exploring the Topic Day 4 Large-Group Roundup
		p. 035 Investigation 1 Day 4 Small Group
		p. 037 Investigation 1 Day 5 Choice Time p. 043 Investigation 2 Day 2 Large-Group Roundup
		p. 056 Investigation 3 Day 4 Choice Time
		p. 063 Investigation 4 Day 1 Choice Time
		p. 063 Investigation 4 Day 1 Large-Group Roundup p. 074 Investigation 5 Day 3 Choice Time
		p. 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
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	3.PM.1.	Develop large muscle control and coordinate movements in their upper and/or lower body.
INDICATOR	3.PM.1.1.	Use arms and legs for balance and motor control when walking, jumping, throwing and climbing. (3.1)
		Clothes Study p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences
INDICATOR	3.PM.1.2.	Use arms and legs for balance and motor control using objects and equipment for a wide range of physical activities. (3.2)
		Clothes Study p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL	3.PM.2.	Develop small muscle control and coordination.
EXPECTATION		
INDICATOR	3.PM.2.1.	Use hands, fingers, and wrists for a wide variety of tasks and activities. (3.1)
		Clothes Study
		p. 016 Exploring the Topic Day 2 Large Group
		p. 053 Investigation 3 Day 2 Small Group p. 085 Investigation 6 Day 4 Choice Time
INDICATOR	3.PM.2.2.	Coordinate eye and hand movements to accomplish simple tasks
INDIGATOR	J.1 W.Z.Z.	(e.g., using utensils for eating, putting puzzles together, stringing large beads, using a crayon). (3.2)
		Clothes Study
		p. 016 Exploring the Topic Day 2 Large Group
		p. 053 Investigation 3 Day 2 Small Group p. 085 Investigation 6 Day 4 Choice Time
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL	3.PM.3.	Participate in a variety of physical activities to enhance strength and
EXPECTATION		stamina.

INDICATOR	3.PM.3.2.	Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (3.2) 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 Choice Time p. 065 Investigation 4 Day 2 Mighty Minutes p. 066 Investigation 4 Day 3 Large Group p. 077 Investigation 6 Outdoor Experience p. 081 Investigation 6 Day 2 Mighty Minutes p. 087 Investigation 6 Day 5 Mighty Minutes
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SOCIAL RELATIONSHIPS
GRADE LEVEL EXPECTATION	3.SE.1.	Develop healthy relationships and interactions with peers and adults.
INDICATOR	3.SE.1.4.	Work or play cooperatively with other children with some direction from adults. (3.4) Clothes Study p. 066 Investigation 4 Day 3 Choice Time
INDICATOR	3.SE.1.10.	Join in with a small group of children. (3.10) Clothes Study D. 0109 Celebrating Learning Day 1 Small Group D. 014 Exploring the Topic Day 1 Large Group D. 015 Exploring the Topic Day 1 Choice Time D. 015 Exploring the Topic Day 1 Read-Aloud D. 015 Exploring the Topic Day 1 Small Group D. 016 Exploring the Topic Day 2 Choice Time D. 016 Exploring the Topic Day 2 Choice Time D. 016 Exploring the Topic Day 2 Choice Time D. 016 Exploring the Topic Day 2 Large Group D. 017 Exploring the Topic Day 2 Large Group D. 018 Exploring the Topic Day 3 Large-Group Roundup D. 019 Exploring the Topic Day 3 Large-Group Roundup D. 019 Exploring the Topic Day 3 Choice Time D. 019 Exploring the Topic Day 3 Read-Aloud D. 019 Exploring the Topic Day 3 Small Group D. 020 Exploring the Topic Day 4 Large Group D. 021 Exploring the Topic Day 4 Large-Group Roundup D. 021 Exploring the Topic Day 4 Large-Group D. 021 Exploring the Topic Day 4 Small Group D. 021 Exploring the Topic Day 5 Large-Group Roundup D. 022 Exploring the Topic Day 5 Large-Group Roundup D. 023 Exploring the Topic Day 5 Large-Group Roundup D. 023 Exploring the Topic Day 5 Read-Aloud D. 023 Exploring the Topic Day 5 Read-Aloud D. 023 Exploring the Topic Day 5 Small Group D. 024 Investigation 1 Day 1 Large Group D. 025 Investigation 1 Day 1 Large Group D. 026 Investigation 1 Day 1 Large-Group Roundup D. 027 Investigation 1 Day 1 Large-Group Roundup D. 030 Investigation 1 Day 2 Large-Group Roundup D. 031 Investigation 1 Day 2 Large-Group Roundup D. 031 Investigation 1 Day 2 Large-Group Roundup D. 031 Investigation 1 Day 2 Choice Time D. 031 Investigation 1 Day 2 Choice Time D. 031 Investigation 1 Day 2 Large-Group Roundup D. 031 Investigation 1 Day 2 Large-Group Roundup D. 031 Investigation 1 Day 2 Choice Time D. 031 Investigation 1 Day 2 Choice Time D. 031 Investigation 1 Day 2 Choice Time

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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
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		p. 067 Investigation 4 Day 3 Large-Group Roundup 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 Large-Group Roundup p. 071 Investigation 5 Day 2 Choice Time 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 Large-Group Roundup p. 073 Investigation 5 Day 2 Read-Aloud p. 073 Investigation 5 Day 3 Choice Time p. 074 Investigation 5 Day 3 Choice Time p. 074 Investigation 5 Day 3 Large-Group Roundup p. 075 Investigation 5 Day 3 Large-Group Roundup p. 075 Investigation 5 Day 3 Large-Group p. 077 Investigation 6 Day 3 Large-Group p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Large-Group Roundup p. 079 Investigation 6 Day 1 Large-Group Roundup p. 079 Investigation 6 Day 1 Large-Group Roundup p. 079 Investigation 6 Day 2 Large-Group Roundup p. 080 Investigation 6 Day 2 Large-Group p. 081 Investigation 6 Day 2 Large-Group p. 081 Investigation 6 Day 2 Large-Group p. 081 Investigation 6 Day 2 Large-Group Roundup p. 082 Investigation 6 Day 3 Large-Group Roundup p. 083 Investigation 6 Day 3 Choice Time p. 082 Investigation 6 Day 3 Choice Time p. 083 Investigation 6 Day 3 Small Group p. 084 Investigation 6 Day 3 Small Group 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 6 Day 4 Large-Group Roundup p. 085 Investigation 6 Day 5 Large-Group Roundup p. 086 Investigation 6 Day 5 Large-Group Roundup p. 087 Investigation 6 Day 5 Choice Time p. 086 Investigation 6 Day 5 Choice Time p. 086 Investigation 6 Day 5 Choice Time p. 087 Investigation 7 Day 1 Large-Group Roundup p. 098 Investigation 7 Day 1 Large-Group Roundup p. 091 Investigation 7 Day 1 Large-Group Roundup p. 091 Investigation 7 Day 1 Large-Group Roundup p. 091 Investigation 7 Da
		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
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL	3.SE.4.	Regulate own emotions and behavior.
EXPECTATION	J. J. J.	
INDICATOR	3.SE.4.1.	Recognize and name basic emotions (happy, mad, sad) in self. (3.1)

		Clothes Study p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud p. 051 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Read-Aloud
INDICATOR	3.SE.4.2.	Express own ideas, interests, and feelings through words or actions. (3.2)
		Clothes Study p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud 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 1 Read-Aloud p. 051 Investigation 3 Day 3 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 3 Read-Aloud p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Read-Aloud
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	3.SE.5.	Regulate attention, impulses, and behavior.
INDICATOR	3.SE.5.1.	With prompting and support, follow rules and routines. (3.1) 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
INDICATOR	3.SE.5.2.	With prompting and support, respond appropriately during teacher-guided and child- initiated activities. (3.2) Clothes Study
INDICATOR	2 65 5 2	p. 066 Investigation 4 Day 3 Choice Time
INDICATOR	3.SE.5.3.	Cooperate and begin to focus attention during teacher-guided and child-initiated activities. (3.3)

		Clothes Study
	1.1.50.1	p. 066 Investigation 4 Day 3 Choice Time
CONTENT STANDARD	LA.EC.4.	Four-Year-Olds
BENCHMARK / GLE	4.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	4.AL.3.	Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.
INDICATOR	4.AL.3.2.	Apply prior knowledge and experiences to learn new skills during play. (4.2) Clothes Study p. 013 Exploring the Topic Outdoor Experiences p. 023 Exploring the Topic Day 5 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
INDICATOR	4.AL.3.3.	Use a variety of strategies to investigate possible solutions, to accomplish a task, or to solve a problem. (4.3) Clothes Study p. 013 Exploring the Topic Outdoor Experiences p. 023 Exploring the Topic Day 5 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
BENCHMARK / GLE	4.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL	4.AL.4.	Demonstrate creative thinking when using materials, solving
EXPECTATION		problems, and/or learning new information.
INDICATOR	4.AL.4.1.	Express unique ideas and approach tasks and experiences with flexibility, imagination and inventiveness. (4.1) Clothes Study p. 013 Exploring the Topic Outdoor Experiences p. 023 Exploring the Topic Day 5 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
INDICATOR	4.AL.4.2.	Gather information and ask complex questions in order to understand a new or familiar concept. (4.2) Clothes Study p. 015 Exploring the Topic Day 1 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 040 Investigation 2 Day 1 Large Group p. 046 Investigation 2 Day 4 Large Group p. 054 Investigation 3 Day 3 Large Group p. 072 Investigation 5 Day 2 Large Group p. 082 Investigation 6 Day 4 Large Group p. 084 Investigation 6 Day 4 Large Group p. 084 Investigation 6 Day 4 Large Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	4.CC.1.	Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.
INDICATOR	4.CC.1.1.	Express thoughts and feelings through movement and musical activities. (4.1)

	1	Clathon Study
		Clothes Study p. 027 Investigation 1 Outdoor Experiences
INDICATOR	4.CC.1.2.	Participate in different types of music activities, including songs, finger plays, and playing instruments. (4.2) Clothes Study
		p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group
		p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group
		p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group
		p. 020 Exploring the Topic Day 4 Large Group
		p. 022 Exploring the Topic Day 5 Large Group p. 028 Investigation 1 Day 1 Large Group
		p. 030 Investigation 1 Day 2 Large Group
		p. 031 Investigation 1 Day 2 Mighty Minutes p. 032 Investigation 1 Day 3 Large Group
		p. 034 Investigation 1 Day 4 Large Group
		p. 036 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 Large Group
		p. 041 Investigation 2 Day 1 Mighty Minutes
		p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group
		p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group
		p. 050 Investigation 3 Day 1 Large Group
		p. 052 Investigation 3 Day 2 Large Group p. 054 Investigation 3 Day 3 Large Group
		p. 055 Investigation 3 Day 3 Mighty Minutes
		p. 056 Investigation 3 Day 4 Large Group p. 058 Investigation 3 Day 5 Large Group
		p. 061 Investigation 4 Outdoor Experiences
		p. 062 Investigation 4 Day 1 Large Group p. 064 Investigation 4 Day 2 Large Group
		p. 065 Investigation 4 Day 2 Mighty Minutes
		p. 066 Investigation 4 Day 3 Large Group p. 070 Investigation 5 Day 1 Large Group
		p. 071 Investigation 5 Day 1 Small Group
		p. 072 Investigation 5 Day 2 Large Group p. 073 Investigation 5 Day 2 Mighty Minutes
		p. 073 Investigation 5 Day 2 Small Group
		p. 074 Investigation 5 Day 3 Large Group p. 075 Investigation 5 Day 3 Small Group
		p. 078 Investigation 6 Day 1 Large Group
		p. 080 Investigation 6 Day 2 Large Group p. 082 Investigation 6 Day 3 Large Group
		p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group
		p. 087 Investigation 6 Day 5 Mighty Minutes
		p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Mighty Minutes
		p. 092 Investigation 7 Day 2 Large Group
		p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Large Group
		p. 108 Celebrating Learning Day 1 Large Group p. 110 Celebrating Learning Day 2 Large Group
INDICATOR	4.CC.1.4.	Describe changes in tone, melody, rhythm, and tempo. (4.4)
		Clothes Study p. 027 Investigation 1 Outdoor Experiences
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)

GRADE LEVEL EXPECTATION	4.CC.2.	Develop an appreciation for visual arts from different culture and create various forms of visual arts.
INDICATOR	4.CC.2.1.	Observe and/or describe what they like and do not like about various forms of art and how it makes them feel. (4.1)
		Clothes Study p. 0109 Celebrating Learning Day 1 Small Group
		p. 015 Exploring the Topic Day 1 Choice Time
		p. 015 Exploring the Topic Day 1 Small Group
		p. 017 Exploring the Topic Day 2 Small Group
		p. 019 Exploring the Topic Day 3 Small Group
		p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group
		p. 028 Investigation 1 Day 1 Large Group
		p. 030 Investigation 1 Day 2 Large Group
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 031 Investigation 1 Day 2 Small Group
		p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group
		p. 035 Investigation 1 Day 4 Small Group
		p. 037 Investigation 1 Day 5 Small Group
		p. 039 Investigation 2 Outdoor Experiences
		p. 040 Investigation 2 Day 1 Large Group
		p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Earge Group
		p. 049 Investigation 3 Outdoor Experiences
		p. 050 Investigation 3 Day 1 Large Group
		p. 051 Investigation 3 Day 1 Small Group
		p. 053 Investigation 3 Day 2 Small Group
		p. 054 Investigation 3 Day 3 Choice Time p. 054 Investigation 3 Day 3 Large Group
		p. 055 Investigation 3 Day 3 Large-Group Roundup
		p. 057 Investigation 3 Day 4 Small Group
		p. 058 Investigation 3 Day 5 Large Group
		p. 059 Investigation 3 Day 5 Small Group
		p. 061 Investigation 4 Outdoor Experiences p. 062 Investigation 4 Day 1 Large Group
		p. 063 Investigation 4 Day 1 Choice Time
		p. 063 Investigation 4 Day 1 Small Group
		p. 065 Investigation 4 Day 2 Choice Time
		p. 066 Investigation 4 Day 3 Choice Time p. 069 Investigation 5 Outdoor Experience
		p. 071 Investigation 5 Day 1 Small Group
		p. 072 Investigation 5 Day 2 Large Group
		p. 073 Investigation 5 Day 2 Small Group
		p. 075 Investigation 5 Day 3 Small Group
		p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group
		p. 079 Investigation 6 Day 1 Choice Time
		p. 079 Investigation 6 Day 1 Large-Group Roundup
		p. 080 Investigation 6 Day 2 Choice Time
		p. 080 Investigation 6 Day 2 Large Group
		p. 081 Investigation 6 Day 2 Read-Aloud
		p. 081 Investigation 6 Day 2 Small Group p. 083 Investigation 6 Day 3 Small Group
		p. 084 Investigation 6 Day 4 Large Group
		p. 085 Investigation 6 Day 4 Read-Aloud
		p. 086 Investigation 6 Day 5 Large Group
		p. 089 Investigation 7 Outdoor Experiences
		p. 091 Investigation 7 Day 1 Choice Time p. 092 Investigation 7 Day 2 Choice Time
		p. 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
INDICATOR	4.CC.2.2.	Describe specific elements of a piece of art (e.g., texture, use of colors, line, perspective, position of objects included). (4.2)
		Clothes Study
		p. 0109 Celebrating Learning Day 1 Small Group
		p. 015 Exploring the Topic Day 1 Choice Time
		p. 015 Exploring the Topic Day 1 Small Group
		p. 017 Exploring the Topic Day 2 Small Group
		p. 019 Exploring the Topic Day 3 Small Group
		p. 021 Exploring the Topic Day 4 Small Group
		p. 023 Exploring the Topic Day 5 Small Group
		p. 028 Investigation 1 Day 1 Large Group
		p. 030 Investigation 1 Day 2 Large Group
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 031 Investigation 1 Day 2 Small Group
		p. 032 Investigation 1 Day 3 Large Group
		p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group
		p. 037 Investigation 1 Day 5 Small Group
		p. 039 Investigation 2 Outdoor Experiences
		p. 040 Investigation 2 Day 1 Large Group
		p. 045 Investigation 2 Day 3 Small Group
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Small Group
		p. 049 Investigation 3 Outdoor Experiences
		p. 050 Investigation 3 Day 1 Large Group
		p. 051 Investigation 3 Day 1 Small Group
		p. 053 Investigation 3 Day 2 Small Group
		p. 054 Investigation 3 Day 3 Choice Time
		p. 054 Investigation 3 Day 3 Large Group
		p. 055 Investigation 3 Day 3 Large-Group Roundup
		p. 057 Investigation 3 Day 4 Small Group
		p. 058 Investigation 3 Day 5 Large Group
		p. 059 Investigation 3 Day 5 Small Group
		p. 061 Investigation 4 Outdoor Experiences
		p. 062 Investigation 4 Day 1 Large Group p. 063 Investigation 4 Day 1 Choice Time
		p. 063 Investigation 4 Day 1 Small Group
		p. 065 Investigation 4 Day 2 Choice Time
		p. 066 Investigation 4 Day 3 Choice Time
		p. 069 Investigation 5 Outdoor Experience
		p. 071 Investigation 5 Day 1 Small Group
		p. 072 Investigation 5 Day 2 Large Group
		p. 073 Investigation 5 Day 2 Small Group
		p. 075 Investigation 5 Day 3 Small Group
		p. 077 Investigation 6 Outdoor Experience
		p. 078 Investigation 6 Day 1 Large Group
		p. 079 Investigation 6 Day 1 Choice Time
		p. 079 Investigation 6 Day 1 Large-Group Roundup
		p. 080 Investigation 6 Day 2 Choice Time
		p. 080 Investigation 6 Day 2 Large Group
		p. 081 Investigation 6 Day 2 Read-Aloud
		p. 081 Investigation 6 Day 2 Small Group
		p. 083 Investigation 6 Day 3 Small Group p. 084 Investigation 6 Day 4 Large Group
		p. 085 Investigation 6 Day 4 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

INDICATOR	4.CC.2.3.	Create artistic works that reflect thoughts, feelings, experiences, or knowledge using different materials, tools and techniques. (4.3)
		Clothes Study p. 020 Exploring the Topic Day 4 Large Group p. 029 Investigation 1 Day 1 Small Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 045 Investigation 2 Day 3 Small Group p. 050 Investigation 3 Day 1 Choice Time p. 051 Investigation 3 Day 1 Small Group p. 051 Investigation 3 Day 1 Large-Group Roundup p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 058 Investigation 3 Day 3 Small Group p. 059 Investigation 3 Day Large-Group Roundup p. 063 Investigation 4 Day 1 Choice Time p. 067 Investigation 4 Day 3 Small Group p. 072 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 2 Large Group p. 085 Investigation 6 Day 2 Small Group p. 087 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Small Group
DENOUMARY / OLE	1.0	p. 095 Investigation 7 Day 3 Small Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY	4.000	CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	4.CC.3.	Explore roles and experiences through dramatic art and play.
INDICATOR	4.CC.3.1.	Experience, respond to, and engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, pantomime, theater). (4.1) Clothes Study D. 014 Exploring the Topic Day 1 Large Group D. 022 Exploring the Topic Day 5 Large Group D. 023 Exploring the Topic Day 5 Choice Time D. 023 Exploring the Topic Day 5 Small Group D. 029 Investigation 1 Day 1 Small Group D. 035 Investigation 1 Day 4 Mighty Minutes D. 037 Investigation 1 Day 5 Mighty Minutes D. 040 Investigation 2 Day 1 Large Group D. 041 Investigation 2 Day 1 Large Group D. 044 Investigation 2 Day 2 Large Group D. 044 Investigation 2 Day 3 Large Group D. 051 Investigation 3 Day 1 Mighty Minutes D. 053 Investigation 3 Day 2 Mighty Minutes D. 054 Investigation 3 Day 3 Choice Time D. 054 Investigation 3 Day 3 Shighty Minutes D. 054 Investigation 4 Day 1 Small Group D. 075 Investigation 5 Day 2 Choice Time D. 075 Investigation 5 Day 2 Choice Time D. 075 Investigation 5 Day 3 Large-Group Roundup D. 077 Investigation 6 Outdoor Experience D. 078 Investigation 6 Day 1 Large Group D. 079 Investigation 6 Day 1 Large Group D. 079 Investigation 6 Day 1 Read-Aloud D. 079 Investigation 6 Day 2 Mighty Minutes D. 081 Investigation 6 Day 2 Mighty Minutes D. 083 Investigation 6 Day 4 Mighty Minutes D. 085 Investigation 6 Day 4 Mighty Minutes D. 085 Investigation 6 Day 4 Read-Aloud

		p. 086 Investigation 6 Day 5 Choice Time
		p. 086 Investigation 6 Day 5 Large Group
		p. 094 Investigation 7 Day 3 Choice Time
		p. 094 Investigation 7 Day 3 Large Group
INDICATOR	4.CC.3.2.	Role play or use puppets to act out stories or play a character. (4.2) Clothes Study p. 014 Exploring the Topic Day 1 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Small Group p. 035 Investigation 1 Day 4 Mighty Minutes p. 037 Investigation 1 Day 5 Mighty Minutes p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes
		p. 042 Investigation 2 Day 2 Large Group
		p. 044 Investigation 2 Day 3 Large Group
		p. 051 Investigation 3 Day 1 Mighty Minutes
		p. 053 Investigation 3 Day 2 Mighty Minutes p. 054 Investigation 3 Day 3 Choice Time
		p. 054 Investigation 3 Day 3 Choice Time
		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. 073 Investigation 3 Day 3 Earge-Gloup Roundup
		p. 078 Investigation 6 Day 1 Large Group
		p. 079 Investigation 6 Day 1 Read-Aloud
		p. 079 Investigation 6 Day 1 Small Group
		p. 081 Investigation 6 Day 2 Mighty Minutes p. 083 Investigation 6 Day 3 Mighty Minutes
		p. 085 Investigation 6 Day 4 Mighty Minutes
		p. 085 Investigation 6 Day 4 Read-Aloud
		p. 086 Investigation 6 Day 5 Choice Time
		p. 086 Investigation 6 Day 5 Large Group
		p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group
BENCHMARK / GLE	4.C.	
	4.6.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities.
INDICATOR	4.CM.1.1.	Verbally count by ones to 20. (4.1)
		Clothes Study p. 017 Exploring the Topic Day 2 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 073 Investigation 5 Day 2 Small Group p. 083 Investigation 6 Day 3 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group p. 111 Celebrating Learning Day 2 Small Group
INDICATOR	4.CM.1.2.	Count forward from a given number between 1 and 10, and count
		backward from 5. (4.2)
		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 2 Small Group p. 021 Exploring the Topic Day 4 Mighty Minutes
		p. 023 Exploring the Topic Day 5 Small Group
		p. 029 Investigation 1 Day 1 Small Group

		p. 033 Investigation 1 Day 3 Small Group
		p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Large-Group Roundup
		p. 037 Investigation 1 Day 5 Small Group
		p. 057 Investigation 3 Day 4 Mighty Minutes
		p. 059 Investigation 3 Day 5 Mighty Minutes
		p. 065 Investigation 4 Day 2 Mighty Minutes
		p. 066 Investigation 4 Day 3 Large Group p. 071 Investigation 5 Day 1 Mighty Minutes
		p. 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
INDICATOR	4.CM.1.3.	Understand that the last number named tells the number of objects counted for a set of 10 or fewer objects. (4.3)
		Clothes Study
		p. 073 Investigation 5 Day 2 Small Group
INDICATOR	4.CM.1.4.	Count out a specified number of objects from a set of 10 or fewer
		objects when asked. (4.4)
		Clothes Study p. 073 Investigation 5 Day 2 Small Group
INDICATOR	4.CM.1.5.	Identify written numerals 0-10 in the everyday environment. (4.5)
		Clothes Study
		p. 023 Exploring the Topic Day 5 Small Group
INDICATOR	4.CM.1.6.	With prompting and support, match a number of objects with the
		correct written numeral from 0 – 10. (4.6)
		Clothes Study
		p. 023 Exploring the Topic Day 5 Small Group
INDICATOR	4.CM.1.7.	Compare sets of objects using same/different and more/less/fewer. (4.7)
		Clothes Study
		p. 017 Exploring the Topic Day 2 Small Group
		p. 083 Investigation 6 Day 3 Small Group
		p. 111 Celebrating Learning Day 2 Small Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL	4.CM.2.	Understand basic patterns, concepts, and operations.
EXPECTATION		
INDICATOR	4.CM.2.1.	Recognize, copy, and extend patterns. (4.1)
		Clothes Study
		p. 040 Investigation 2 Day 1 Large Group
		p. 041 Investigation 2 Day 1 Large-Group Roundup
		p. 051 Investigation 3 Day 1 Small Group
		p. 052 Investigation 3 Day 2 Choice Time
		p. 063 Investigation 4 Day 1 Mighty Minutes p. 063 Investigation 4 Day 1 Small Group
		p. 074 Investigation 5 Day 3 Large Group
		p. 080 Investigation 6 Day 2 Large Group
		p. 082 Investigation 6 Day 3 Choice Time
INDICATOR	4.CM.2.3.	Use concrete objects to demonstrate simple addition and
		subtraction problems that total 6 or fewer. (4.3)
		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
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.3.	Understand attributes and relative properties of objects as related to size, capacity, and area.
INDICATOR	4.CM.3.1.	Describe measurable attributes (length and weight) of objects and materials, using comparative words. (4.1) Clothes Study p. 027 Investigation 1 Outdoor Experiences p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Small Group
		p. 035 Investigation 1 Day 4 Choice Time p. 063 Investigation 4 Day 1 Mighty Minutes
INDICATOR	4.CM.3.2.	Put up to six objects in order by length (seriate). (4.2) Clothes Study p. 027 Investigation 1 Outdoor Experiences p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time p. 063 Investigation 4 Day 1 Mighty Minutes
INDICATOR	4.CM.3.4.	Participate in measurement activities using standard measurement tools to measure the length and weight of objects and materials (ruler, scale, measuring cup). (4.4) Clothes Study p. 027 Investigation 1 Outdoor Experiences p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.4.	Understand shapes, their properties, and how objects are related to one another in space.
INDICATOR	4.CM.4.1.	Identify and name at least the four basic shapes (rectangles, squares, circles, and triangles) when presented using different sizes and in different orientations. (4.1) Clothes Study p. 035 Investigation 1 Day 4 Mighty Minutes p. 065 Investigation 4 Day 2 Small Group p. 091 Investigation 7 Day 1 Small Group
INDICATOR	4.CM.4.5.	Use and understand positions of objects, self and other people in space, including in/on, over/under, up/down, inside/outside, beside/between, and in front/behind. (4.5)

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		Clothes Study p. 023 Exploring the Topic Day 5 Small Group p. 063 Investigation 4 Day 1 Mighty Minutes p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Choice Time
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	4.CS.1.	Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).
INDICATOR	4.CS.1.2.	Use equipment and tools to gather information and extend sensory observations of living things, objects, materials, changes that take place and relationships. (4.2)
		Clothes Study p. 017 Exploring the Topic Day 2 Small Group p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Small Group p. 033 Investigation 1 Day 3 Small Group p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Choice Time p. 043 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Mighty Minutes p. 045 Investigation 2 Day 3 Small Group p. 052 Investigation 3 Day 2 Choice Time p. 053 Investigation 3 Day 2 Small Group p. 057 Investigation 3 Day 4 Small Group p. 057 Investigation 3 Day 5 Small Group p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Mighty Minutes p. 064 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 3 Small Group p. 067 Investigation 4 Day 3 Small Group p. 067 Investigation 4 Day 3 Small Group p. 067 Investigation 7 Day 3 Small Group p. 095 Investigation 7 Day 3 Small Group p. 095 Investigation 7 Day 3 Small Group p. 095 Investigation 7 Day 3 Small Group
INDICATOR	4.CS.1.5.	Conduct simple scientific experiments. (4.5) Clothes Study p. 017 Exploring the Topic Day 2 Small Group p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Small Group p. 033 Investigation 1 Day 3 Small Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Small Group p. 063 Investigation 4 Day 1 Choice Time p. 095 Investigation 7 Day 3 Small Group
INDICATOR	4.CS.1.7.	With prompting and support, use scientific vocabulary words to describe steps in the scientific process (e.g., "observation," "experiment," "hypothesis," "conclusion"). (4.7) Clothes Study p. 047 Investigation 2 Day 4 Mighty Minutes
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	4.CS.2.	Acquire scientific knowledge related to physical science (properties of objects and materials).
INDICATOR	4.CS.2.1.	With prompting and support, observe and describe the properties of objects and materials and how they can be combined or can change from one form to another (solids, liquids, and gases). (4.1)

		Clothes Study p. 043 Investigation 2 Day 2 Choice Time
		p. 045 Investigation 2 Day 3 Small Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL	4.CSS.3.	Develop an awareness of geographic locations, maps, and
EXPECTATION		landforms.
INDICATOR	4.CSS.3.2.	Create representations of places, landforms, and roads he/she has seen through drawings and play activities. (4.2) Clothes Study p. 020 Exploring the Topic Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 045 Investigation 2 Day 3 Small Group p. 050 Investigation 3 Day 1 Choice Time p. 051 Investigation 3 Day 1 Small Group p. 051 Investigation 3 Day 3 Small Group p. 055 Investigation 3 Day 3 Small Group p. 058 Investigation 3 Day 5 Choice Time p. 059 Investigation 3 Day Large-Group Roundup p. 063 Investigation 3 Day 1 Choice Time p. 067 Investigation 4 Day 3 Small Group p. 067 Investigation 5 Day 2 Large Group p. 072 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group
INDICATOR	4.CSS.3.5.	p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5Large-Group Roundup p. 091 Investigation 7 Day 1 Small Group With guidance and support, create a simple drawing that shows the
		relative location of specific objects and/or features in a familiar environment such as a classroom or playground. (4.5) Clothes Study p. 020 Exploring the Topic Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 045 Investigation 2 Day 3 Small Group p. 050 Investigation 3 Day 1 Choice Time p. 051 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 3 Small Group p. 055 Investigation 3 Day 3 Small Group p. 058 Investigation 3 Day 5 Choice Time p. 059 Investigation 3 Day Large-Group Roundup p. 063 Investigation 4 Day 1 Choice Time p. 067 Investigation 4 Day 3 Small Group p. 072 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 2 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5 Large-Group Roundup p. 087 Investigation 7 Day 1 Small Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.4.	Demonstrate awareness of culture and other characteristics of groups of people.
INDICATOR	4.CSS.4.1.	Explore music, dance, dress, foods, and traditions of own family and other cultures. (4.1)

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		Clothes Study p. 027 Investigation 1 Outdoor Experiences p. 081 Investigation 6 Day 2 Mighty Minutes
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.5.	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
INDICATOR	4.CSS.5.3.	Follow rules that have been established. (4.3) 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
INDICATOR	4.CSS.5.4.	Participate in conversations about the importance of rules/ consequences, rights of self, and rights of others. (4.4) 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
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		SPEAKING AND LISTENING
GRADE LEVEL EXPECTATION	4.LL.1.	Comprehend or understand and use language.
INDICATOR	4.LL.1.1.	Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos. (4.1) Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 021 Exploring the Topic Day 4 Choice Time p. 022 Exploring the Topic Day 5 Large Group p. 028 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Mighty Minutes p. 035 Investigation 1 Day 4 Small Group p. 035 Investigation 1 Day 4 Small Group p. 035 Investigation 1 Day 4 Small Group p. 036 Investigation 1 Day 4 Small Group p. 036 Investigation 1 Day 5 Large Group

		n 040 Investigation 2 Day 4 Large Crave
		p. 040 Investigation 2 Day 1 Large Group
		p. 043 Investigation 2 Day 2 Large-Group Roundup
		p. 043 Investigation 2 Day 2 Read-Aloud
		p. 043 Investigation 2 Day 2 Small Group
		p. 044 Investigation 2 Day 3 Large Group
		p. 045 Investigation 2 Day 3 Large-Group Roundup
		p. 046 Investigation 2 Day 4 Large Group
		p. 050 Investigation 3 Day 1 Large Group
		p. 052 Investigation 3 Day 2 Choice Time
		p. 052 Investigation 3 Day 2 Large Group
		p. 056 Investigation 3 Day 4 Large Group
		p. 057 Investigation 3 Day 4 Small Group
		p. 059 Investigation 3 Day 5 Small Group
		p. 062 Investigation 4 Day 1 Large Group
		p. 063 Investigation 4 Day 1 Choice Time
		p. 064 Investigation 4 Day 2 Large Group
		p. 066 Investigation 4 Day 3 Choice Time
		p. 066 Investigation 4 Day 3 Large Group
		p. 070 Investigation 5 Day 1 Large Group
		p. 072 Investigation 5 Day 2 Large Group
		p. 074 Investigation 5 Day 3 Choice Time
		p. 074 Investigation 5 Day 3 Large Group
		p. 078 Investigation 6 Day 1 Large Group
		p. 080 Investigation 6 Day 2 Large Group
		p. 081 Investigation 6 Day 2 Small Group
		p. 082 Investigation 6 Day 3 Large Group
		p. 083 Investigation 6 Day 3 Small Group
		p. 084 Investigation 6 Day 4 Large Group
		p. 086 Investigation 6 Day 5 Choice Time
		p. 086 Investigation 6 Day 5 Large Group
		p. 091 Investigation 7 Day 1 Small Group
		p. 092 Investigation 7 Day 2 Large Group
		p. 094 Investigation 7 Day 3 Large Group
		p. 108 Celebrating Learning Day 1 Large Group
		p. 109 Celebrating Learning Day 1 Read-Aloud
		p. 110 Celebrating Learning Day 2 Large Group
INDICATOR	4.LL.1.2.	Listen and respond attentively to conversations. (4.2)
		Clothes Study
		p. 029 Investigation 1 Day 1 Mighty Minutes
		p. 035 Investigation 1 Day 4 Mighty Minutes
		p. 040 Investigation 2 Day 1 Large Group
		p. 067 Investigation 4 Day 3 Mighty Minutes
		p. 071 Investigation 5 Day 1 Small Group
		p. 072 Investigation 5 Day 2 Large Group
		p. 073 Investigation 5 Day 2 Small Group
		p. 075 Investigation 5 Day 3 Mighty Minutes
		p. 107 Celebrating Learning Outdoor Experiences
		p. 109 Celebrating Learning Day 1 Mighty Minutes
INDICATOR	4.LL.1.3.	With guidance and support from adults, follow agreed upon rules for
INDIGATOR	7.22.1.0.	discussions (e.g. listening to others, and taking turns speaking
		about topics and print under discussion). (4.3)
		about topics and print under discussion). (4.5)
		Clothes Study
		p. 0109 Celebrating Learning Day 1 Small Group
		p. 019 Exploring the Topic Day 3 Small Group
		p. 031 Investigation 1 Day 2 Small Group
		p. 037 Investigation 1 Day 5 Small Group
		p. 040 Investigation 2 Day 1 Large Group
		p. 063 Investigation 4 Day 1 Small Group
	II .	p. 072 Investigation 5 Day 2 Large Group
		n 070 Invactigation & Day 1 Small Craus
		p. 079 Investigation 6 Day 1 Small Group
	4.LL.1.4.	p. 079 Investigation 6 Day 1 Small Group p. 111 Celebrating Learning Day 2 Small Group Actively participate in role-playing, creative dramatics, fingerplays,

		nursery rhymes, and choral speaking. (4.4)
		Clothes Study p. 014 Exploring the Topic Day 1 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Small Group p. 035 Investigation 1 Day 4 Mighty Minutes p. 037 Investigation 1 Day 5 Mighty Minutes p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 051 Investigation 3 Day 1 Mighty Minutes 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 3 Day 5 Mighty Minutes p. 063 Investigation 5 Day 2 Choice Time p. 075 Investigation 5 Day 2 Choice Time p. 077 Investigation 5 Day 3 Large-Group Roundup p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 079 Investigation 6 Day 1 Read-Aloud p. 079 Investigation 6 Day 2 Mighty Minutes p. 081 Investigation 6 Day 4 Mighty Minutes p. 083 Investigation 6 Day 4 Mighty Minutes p. 085 Investigation 6 Day 4 Mighty Minutes p. 086 Investigation 6 Day 4 Read-Aloud p. 086 Investigation 6 Day 5 Choice Time p. 086 Investigation 7 Day 3 Choice Time
INDICATOR	4.LL.1.6.	p. 094 Investigation 7 Day 3 Large Group Ask questions about a specific topic, activity, and/or text read aloud. (4.6)
		Clothes Study p. 015 Exploring the Topic Day 1 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 040 Investigation 2 Day 1 Large Group p. 046 Investigation 2 Day 4 Large Group p. 054 Investigation 3 Day 3 Large Group p. 072 Investigation 5 Day 2 Large Group p. 082 Investigation 6 Day 4 Large Group p. 084 Investigation 6 Day 4 Large Group
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		LANGUAGE
GRADE LEVEL EXPECTATION	4.LL.2.	Comprehend and use increasingly complex and varied vocabulary.
INDICATOR	4.LL.2.1.	Demonstrate understanding of a variety of concepts, such as opposites, positions, and comparisons. (4.1) Clothes Study p. 047 Investigation 2 Day 4 Mighty Minutes p. 083 Investigation 6 Day 3 Small Group
INDICATOR	4.LL.2.2.	Use new vocabulary acquired through conversations, activities, or listening to texts read aloud. (4.2)

		Clothes Study
		p. 013 Exploring the Topic Outdoor Experiences
		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 2 Read-Aloud
		p. 037 Investigation 1 Day 5 Choice Time
		p. 040 Investigation 2 Day 1 Large Group
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Small Group
		p. 049 Investigation 3 Outdoor Experiences
		p. 053 Investigation 3 Day 2 Small Group
		p. 055 Investigation 3 Day 3 Small Group
		p. 061 Investigation 4 Outdoor Experiences
		p. 064 Investigation 4 Day 2 Large Group
		p. 065 Investigation 4 Day 2 Small Group
		p. 067 Investigation 4 Day 3 Small Group
		p. 077 Investigation 6 Outdoor Experience
		p. 078 Investigation 6 Day 1 Large Group
		p. 083 Investigation 6 Day 3 Small Group
		p. 091 Investigation 7 Day 1 Choice Time
		p. 091 Investigation 7 Day 1 Small Group
		p. 107 Celebrating Learning Outdoor Experiences p. 111 Celebrating Learning Day 2 Small Group
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL	4.LL.3.	Develop an interest in books and their characteristics.
EXPECTATION		
INDICATOR	4.LL.3.1.	Demonstrates how books are read, such as front-to-back and one page at a time. (4.1)
		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. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group
INDICATOR	4.LL.3.2.	p. 084 Investigation 6 Day 4 Large Group
INDICATOR	4.LL.3.2.	p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group With prompting and support, describe the role of the author and illustrator of a text. (4.2)
INDICATOR	4.LL.3.2.	p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group With prompting and support, describe the role of the author and illustrator of a text. (4.2) Clothes Study
INDICATOR	4.LL.3.2.	p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group With prompting and support, describe the role of the author and illustrator of a text. (4.2) Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud
INDICATOR	4.LL.3.2.	p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group With prompting and support, describe the role of the author and illustrator of a text. (4.2) Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud
INDICATOR	4.LL.3.2.	p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group With prompting and support, describe the role of the author and illustrator of a text. (4.2) Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud
INDICATOR	4.LL.3.2.	p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group With prompting and support, describe the role of the author and illustrator of a text. (4.2) 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
INDICATOR	4.LL.3.2.	p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group With prompting and support, describe the role of the author and illustrator of a text. (4.2) 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
INDICATOR	4.LL.3.2.	p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group With prompting and support, describe the role of the author and illustrator of a text. (4.2) 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
INDICATOR	4.LL.3.2.	p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group With prompting and support, describe the role of the author and illustrator of a text. (4.2) 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 p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud
INDICATOR	4.LL.3.2.	p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group With prompting and support, describe the role of the author and illustrator of a text. (4.2) 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 p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud
INDICATOR	4.LL.3.2.	p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group With prompting and support, describe the role of the author and illustrator of a text. (4.2) 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 p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud
INDICATOR	4.LL.3.2.	p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group With prompting and support, describe the role of the author and illustrator of a text. (4.2) 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 p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 4 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud
INDICATOR	4.LL.3.2.	p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group With prompting and support, describe the role of the author and illustrator of a text. (4.2) 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 p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 4 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 051 Investigation 3 Day 1 Read-Aloud
INDICATOR	4.LL.3.2.	p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group With prompting and support, describe the role of the author and illustrator of a text. (4.2) 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 p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 4 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud

		p. 057 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 063 Investigation 4 Day 1 Read- Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	4.LL.4.	Comprehend stories and information from books and other print materials.
INDICATOR	4.LL.4.1.	With prompting and support, ask and answer questions about print that is read aloud. (4.1) Clothes Study p. 047 Investigation 2 Day 4 Small Group
INDICATOR	4.LL.4.2.	With prompting and support, retell parts of a favorite story in sequence (first, next, and last). (4.2) Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 3 Choice Time p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud p. 046 Investigation 2 Day 4 Choice Time p. 047 Investigation 2 Day 4 Small Group p. 051 Investigation 3 Day 3 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 5 Day 1 Read-Aloud p. 071 Investigation 5 Day 1 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 7 Day 1 Read-Aloud
INDICATOR	4.LL.4.3.	With prompting and support, identify characters and some events from a story and several pieces of information from a text read aloud. (4.3) Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud 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. 051 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 5 Large Group p. 058 Investigation 3 Day 5 Read-Aloud p. 063 Investigation 4 Day 1 Read-Aloud p. 075 Investigation 5 Day 3 Read-Aloud p. 075 Investigation 6 Day 3 Read-Aloud

		p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud p. 109 Celebrating Learning Day 1 Read-Aloud p. 111 Celebrating Learning Day 2 Read-Aloud
INDICATOR	4.LL.4.4.	With prompting and support, ask and answer questions about unknown words in a text read aloud. (4.4) 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 5 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 day 3 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud
		p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Read-Aloud p. 052 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 066 Investigation 4 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 087 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 Read-Aloud p. 109 Celebrating Learning Day 1 Read-Aloud p. 110 Celebrating Learning Day 2 Large Group
INDICATOR	4.LL.4.5.	Listen to stories or text read aloud and use new vocabulary words in follow-up conversations and activities. (4.5) Clothes Study p. 019 Exploring the Topic Day 3 Small Group p. 037 Investigation 1 Day 5 Small Group p. 046 Investigation 2 Day 4 Large Group p. 111 Celebrating Learning Day 2 Small Group
INDICATOR	4.LL.4.6.	Recognize that texts can be stories (make-believe) or real (give information). (4.6) Clothes Study p. 091 Investigation 7 Day 1 Read-Aloud
INDICATOR	4.LL.4.7.	With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts. (4.7) Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 3 Small Group p. 045 Investigation 2 Day 4 Large Group p. 046 Investigation 3 Day 4 Large Group p. 050 Investigation 3 Day 1 Read-Aloud p. 051 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 2 Read-Aloud p. 053 Investigation 3 Day 2 Read-Aloud

INDICATOR		p. 055 Investigation 3 Day 3 Read-Aloud p. 055 Investigation 3 Day 3 Small Group p. 057 Investigation 3 Day 4 Read-Aloud p. 058 Investigation 3 Day 5 Large Group p. 059 Investigation 3 Day 5 Read-Aloud p. 071 Investigation 5 Day 1 Read-Aloud p. 079 Investigation 6 Day 1 Small Group p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud
INDICATOR	4.LL.4.8.	With prompting and support, discuss basic similarities and differences in print read aloud, including characters, settings, events, and ideas. (4.8) Clothes Study p. 017 Exploring the Topic Day 2 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 033 Investigation 1 Day 3 Small Group p. 042 Investigation 2 Day 2 Large Group p. 111 Celebrating Learning Day 2 Small Group
INDICATOR	4.LL.4.9.	Based on the title and/or pictures/ illustrations, predict what might happen in a story before it is read. (4.9) 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 p. 037 Investigation 1 Day 3 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud p. 051 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 059 Investigation 4 Day 1 Read-Aloud p. 067 Investigation 4 Day 1 Read-Aloud p. 079 Investigation 6 Day 1 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 2 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 7 Day 1 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 p. 096 Investigation 7 Day 2 Read-Aloud p. 097 Investigation 7 Day 2 Read-Aloud p. 098 Investigation 7 Day 2 Read-Aloud p. 099 Investigation 7 Day 2 Read-Aloud
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	4.LL.5.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	4.LL.5.1.	With prompting and support, demonstrate that print is read left to right and top to bottom. (4.1) 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	4.LL.5.2.	With limited guidance, track across a page or along printed words from top to bottom and left to right. (4.2) 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	4.LL.5.4.	With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper- and lower-case letters). (4.4) Clothes Study p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 035 Investigation 1 Day 4 Small Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 056 Investigation 3 Day 4 Large Group p. 066 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 079 Investigation 6 Day 2 Small Group p. 081 Investigation 6 Day 2 Small Group p. 084 Investigation 6 Day 5 Large Group p. 086 Investigation 7 Day 3 Small Group
INDICATOR	4.LL.5.5.	Name at least 26 of the 52 upper-and/or lower-case letters of the alphabet. (4.5) Clothes Study 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. 056 Investigation 3 Day 4 Large Group p. 063 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 079 Investigation 6 Day 4 Large Group p. 084 Investigation 6 Day 5 Large Group p. 085 Investigation 7 Day 3 Small Group
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY	7-6-6-	READING: FOUNDATIONAL SKILLS
GRADE LEVEL	4.LL.6.	Demonstrate understanding of different units of sound in language
EXPECTATION		(words, syllables, phonemes).
INDICATOR	4.LL.6.1.	With prompting and support, recognize and produce rhyming words. (4.1)

		Clothes Study p. 015 Exploring the Topic Day 1 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 023 Exploring the Topic Day 5 Mighty Minutes p. 029 Investigation 1 Day 1 Mighty Minutes p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Large Group p. 033 Investigation 1 Day 4 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Mighty Minutes p. 041 Investigation 2 Day 1 Mighty Minutes p. 041 Investigation 2 Day 2 Read-Aloud p. 046 Investigation 2 Day 2 Read-Aloud p. 046 Investigation 3 Day 2 Mighty Minutes p. 057 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 4 Small Group p. 061 Investigation 3 Day 5 Small Group p. 071 Investigation 4 Day 1 Small Group p. 071 Investigation 5 Day 1 Large-Group Roundup p. 071 Investigation 5 Day 2 Small Group p. 073 Investigation 5 Day 3 Small Group p. 075 Investigation 5 Day 3 Small Group p. 075 Investigation 5 Day 3 Small Group p. 076 Investigation 6 Day 3 Small Group p. 079 Investigation 6 Day 1 Mighty Minutes p. 081 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 Mighty Minutes p. 087 Investigation 7 Day 2 Mighty Minutes p. 098 Investigation 7 Day 2 Mighty Minutes p. 099 Investigation 7 Day 2 Mighty Minutes p. 091 Investigation 7 Day 2 Mighty Minutes p. 092 Investigation 7 Day 2 Mighty Minutes p. 093 Investigation 7 Day 2 Mighty Minutes p. 094 Investigation 7 Day 2 Mighty Minutes p. 095 Investigation 7 Day 2 Mighty Minutes p. 096 Investigation 7 Day 2 Mighty Minutes p. 097 Investigation 7 Day 2 Mighty Minutes p. 098 Investigation 7 Day 2 Mighty Minutes p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	4.LL.6.2.	With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2) Clothes Study p. 030 Investigation 1 Day 2 Large Group p. 041 Investigation 2 Day 1 Small Group p. 071 Investigation 5 Day 1 Small Group p. 075 Investigation 5 Day 3 Small Group p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Small Group
INDICATOR	4.LL.6.3.	With prompting and support, orally blend onset and rime in single syllable spoken words. (4.3) Clothes Study p. 041 Investigation 2 Day 1 Small Group p. 071 Investigation 5 Day 1 Small Group p. 075 Investigation 5 Day 3 Small Group p. 093 Investigation 7 Day 2 Small Group p. 095 Investigation 7 Day 3 Small Group p. 095 Investigation 7 Day 3 Small Group
INDICATOR	4.LL.6.4.	Repeat alliteration during word play in order to recognize words with a common initial (first) sound. (4.4) Clothes Study p. 015 Exploring the Topic Day 1 Choice Time p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 029 Investigation 1 Day 1 Mighty Minutes p. 033 Investigation 1 Day 3 Mighty Minutes p. 037 Investigation 1 Day 5 Mighty Minutes

	1	
		p. 045 Investigation 2 Day 3 Mighty Minutes p. 051 Investigation 3 Day 1 Mighty Minutes
		p. 055 Investigation 3 Day 3 Mighty Minutes
		p. 063 Investigation 4 Day 1 Mighty Minutes
		p. 063 Investigation 4 Day 1 Small Group
		p. 066 Investigation 4 Day 3 Large Group
		p. 073 Investigation 5 Day 2 Mighty Minutes
		p. 075 Investigation 5 Day 3 Mighty Minutes p. 075 Investigation 5 Day 3 Small Group
		p. 083 Investigation 6 Day 3 Mighty Minutes
		p. 084 Investigation 6 Day 4 Large Group
		p. 086 Investigation 6 Day 5 Large Group
		p. 091 Investigation 7 Day 1 Mighty Minutes
		p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Large Group
		p. 110 Celebrating Learning Day 2 Large Group
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		WRITING
GRADE LEVEL	4.LL.7.	Develop familiarity with writing implements, conventions, and
EXPECTATION		emerging skills to communicate through written representations,
		symbols, and letters.
INDICATOR	4.LL.7.1.	Use a variety of writing tools in an appropriate manner showing increasing muscular control. (4.1)
		Clothes Study
		p. 041 Investigation 2 Day 1 Small Group
		p. 043 Investigation 2 Day 2 Small Group
INDICATOR	4.LL.7.2.	Use a combination of drawing, dictating, and/or writing in response
		to a text read aloud, or to tell a story about a life experience or event.
		(4.2)
		Clothes Study
		p. 021 Exploring the Topic Day 4 Large-Group Roundup
		p. 035 Investigation 1 Day 4 Small Group
		p. 037 Investigation 1 Day 5 Choice Time p. 043 Investigation 2 Day 2 Large-Group Roundup
		p. 056 Investigation 3 Day 4 Choice Time
		p. 063 Investigation 4 Day 1 Choice Time
		p. 063 Investigation 4 Day 1 Large-Group Roundup
		p. 074 Investigation 5 Day 3 Choice Time
		p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup
		p. 087 Investigation 6 Day 4 Large-Group Roundup
BENCHMARK / GLE	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY	4.6141	MOTOR SKILLS AND PHYSICAL FITNESS
	4 DM 4	
GRADE LEVEL EXPECTATION	4.PM.1.	Develop large muscle control and coordinate movements in their upper and/or lower body.
INDICATOR	4.PM.1.1.	Use the whole body for balance and motor control when walking,
		jumping, throwing and climbing. (4.1)
		Clathae Ctudy
		Clothes Study p. 055 Investigation 3 Day 3 Small Group
		p. 061 Investigation 4 Outdoor Experiences
INDICATOR	4.PM.1.2.	Use the whole body for balance and motor control using objects and
INDIOXION		equipment for a wide range of physical activities. (4.2)
		Clothes Study
		p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences
DENOUMARY (O. E.	4 504	
BENCHMARK / GLE	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS

GRADE LEVEL EXPECTATION	4.PM.2.	Develop small muscle control and coordination.
INDICATOR	4.PM.2.1.	Use hands, fingers, and wrists to manipulate large and small objects with strength and good control of small muscles. (4.1) Clothes Study p. 016 Exploring the Topic Day 2 Large Group p. 053 Investigation 3 Day 2 Small Group p. 085 Investigation 6 Day 4 Choice Time
INDICATOR	4.PM.2.2.	Coordinate eye and hand movements to perform complex tasks (dressing and undressing) or to use everyday tools (e.g., pitchers for pouring or scissors for cutting along a line).(4.2) Clothes Study p. 016 Exploring the Topic Day 2 Large Group p. 053 Investigation 3 Day 2 Small Group p. 085 Investigation 6 Day 4 Choice Time
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SOCIAL RELATIONSHIPS
GRADE LEVEL EXPECTATION	4.SE.1.	Develop healthy relationships and interactions with peers and adults.
INDICATOR	4.SE.1.5.	Play cooperatively with small group of peers for a sustained time. (4.5) Clothes Study p. 066 Investigation 4 Day 3 Choice Time
INDICATOR	4.SE.1.6.	Demonstrate cooperation with peers by sharing, taking turns, etc. (4.6) Clothes Study p. 066 Investigation 4 Day 3 Choice Time
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	4.SE.4.	Regulate own emotions and behavior.
INDICATOR	4.SE.4.1.	Recognize and accurately label the feelings of self. (4.1) Clothes Study p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud 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 1 Read-Aloud p. 051 Investigation 3 Day 3 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 071 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Read-Aloud
INDICATOR	4.SE.4.2.	Express basic feelings, needs, and wants in a manner that is age-appropriate to the situation. (4.2) Clothes Study p. 015 Exploring the Topic Day 1 Choice Time

		p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud p. 051 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Read-Aloud
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	4.SE.5.	Regulate attention, impulses, and behavior.
INDICATOR	4.SE.5.1.	Follow rules and routines and adapt to changes in rules and routines. (4.1) 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

Reduce, Reuse, Recycle Study
State: Louisiana's Birth to Five Early Learning & Development Standards

Subject: Early Childhood Education

Grade: Ages 3-5

CONTENT STANDARD	LA.EC.3.	Three-Year-Olds
BENCHMARK / GLE	3.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL	3.AL.3.	Recognize, understand, and analyze a problem and draw on
EXPECTATION		knowledge or experience to seek solutions.
INDICATOR	3.AL.3.3.	Use a variety of strategies to solve a problem when the first try is unsuccessful. (3.3) Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group
BENCHMARK / GLE	3.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL	3.AL.4.	Demonstrate creative thinking when using materials, solving
EXPECTATION		problems, and/or learning new information.
INDICATOR	3.AL.4.1.	Express unique ideas in both language and use of objects in a variety of situations. (3.1) Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group
INDICATOR	3.AL.4.2.	Ask more complex questions for clarification and to seek meaningful information. (3.2) Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Choice Time p. 22 Exploring the Topic Day 5 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 40 Investigation 2 Day 3 Large Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	3.CC.1.	Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.
INDICATOR	3.GC.1.1.	Listen and respond to different types of music (jazz, classical, country lullaby, etc.) through movement. (3.1) Reduce, Reuse, Recycle Study p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group
INDICATOR	3.CC.1.2.	Participate in songs and finger plays. (3.2) 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	3.CC.1.3.	Use instruments, sounds/words, and/or their bodies to imitate or
		produce their own beat and/or rhythm. (3.3)
		Reduce, Reuse, Recycle Study
		p. 56 Investigation 4 Day 2 Large Group
		p. 58 Investigation 4 Day 3 Large Group
INDICATOR	3.CC.1.4.	Identify changes in tempo when listening to music. (3.4)
		Reduce, Reuse, Recycle Study
		p. 56 Investigation 4 Day 2 Large Group
		p. 58 Investigation 4 Day 3 Large Group
INDICATOR	3.CC.1.5.	Replicate changes in tempo. (3.5)
		Reduce, Reuse, Recycle Study
		p. 56 Investigation 4 Day 2 Large Group
		p. 58 Investigation 4 Day 3 Large Group
INDICATOR	3.CC.1.6.	Use instruments, props, and body to respond creatively to music.
		(3.6)
		Reduce, Reuse, Recycle Study
		p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group
DENOUMARY / OLE		
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	3.CC.2.	Develop an appreciation for visual arts from different culture and create various forms of visual arts.
INDICATOR	3.CC.2.1.	With prompting and support, describe what they like and do not like
INDICATOR	3.00.2.1.	about various forms of art. (3.1)
		(, ,
		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
I	II	p. 32 Investigation 1 Day 3 Large Group
		p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud

		p. 37 Investigation 2 Day 1 Small Group
		p. 39 Investigation 2 Day 2 Small Group
		p. 40 Investigation 2 Day 3 Large Group
		p. 41 Investigation 2 Day 3 Small Group
		p. 43 Investigation 2 Day 4 Small Group
		p. 46 Investigation 3 Day 1 Choice Time
		p. 47 Investigation 3 Day 1 Large-Group Roundup
		p. 47 Investigation 3 Day 1 Small Group
		p. 49 Investigation 3 Day 2 Small Group
		p. 51 Investigation 3 Day 3 Small Group
		p. 53 Investigation 4 Outdoor Experiences
		p. 55 Investigation 4 Day 1 Read-Aloud
		p. 57 Investigation 4 Day 2 Small Group
		p. 59 Investigation 4 Day 3 Large-Group Roundup
		p. 59 Investigation 4 Day 3 Small Group
		p. 63 Investigation 4 Day 5 Small Group
		p. 67 Investigation 5 Day 1 Small Group
		p. 69 Investigation 5 Day 2 Small Group
		p. 85 Celebrating Learning Day 1 Small Group
		p. 87 Celebrating Learning Day 2 Read-Aloud
		p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	3.CC.2.2.	Describe general features (color, size, objects included) of a piece of
		art work. (3.2)
		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
		p. 40 Investigation 2 Day 3 Large Group
		p. 41 Investigation 2 Day 3 Small Group
		p. 43 Investigation 2 Day 4 Small Group
		p. 46 Investigation 3 Day 1 Choice Time
		p. 47 Investigation 3 Day 1 Large-Group Roundup
		p. 47 Investigation 3 Day 1 Small Group
		p. 49 Investigation 3 Day 2 Small Group
		p. 51 Investigation 3 Day 3 Small Group
		p. 53 Investigation 4 Outdoor Experiences
		p. 55 Investigation 4 Day 1 Read-Aloud
		p. 57 Investigation 4 Day 2 Small Group
		p. 59 Investigation 4 Day 3 Large-Group Roundup
		p. 59 Investigation 4 Day 3 Small Group
		p. 63 Investigation 4 Day 5 Small Group
		p. 67 Investigation 5 Day 1 Small Group
		p. 69 Investigation 5 Day 2 Small Group p. 85 Celebrating Learning Day 1 Small Group
		p. 87 Celebrating Learning Day 2 Read-Aloud
		p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	3.CC.2.3.	Create artistic works with different types of art materials, tools and
		techniques through individual and group art activities. (3.3)
		Reduce, Reuse, Recycle Study
		p. 19 Exploring the Topic Day 3 Small Group
		p. 19 Exploring the Topic Day 3 Small Group p. 30 Investigation 1 Day 2 Large Group
		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. 19 Exploring the Topic Day 3 Small Group p. 30 Investigation 1 Day 2 Large Group

		p. 41 Investigation 2 Day 3 Large- Group Roundup
		p. 41 Investigation 2 Day 3 Small Group
		p. 43 Investigation 2 Day 4 Small Group
		p. 48 Investigation 3 Day 2 Choice Time
		p. 54 Investigation 4 Day 1 Large Group
		p. 55 Investigation 4 Day 1 Small Group
		p. 57 Investigation 4 Day 2 Small Group p. 60 Investigation 4 Day 4 Choice Time
		p. 61 Investigation 4 Day 4 Large-Group Roundup
		p.15 Exploring the Topic Day 1 Small Group
	2.2	
BENCHMARK / GLE GLE / PROFICIENCY	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL	3.CC.3.	Explore roles and experiences through dramatic art and play.
EXPECTATION		
INDICATOR	3.CC.3.1.	Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater). (3.1) 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 Large Group
		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
INDICATOR	3.CC.3.2.	With prompting and support, role play or use puppets to act out
		stories. (3.2)
		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
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL	3.CM.1.	Understand numbers, ways of representing numbers, and
EXPECTATION		relationships between number and quantities.
INDICATOR	3.CM.1.1.	Verbally counts by ones to 10. (3.1)
		Reduce, Reuse, Recycle Study
		p. 13 Exploring the Topic Outdoor Experiences
		p. 14 Exploring the Topic Day 1 Large Group
		p. 19 Exploring the Topic Day 3 Mighty Minutes
		p. 21 Exploring the Topic Day 4 Small Group
		p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Small Group
		p. 32 Investigation 1 Day 3 Choice Time
		p. 42 investigation 2 Day 4 Choice Time
		p. 47 Investigation 3 Day 1 Small Group
		p. 49 Investigation 3 Day 2 Small Group
		p. 57 Investigation 4 Day 2 Mighty Minutes
		p. 57 Investigation 4 Day 2 Small Group
		p. 63 Investigation 4 Day 5 Mighty Minutes
		p. 67 Investigation 5 Day 1 Small Group
		p. 68 Investigation 5 Day 2 Large Group
		p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	3.CM.1.2.	With prompting and support, count up to 5 and then backwards from
		5. (3.2)
		Reduce, Reuse, Recycle Study
		p. 13 Exploring the Topic Outdoor Experiences
		p. 14 Exploring the Topic Day 1 Large Group
		p. 19 Exploring the Topic Day 3 Mighty Minutes
		p. 21 Exploring the Topic Day 4 Small Group
		p. 23 Exploring the Topic Day 5 Small Group
		p. 29 Investigation 1 Day 1 Small Group
		p. 32 Investigation 1 Day 3 Choice Time
		p. 42 investigation 2 Day 4 Choice Time
		p. 47 Investigation 3 Day 1 Small Group
		p. 49 Investigation 3 Day 2 Small Group p. 57 Investigation 4 Day 2 Mighty Minutes
		p. 57 Investigation 4 Day 2 Mighty Minutes p. 57 Investigation 4 Day 2 Small Group
		p. 63 Investigation 4 Day 5 Mighty Minutes
	11	p. 00 00 tigution + Day 0 mighty minutes

		p. 67 Investigation 5 Day 1 Small Group p. 68 Investigation 5 Day 2 Large Group
		p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	3.CM.1.5.	Identify some written numerals but not in sequence. (3.5)
	0.0	
		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
INDICATOR	3.CM.1.6.	With prompting and support, match four or five numerals with the
	0.0	correct number of objects. (3.6)
		Daduca Davida Chidu
		Reduce, Reuse, Recycle Study p. 21 Exploring the Topic Day 4 Small Group
INDICATOR	3.CM.1.7.	Count two sets of objects and identify which set has
INDICATOR	3.CIVI. 1.7.	more/less/fewer. (3.7)
		` '
		Reduce, Reuse, Recycle Study p. 23 Exploring the Topic Day 5 Small Group
		p. 47 Investigation 3 Day 1 Small Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY	5.0.	MATHEMATICS (CM)
GRADE LEVEL	3.CM.2.	Understand basic patterns, concepts, and operations.
EXPECTATION	0.0111.2.	onderstand sacro patterns, concepts, and operations.
INDICATOR	3.CM.2.1.	Copy a simple repeating pattern (e.g., stringing beads, placing
		blocks in a row, clapping a rhythm). (3.1)
		Reduce, Reuse, Recycle Study
		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. 67 Investigation 5 Day 1 Mighty Minutes
		p. 71 Investigation 5 Day 3 Small Group
INDICATOR	3.CM.2.2.	Sort and classify five or more objects by one feature into two or
		more groups based on observable/physical characteristics (e.g.,
		group toy animals into piles of bears, cats, and dogs) and explain or label each group. (3.2)
		label each group. (3.2)
		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
INDICATOR	3.CM.2.3.	Use objects to demonstrate adding and subtracting of one or two objects to a group of objects that total 3 or fewer. (3.3)
		objects to a group or objects that total 3 or lewel. (3.3)
		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
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY	0.0,	MATHEMATICS (CM)
GRADE LEVEL	3.CM.3.	Understand attributes and relative properties of objects as related to
EXPECTATION	0.0	size, capacity, and area.
INDICATOR	3.CM.3.1.	Describe some measurable attributes (length and weight) of objects
		and materials (e.g. big/little, long/short, heavy/not heavy). (3.1)

		Reduce, Reuse, Recycle Study p. 39 Investigation 2 Day 2 Small Group p. 57 Investigation 4 Day 2 Small Group
INDICATOR	3.CM.3.2.	Compare the size or weight of more than two objects and describe which one is longer/taller/shorter/ heavier/lighter. (3.2)
		Reduce, Reuse, Recycle Study p. 39 Investigation 2 Day 2 Small Group p. 57 Investigation 4 Day 2 Small Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.4.	Understand shapes, their properties, and how objects are related to one another in space.
INDICATOR	3.CM.4.1.	Recognize basic shapes in the environment in two- and three-dimension forms. (3.1)
		Reduce, Reuse, Recycle Study p. 51 Investigation 3 Day 3 Choice Time p. 69 Investigation 5 Day 2 Small Group
INDICATOR	3.CM.4.6.	Identify positions of objects, self and other people in space (e.g., in/on, over/under, up/down, and inside/outside. (3.6)
		Reduce, Reuse, Recycle Study p. 41 Investigation 2 Day 3 Mighty Minutes p. 49 Investigation 3 Day 2 Small Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.1.	Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).
INDICATOR	3.CS.1.1.	Use all five senses to observe living things, objects, materials, changes that take place, and relationships. (3.1) Reduce, Reuse, Recycle Study p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Choice Time p. 33 Investigation 1 Day 3 Small Group p. 42 Investigation 2 Day 4 Large Group p. 42 Investigation 2 Day 4 Choice Time p. 45 Investigation 3 Outdoor Experiences p. 47 Investigation 3 Day 1 Small Group p. 51 Investigation 3 Day 3 Choice Time p. 53 Investigation 4 Outdoor Experiences p. 57 Investigation 4 Day 2 Small Group p. 83 Celebrating Learning Outdoor Experiences p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group
INDICATOR	3.CS.1.2.	Describe what they see, hear, and are able to touch in the environment and group materials/objects according to observed features. (3.2) Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 33 Investigation 1 Day 3 Small Group p. 56 Investigation 4 Day 2 Choice Time p. 56 Investigation 4 Day 2 Large Group

		p. 58 Investigation 4 Day 3 Large Group p.15 Exploring the Topic Day 1 Small Group
INDICATOR	3.CS.1.3.	Use simple tools to investigate and gather information on living things, objects, materials, and changes that take place (e.g., magnifying glass, sifter, magnets). (3.3)
		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
INDICATOR	3.CS.1.4.	p.15 Exploring the Topic Day 1 Small Group
INDICATOR	3.03.1.4.	Show an understanding of cause and effect relationships that are observed immediately. (3.4)
		Reduce, Reuse, Recycle Study p. 28 Investigation 1 Day 1 Large Group
		p. 66 Investigation 5 Day 1 Large Group
INDICATOR	3.CS.1.5.	With prompting and support, talk about cause and effect relationships that are not immediately observable (e.g., that a plant wilted because it was not watered). (3.5)
		Reduce, Reuse, Recycle Study p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
INDICATOR	3.CS.1.6.	Ask why and how questions and offer ideas about living creatures, objects, materials and changes they see, hear and/or feel. (3.6)
		Reduce, Reuse, Recycle Study
		p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group
		p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group
		p. 33 Investigation 1 Day 3 Small 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. 58 Investigation 4 Day 3 Large Group
INDICATOR	3.CS.1.7.	p.15 Exploring the Topic Day 1 Small Group Participate in simple scientific investigations. (3.7)
INDICATOR	3.03.1.7.	
		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
3.CS.1.8.	With prompting and support, talk about observations and results of simple experiments verbally and/or through drawings or graphs. (3.8)
	Reduce, Reuse, Recycle Study p. 36 Investigation 2 Day 1 Large Group
3.CS.1.9.	With prompting and support, talk about the meaning of words that are related to the scientific process (e.g., "observation," "experiment"). (3.9) Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 40 Investigation 2 Day 3 Large Group p. 42 Investigation 2 Day 4 Large Group p. 46 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 2 Large Group p. 60 Investigation 4 Day 4 Large Group p. 84 Celebrating Learning Day 1 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes
3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
	SCIENCE (CS)
3.CS.2.	Acquire scientific knowledge related to physical science (properties of objects and materials).
3.CS.2.1.	With prompting and support, observe and describe properties of objects and materials, and how objects and materials can be combined or can change from one form to another (e.g., ice melting to a liquid). (3.1) Reduce, Reuse, Recycle Study p. 42 investigation 2 Day 4 Choice Time
3.CS.2.3.	With prompting and support, observe and talk about sources of energy and how they affect objects and materials (e.g., lights, bells and other sources of sound, etc.). (3.3) Reduce, Reuse, Recycle Study 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. 58 Investigation 4 Day 3 Large Group
3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
	SCIENCE (CS)
3.CS.3.	Acquire scientific knowledge related to life science (properties of living things).
3.CS.3.5.	Observe very young plants or living creatures over an extended period of time and describe how the plant/living creature changes. (3.5)
	3.CS.2.1. 3.CS.2.1. 3.CS.2.3.

		p. 22 Exploring the Topic Day 5 Large Group p. 36 Investigation 2 Day 1 Large Group p. 61 Investigation 4 Day 4 Large-Group Roundup p. 61 Investigation 4 Day 4 Mighty Minutes
INDICATOR	3.CS.3.6.	Use basic vocabulary for plants, animals, and humans (e.g. some names of parts, characteristics). (3.6)
		Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Choice Time
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL	3.CSS.1.	Develop the understanding that events happened in the past and
EXPECTATION		how these events relate to one's self, family, and community.
INDICATOR	3.CSS.1.3.	Describe the sequence of daily routines. (3.3)
		Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL	3.CSS.3.	Develop an awareness of geographic locations, maps, and
EXPECTATION	0.000.0.	landforms.
INDICATOR	3.CSS.3.4.	Draw or use blocks or other materials to represent places or things he/she has seen. (3.4)
		Reduce, Reuse, Recycle Study p. 19 Exploring the Topic Day 3 Small Group p.15 Exploring the Topic Day 1 Small Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL	3.CSS.4.	Demonstrate awareness of culture and other characteristics of
EXPECTATION		groups of people.
INDICATOR	3.CSS.4.1.	Participate in music, dance, and other traditions from various cultures. (3.1)
		Reduce, Reuse, Recycle Study p. 28 Investigation 1 Day 1 Large Group
		p. 56 Investigation 4 Day 2 Large Group
		p. 58 Investigation 4 Day 3 Large Group
		p. 66 Investigation 5 Day 1 Large Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.5.	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
INDICATOR	3.CSS.5.3.	Follow many rules with little support. (3.3)
		Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group
INDICATOR	3.CSS.5.4.	Identify rules that are used at home or in the classroom. (3.4)
		Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group
INDICATOR	3.CSS.5.5.	Tell why rules are important. (3.5)
		Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY	J.LL.	SPEAKING AND LISTENING
GLE / PROFICIENCY		OF LANING AND LIGITENING

GRADE LEVEL EXPECTATION	3.LL.1.	Comprehend or understand and use language.
INDICATOR	3.LL.1.1.	Follow two-step directions. (3.1)
		Reduce, Reuse, Recycle Study p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 27 Investigation 1 Outdoor Experiences p. 35 Investigation 2 Outdoor Experience p. 39 Investigation 2 Day 2 Small Group p. 45 Investigation 3 Outdoor Experiences p. 47 Investigation 3 Day 1 Small Group p. 51 Investigation 3 Day 3 Small Group p. 65 Investigation 5 Outdoor Experience p. 83 Celebrating Learning Outdoor Experiences p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	3.LL.1.2.	Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Small Group p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 4 Mighty Minutes p. 43 Investigation 2 Day 4 Small Group p. 44 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 1 Large Group p. 49 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Large Group p. 50 Investigation 3 Day 3 Small Group p. 51 Investigation 4 Day 1 Large Group p. 55 Investigation 4 Day 1 Small Group p. 56 Investigation 4 Day 1 Small Group p. 57 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Small Group p. 58 Investigation 4 Day 2 Small Group p. 57 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 2 Large Group p. 59 Investigation 4 Day 2 Large Group p. 59 Investigation 4 Day 2 Large Group p. 59 Investigation 4 Day 2 Large Group p. 50 Investigation 4 Day 2 Large Group p. 56 Investigation 4 Day 3 Large Group p. 57 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 4 Large Group
INDICATOR	3.LL.1.3.	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 Answer some simple "who", "what" and "where" questions. (3.3)
INDICATOR	3.LL.1.3.	Answer some simple "who", "what" and "where" questions. (3.3)

Reduce, Reuse, Recycle Study p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Mighty Minutes p. 15 Exploring the Topic Day 1 Read-Aloud p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Large-Group Roundup p. 17 Exploring the Topic Day 2 Mighty Minutes p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 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			
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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
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p. 23 Exploring the Topic Day 5 Choice Time
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p. 31 Investigation 1 Day 2 Small Group
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p. 32 Investigation 1 Day 3 Large Group
p. 33 Investigation 1 Day 3 Large-Group Roundup
p. 33 Investigation 1 Day 3 Read-Aloud
p. 33 Investigation 1 Day 3 Small Group
p. 35 Investigation 2 Outdoor Experience
p. 36 Investigation 2 Day 1 Choice Time
p. 36 Investigation 2 Day 1 Large Group
p. 37 Investigation 2 Day 1 Large-Group Roundup
p. 37 Investigation 2 Day 1 Small Group
p. 38 Investigation 2 Day 2 Choice Time
p. 38 Investigation 2 Day 2 Large Group
p. 39 Investigation 2 Day 2 Large-Group Roundup
p. 39 Investigation 2 Day 2 Read-Aloud
p. 39 Investigation 2 Day 2 Small Group
p. 40 Investigation 2 Day 3 Choice Time
p. 40 Investigation 2 Day 3 Large Group
p. 41 Investigation 2 Day 3 Large- Group Roundup
p. 41 Investigation 2 Day 3 Small Group
p. 42 Investigation 2 Day 4 Large Group
p. 42 investigation 2 Day 4 Choice Time
p. 43 Investigation 2 Day 4 Large-Group Roundup
p. 43 Investigation 2 Day 4 Read-Aloud
p. 43 Investigation 2 Day 4 Small Group
p. 45 Investigation 3 Outdoor Experiences
p. 46 Investigation 3 Day 1 Choice Time
p. 46 Investigation 3 Day 1 Large Group
p. 47 Investigation 3 Day 1 Large-Group Roundup
p. 47 Investigation 3 Day 1 Small Group
p. 48 Investigation 3 Day 2 Choice Time
p. 48 Investigation 3 Day 2 Large Group
p. 49 Investigation 3 Day 2 Large-Group Roundup
p. 49 Investigation 3 Day 2 Small Group
p. 50 Investigation 3 Day 3 Large Group
p. 51 Investigation 3 Day 3 Choice Time
p. 51 Investigation 3 Day 3 Large-Group Roundup
p. 51 Investigation 3 Day 3 Read-Aloud
p. 51 Investigation 3 Day 3 Small Group
p. 53 Investigation 4 Outdoor Experiences
p. 54 Investigation 4 Day 1 Choice Time
p. 54 Investigation 4 Day 1 Large Group
p. 55 Investigation 4 Day 1 Large-Group Roundup
p. 55 Investigation 4 Day 1 Small Group
p. 56 Investigation 4 Day 2 Choice Time
p. 56 Investigation 4 Day 2 Large Group
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p. 57 Investigation 4 Day 2 Small Group

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INDICATOR	3.LL.1.5.	Use phrases and/or simple sentences and questions. (3.5) Reduce, Reuse, Recycle Study
		p. 15 Exploring the Topic Day 1 Choice Time p. 22 Exploring the Topic Day 5 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 40 Investigation 2 Day 3 Large Group
INDICATOR	3.LL.1.6.	Ask "why" questions. (3.6)
		Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Choice Time p. 22 Exploring the Topic Day 5 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 40 Investigation 2 Day 3 Large Group
INDICATOR	3.LL.1.7.	With prompting and support, act out familiar stories, rhymes and fingerplays. (3.7) 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 1 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 Choice Time
		p. 71 Investigation 5 Day 3 Earge Gloup Roundap
		p. 71 Investigation 5 Day 3 Small Group
		p. 86 Celebrating Learning Day 2 Large Group
		p. 87 Celebrating Learning Day 2 Read-Aloud
INDICATOR	3.LL.1.9.	Ask questions that may incorporate expanding vocabulary. (3.9)
		Reduce, Reuse, Recycle Study
		p. 15 Exploring the Topic Day 1 Choice Time
		p. 22 Exploring the Topic Day 5 Large Group
		p. 23 Exploring the Topic Day 5 Small 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
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		LANGUAGE
GRADE LEVEL EXPECTATION	3.LL.2.	Comprehend and use increasingly complex and varied vocabulary.
INDICATOR	3.LL.2.2.	Demonstrate an understanding of and begin using some new
		vocabulary introduced through conversations, activities, or listening
		to texts read aloud. (3.2)
		Reduce, Reuse, Recycle Study
		p. 13 Exploring the Topic Outdoor Experiences
		p. 15 Exploring the Topic Day 1 Choice Time p. 16 Exploring the Topic Day 2 Large Group
		p. 23 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
		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
	II	p. 69 Investigation 5 Day 2 Small Group

		p. 83 Celebrating Learning Outdoor Experiences p. 85 Celebrating Learning Day 1 Small Group
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	3.LL.3.	Develop an interest in books and their characteristics.
INDICATOR	3.LL.3.1.	Find a specific book by looking at the cover. (3.1) 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. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 43 Investigation 2 Day 3 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 5 Day 3 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud
INDICATOR	3.LL.3.2.	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. 23 Exploring the Topic Day 5 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 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
INDICATOR	3.LL.3.3.	Hold book properly and look at pages of a book from left to right, pretending to read. (3.3) 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	3.LL.3.4.	Imitate teacher reading a story. (3.4) Reduce, Reuse, Recycle Study p. 17 Exploring the Topic Day 2 Small Group
INDICATOR	3.LL.3.5.	With prompting and support, demonstrate and understand that people write stories and draw pictures in books. (3.5) Reduce, Reuse, Recycle Study p. 17 Exploring the Topic Day 2 Small Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 71 Investigation 5 Day 3 Small Group p. 87 Celebrating Learning Day 2 Small Group

INDICATOR	3.LL.3.6.	Shows an interest in illustrations. (3.6) Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Choice Time p. 51 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 63 Investigation 5 Day 3 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud
BENCHMARK / GLE	3.LL.	p. 87 Celebrating Learning Day 2 Read-Aloud LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY	J.LL.	READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	3.LL.4.	Comprehend stories and information from books and other print materials.
INDICATOR	3.LL.4.1.	Answer simple questions about print that has been read aloud several times. (3.1) Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 2 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 41 Investigation 2 Day 4 Read-Aloud p. 42 Investigation 2 Day 4 Read-Aloud p. 47 Investigation 3 Day 2 Large Group p. 48 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Read-Aloud p. 49 Investigation 3 Day 2 Read-Aloud p. 57 Investigation 3 Day 2 Read-Aloud p. 57 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. 59 Investigation 4 Day 3 Read-Aloud p. 51 Investigation 4 Day 3 Read-Aloud p. 52 Investigation 4 Day 3 Read-Aloud p. 53 Investigation 4 Day 3 Read-Aloud p. 54 Investigation 4 Day 5 Read-Aloud p. 56 Investigation 4 Day 5 Read-Aloud p. 57 Investigation 5 Day 1 Read-Aloud p. 61 Investigation 5 Day 1 Read-Aloud p. 62 Investigation 5 Day 1 Read-Aloud p. 63 Investigation 5 Day 1 Read-Aloud p. 64 Investigation 5 Day 1 Read-Aloud p. 66 Investigation 5 Day 2 Read-Aloud p. 67 Investigation 5 Day 1 Read-Aloud p. 68 Investigation 5 Day 2 Read-Aloud p. 69 Investigation 5 Day 1 Read-Aloud p. 60 Investigation 5 Day 2 Read-Aloud p. 61 Investigation 5 Day 1 Read-Aloud p. 62 Investigation 5 Day 1 Read-Aloud p. 63 Investigation 5 Day 1 Read-Aloud p. 64 Investigation 5 Day 1 Read-Aloud p. 65 Investigation 5 Day 1 Read-Aloud p. 66 Investigation 5 Day 1 Read-Aloud p. 67 Investigation 5 Day 1 Read-Aloud p. 68 Celebrating Learning Day 1 R

		p. 87 Celebrating Learning Day 2 Read-Aloud
		p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	3.LL.4.2.	Retell a simple story with pictures or other props to use as prompts. (3.2)
		Reduce, Reuse, Recycle Study
		p. 15 Exploring the Topic Day 1 Read-Aloud
		p. 19 Exploring the Topic Day 3 Read-Aloud
		p. 23 Exploring the Topic Day 5 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 39 Investigation 2 Day 2 Read-Aloud
		p. 43 Investigation 2 Day 4 Read-Aloud
		p. 51 Investigation 3 Day 3 Read-Aloud
		p. 57 Investigation 4 Day 2 Read-Aloud
		p. 58 Investigation 4 Day 3 Large Group
		p. 59 Investigation 4 Day 3 Read-Aloud
		p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Read-Aloud
		p. 63 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 4 Day 5 Small Group
		p. 67 Investigation 5 Day 1 Read-Aloud
		p. 71 Investigation 5 Day 3 Read-Aloud
		p. 85 Celebrating Learning Day 1 Small Group
INDICATOR		
INDICATOR	3.LL.4.3.	With prompting and support, identify characters from a story and information from an informational text read aloud. (3.3)
		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. 29 Investigation 1 Day 1 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 39 Investigation 2 Day 2 Read-Aloud
		p. 43 Investigation 2 Day 4 Read-Aloud
		p. 51 Investigation 3 Day 3 Read-Aloud
		p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud
		p. 59 Investigation 4 Day 2 Read-Aloud
		p. 59 Investigation 4 Day 3 Keau-Aloud p. 59 Investigation 4 Day 3 Small Group
		p. 62 Investigation 4 Day 5 Carge Group
		p. 63 Investigation 4 Day 5 Read-Aloud
		p. 63 Investigation 4 Day 5 Small Group
		p. 66 Investigation 5 Day 1 Large Group
		p. 67 Investigation 5 Day 1 Read-Aloud
		p. 71 Investigation 5 Day 3 Read-Aloud
		p. 85 Celebrating Learning Day 1 Small Group
		p. 87 Celebrating Learning Day 2 Read-Aloud
		p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	3.LL.4.4.	With prompting and support, talk about unknown vocabulary words in a text or story read aloud. (3.4)
		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. 23 Exploring the Topic Day 5 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 43 Investigation 2 Day 2 Read-Aloud
		p. 51 Investigation 3 Day 3 Read-Aloud
		p. 55 Investigation 4 Day 5 Read-Aloud
		p. 57 Investigation 4 Day 1 Read-Aloud
		p. 59 Investigation 4 Day 3 Read-Aloud
		p. 62 Investigation 4 Day 5 Large Group
		p. 63 Investigation 4 Day 5 Read-Aloud
		p. 71 Investigation 5 Day 3 Read-Aloud

INDICATOR	3.LL.4.5.	Distinguish between real objects and play objects (e.g. distinguish between a real apple and a toy apple). (3.5) Reduce, Reuse, Recycle Study p. 48 Investigation 3 Day 2 Large Group
INDICATOR	3.LL.4.6.	Use pictures and illustrations of a text to tell a story. (3.6) Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Choice Time p. 51 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 4 Day 5 Small Group
		p. 71 Investigation 5 Day 3 Read-Aloud
		p. 85 Celebrating Learning Day 1 Small Group
		p. 87 Celebrating Learning Day 2 Read-Aloud
INDICATOR	3.LL.4.7.	With prompting and support, talk about or draw a character, setting, event, or idea in a text read aloud. (3.7) 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. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Small Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud
		stories. (3.8) Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 3 Day 2 Read-Aloud

		p. 51 Investigation 3 Day 3 Read-Aloud
		p. 55 Investigation 4 Day 1 Read-Aloud
		p. 57 Investigation 4 Day 2 Read-Aloud
		p. 57 Investigation 4 Day 2 Small Group p. 59 Investigation 4 Day 3 Read-Aloud
		p. 63 Investigation 4 Day 5 Read-Aloud
		p. 71 Investigation 5 Day 3 Read-Aloud
		p. 87 Celebrating Learning Day 2 Read-Aloud
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	3.LL.5.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	3.LL.5.1.	With prompting and support, track across a page or along printed words from top to bottom and left to right. (3.1)
		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	3.LL.5.3.	With prompting and support, demonstrate an understanding that letters are combined to make words. (3.3)
		Reduce, Reuse, Recycle Study
		p. 39 Investigation 2 Day 2 Mighty Minutes
		p. 47 Investigation 3 Day 1 Mighty Minutes
INDICATOR	3.LL.5.4.	Name at least 10 of the 52 upper- and lower-case letters of the
INDICATOR	0.22.3.4.	alphabet (any combination of upper- and lower-case letters). (3.4)
		Reduce, Reuse, Recycle Study
		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. 39 Investigation 2 Day 2 Mighty Minutes
		p. 41 Investigation 2 Day 3 Small Group
		p. 43 Investigation 2 Day 4 Small Group
		p. 47 Investigation 3 Day 1 Mighty Minutes
		p. 61 Investigation 4 Day 4 Small Group
		p. 71 Investigation 5 Day 3 Small Group
DENCHMARK / CL F	211	p.15 Exploring the Topic Day 1 Small Group
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY GRADE LEVEL	3.LL.6.	READING: FOUNDATIONAL SKILLS Demonstrate understanding of different units of sound in language
EXPECTATION	J.LL.0.	(words, syllables, phonemes).
INDICATOR	3.LL.6.1.	With prompting and support, recognize matching sounds and
		rhymes in familiar words or words in songs. (3.1)
		Reduce, Reuse, Recycle Study
		p. 16 Exploring the Topic Day 2 Large Group
		p. 17 Exploring the Topic Day 2 Small Group
		p. 19 Exploring the Topic Day 3 Small Group p. 21 Exploring the Topic Day 4 Mighty Minutes
		p. 33 Investigation 1 Day 3 Small Group
		p. 36 Investigation 2 Day 1 Choice Time
		p. 37 Investigation 2 Day 1 Mighty Minutes
		p. 37 Investigation 2 Day 1 Small Group
		p. 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. 49 Investigation 3 Day 2 Mighty Minutes p. 51 Investigation 3 Day 3 Mighty Minutes p. 59 Investigation 4 Day 3 Mighty Minutes p. 61 Investigation 4 Day 4 Small Group p. 67 Investigation 5 Day 1 Small Group p. 71 Investigation 5 Day 3 Mighty Minutes p. 71 Investigation 5 Day 3 Small Group p.15 Exploring the Topic Day 1 Small Group
INDICATOR	3.LL.6.2.	With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2) Reduce, Reuse, Recycle Study p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group
INDICATOR	3.LL.6.3.	With prompting and support, show an awareness of beginning sounds in words. (3.3) Reduce, Reuse, Recycle Study p. 17 Exploring the Topic Day 2 Small Group p. 23 Exploring the Topic Day 5 Mighty Minutes p. 30 Investigation 1 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 47 Investigation 3 Day 1 Mighty Minutes p. 49 Investigation 3 Day 2 Mighty Minutes p. 61 Investigation 4 Day 4 Mighty Minutes p. 69 Investigation 5 Day 2 Mighty Minutes
INDICATOR	3.LL.6.4.	With prompting and support, attend to activities or word play that emphasizes beginning sounds in words. (3.4) Reduce, Reuse, Recycle Study p. 17 Exploring the Topic Day 2 Small Group p. 23 Exploring the Topic Day 5 Mighty Minutes p. 30 Investigation 1 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 47 Investigation 3 Day 1 Mighty Minutes p. 49 Investigation 3 Day 2 Mighty Minutes p. 61 Investigation 4 Day 4 Mighty Minutes p. 69 Investigation 5 Day 2 Mighty Minutes
INDICATOR	3.LL.6.5.	Engage in word play activities in songs and rhymes. (3.5) 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 5 Large Group p. 22 Exploring the Topic Day 5 Mighty Minutes 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 Large Group p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Large Group p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Large Group p. 44 Investigation 2 Day 4 Mighty Minutes 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 Mighty Minutes 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. 59 Investigation 4 Day 3 Mighty Minutes 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. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Mighty Minutes p. 71 Investigation 5 Day 3 Small Group p. 84 Celebrating Learning Day 1 Large Group p. 86 Celebrating Learning Day 1 Large Group p. 87 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes BENCHMARK / GLE 3.LL. LANGUAGE AND LITERACY DEVELOPMENT GLE / PROFICIENCY WRITING GRADE LEVEL EXPECTATION Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations symbols, and letters. INDICATOR 3.LL.7.1. Experiment with a variety of writing tools, materials, and surface	
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. 59 Investigation 4 Day 3 Mighty Minutes 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. 66 Investigation 5 Day 1 Small Group p. 67 Investigation 5 Day 2 Large Group p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Mighty Minutes p. 71 Investigation 5 Day 3 Small Group p. 84 Celebrating Learning Day 1 Large Group p. 86 Celebrating Learning Day 1 Large Group p. 87 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes BENCHMARK / GLE 3.LL. LANGUAGE AND LITERACY DEVELOPMENT GLE / PROFICIENCY WRITING GRADE LEVEL EXPECTATION Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations symbols, and letters.	
p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group p. 59 Investigation 4 Day 3 Mighty Minutes p. 60 Investigation 4 Day 4 Large Group p. 62 Investigation 4 Day 5 Large Group p. 66 Investigation 5 Day 1 Large Group p. 66 Investigation 5 Day 1 Small Group p. 67 Investigation 5 Day 2 Large Group p. 68 Investigation 5 Day 3 Large Group p. 70 Investigation 5 Day 3 Mighty Minutes p. 71 Investigation 5 Day 3 Small Group p. 84 Celebrating Learning Day 1 Large Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes BENCHMARK / GLE 3.LL. LANGUAGE AND LITERACY DEVELOPMENT GLE / PROFICIENCY GRADE LEVEL EXPECTATION Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations symbols, and letters.	
p. 58 Investigation 4 Day 3 Large Group p. 59 Investigation 4 Day 3 Mighty Minutes p. 60 Investigation 4 Day 4 Large Group p. 62 Investigation 4 Day 5 Large Group p. 62 Investigation 5 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 2 Large Group p. 68 Investigation 5 Day 3 Large Group p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Mighty Minutes p. 71 Investigation 5 Day 3 Small Group p. 84 Celebrating Learning Day 1 Large Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes BENCHMARK / GLE 3.LL. LANGUAGE AND LITERACY DEVELOPMENT GLE / PROFICIENCY WRITING GRADE LEVEL EXPECTATION Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations symbols, and letters.	
p. 59 Investigation 4 Day 3 Mighty Minutes p. 60 Investigation 4 Day 4 Large Group p. 62 Investigation 4 Day 5 Large Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Small Group p. 68 Investigation 5 Day 2 Large Group p. 68 Investigation 5 Day 3 Large Group p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Small Group p. 84 Celebrating Learning Day 1 Large Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes BENCHMARK / GLE 3.LL. LANGUAGE AND LITERACY DEVELOPMENT GLE / PROFICIENCY GRADE LEVEL EXPECTATION Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations symbols, and letters.	
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. 66 Investigation 5 Day 1 Small Group p. 68 Investigation 5 Day 2 Large Group p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Mighty Minutes p. 71 Investigation 5 Day 3 Mighty Minutes p. 71 Investigation 5 Day 3 Small Group p. 84 Celebrating Learning Day 1 Large Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes BENCHMARK / GLE 3.LL. LANGUAGE AND LITERACY DEVELOPMENT GLE / PROFICIENCY GRADE LEVEL EXPECTATION Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations symbols, and letters.	
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. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Mighty Minutes p. 71 Investigation 5 Day 3 Small Group p. 84 Celebrating Learning Day 1 Large Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes BENCHMARK / GLE 3.LL. LANGUAGE AND LITERACY DEVELOPMENT GLE / PROFICIENCY WRITING GRADE LEVEL EXPECTATION Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations symbols, and letters.	
p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Small Group p. 68 Investigation 5 Day 2 Large Group p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Mighty Minutes p. 71 Investigation 5 Day 3 Small Group p. 84 Celebrating Learning Day 1 Large Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes BENCHMARK / GLE 3.LL. LANGUAGE AND LITERACY DEVELOPMENT GLE / PROFICIENCY WRITING GRADE LEVEL EXPECTATION Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations symbols, and letters.	
p. 67 Investigation 5 Day 1 Small Group p. 68 Investigation 5 Day 2 Large Group p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Mighty Minutes p. 71 Investigation 5 Day 3 Small Group p. 84 Celebrating Learning Day 1 Large Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes BENCHMARK / GLE 3.LL. LANGUAGE AND LITERACY DEVELOPMENT GLE / PROFICIENCY WRITING GRADE LEVEL EXPECTATION Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations symbols, and letters.	
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. 71 Investigation 5 Day 3 Small Group p. 84 Celebrating Learning Day 1 Large Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes BENCHMARK / GLE 3.LL. LANGUAGE AND LITERACY DEVELOPMENT GLE / PROFICIENCY WRITING GRADE LEVEL EXPECTATION Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations symbols, and letters.	
p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Mighty Minutes p. 71 Investigation 5 Day 3 Small Group p. 84 Celebrating Learning Day 1 Large Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes BENCHMARK / GLE 3.LL. LANGUAGE AND LITERACY DEVELOPMENT GLE / PROFICIENCY WRITING GRADE LEVEL GRADE LEVEL EXPECTATION Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations symbols, and letters.	
p. 71 Investigation 5 Day 3 Mighty Minutes p. 71 Investigation 5 Day 3 Small Group p. 84 Celebrating Learning Day 1 Large Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes BENCHMARK / GLE 3.LL. LANGUAGE AND LITERACY DEVELOPMENT GLE / PROFICIENCY WRITING GRADE LEVEL EXPECTATION Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations symbols, and letters.	
p. 71 Investigation 5 Day 3 Small Group p. 84 Celebrating Learning Day 1 Large Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes BENCHMARK / GLE 3.LL. LANGUAGE AND LITERACY DEVELOPMENT GLE / PROFICIENCY WRITING GRADE LEVEL EXPECTATION Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations symbols, and letters.	
p. 84 Celebrating Learning Day 1 Large Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes BENCHMARK / GLE 3.LL. LANGUAGE AND LITERACY DEVELOPMENT WRITING GRADE LEVEL GRADE LEVEL EXPECTATION Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations symbols, and letters.	
p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes BENCHMARK / GLE 3.LL. LANGUAGE AND LITERACY DEVELOPMENT WRITING GRADE LEVEL EXPECTATION Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations symbols, and letters.	
p. 87 Celebrating Learning Day 2 Mighty Minutes BENCHMARK / GLE 3.LL. LANGUAGE AND LITERACY DEVELOPMENT WRITING GRADE LEVEL EXPECTATION Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations symbols, and letters.	
BENCHMARK / GLE 3.LL. LANGUAGE AND LITERACY DEVELOPMENT WRITING GRADE LEVEL EXPECTATION Substituting implements, conventions, and emerging skills to communicate through written representations symbols, and letters.	
GLE / PROFICIENCY GRADE LEVEL EXPECTATION Symbols, and letters. WRITING Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations symbols, and letters.	
GRADE LEVEL 3.LL.7. Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations symbols, and letters.	
EXPECTATION emerging skills to communicate through written representations symbols, and letters.	
EXPECTATION emerging skills to communicate through written representations symbols, and letters.	
symbols, and letters.	
	,
INDICATOR IS.LL.(.). Experiment with a variety of writing tools, materials, and surface	
	5.
(3.1)	
D. L. D. D. D. D. D. L. D. L. D.	
Reduce, Reuse, Recycle Study	
p. 17 Exploring the Topic Day 2 Small Group	
p. 19 Exploring the Topic Day 3 Small Group	
p. 32 Investigation 1 Day 3 Large Group	
p. 41 Investigation 2 Day 3 Large- Group Roundup	
p. 41 Investigation 2 Day 3 Small Group	
p. 43 Investigation 2 Day 4 Small Group	
p. 48 Investigation 3 Day 2 Choice Time	
p. 67 Investigation 5 Day 1 Choice Time	
p. 87 Celebrating Learning Day 2 Large Group Roundup	
INDICATOR 3.LL.7.2. Use early stages of writing to form shapes and letter-like symbol	s to
convey ideas. (3.2)	
James (etc.)	
Reduce, Reuse, Recycle Study	
p. 33 Investigation 1 Day 3 Small Group	
	2)
INDICATOR 3.LL.7.3. Engage in tactile experiences creating letters and other forms. (3	.3)
Reduce Revela Ctudy	
Reduce, Reuse, Recycle Study	
p. 33 Investigation 1 Day 3 Small Group	
INDICATOR 3.LL.7.4. Imitate marks made by adult or older child (approximations). (3.4)	.)
Reduce, Reuse, Recycle Study	
p. 17 Exploring the Topic Day 2 Small Group	
p. 19 Exploring the Topic Day 3 Small Group	
p. 32 Investigation 1 Day 3 Large Group	
p. 41 Investigation 2 Day 3 Large- Group Roundup	
p. 41 Investigation 2 Day 3 Small Group	
p. 43 Investigation 2 Day 4 Small Group	
p. 48 Investigation 3 Day 2 Choice Time	
p. 67 Investigation 5 Day 1 Choice Time	
p. 87 Celebrating Learning Day 2 Large Group Roundup	
INDICATOR 3.LL.7.5. Describe picture and/or dictate story to caretaker. (3.5)	=
Describe picture and/or dictate story to caretaker. (3.5)	
Reduce, Reuse, Recycle Study	
n 22 Eynloring the Tonic Day 5 Large Group	
p. 22 Exploring the Topic Day 5 Large Group BENCHMARK / GLE 3.PM. PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT	

GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	3.PM.3.	Participate in a variety of physical activities to enhance strength and stamina.
INDICATOR	3.PM.3.2.	Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (3.2) Reduce, Reuse, Recycle Study p. 13 Exploring the Topic Outdoor Experiences p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 36 Investigation 2 Day 1 Large Group p. 45 Investigation 3 Outdoor Experiences p. 65 Investigation 5 Outdoor Experience p. 66 Investigation 5 Day 1 Large Group p. 83 Celebrating Learning Outdoor Experiences
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		HEALTH AND HYGIENE
GRADE LEVEL EXPECTATION	3.PM.4.	Develop appropriate health and hygiene skills.
INDICATOR	3.PM.4.1.	Identify foods (real or pictures) that are healthy and less healthy for the body. (3.1) Reduce, Reuse, Recycle Study p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	3.PM.4.2.	Select from a variety of healthy foods that are offered. (3.2) Reduce, Reuse, Recycle Study p. 87 Celebrating Learning Day 2 Small Group
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SOCIAL RELATIONSHIPS
GRADE LEVEL EXPECTATION	3.SE.1.	Develop healthy relationships and interactions with peers and adults.
INDICATOR	3.SE.1.10.	Reduce, Reuse, Recycle Study p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Large 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 Roundup p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 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 5 Large-Group p. 22 Exploring the Topic Day 5 Large-Group Roundup 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. 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

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p. 29 Investigation 1 Day 1 Choice Time
p. 29 Investigation 1 Day 1 Large-Group Roundup
p. 29 Investigation 1 Day 1 Mighty Minutes
p. 29 Investigation 1 Day 1 Small Group
p. 30 Investigation 1 Day 2 Large Group
p. 31 Investigation 1 Day 2 Choice Time
p. 31 Investigation 1 Day 2 Large-Group Roundup
p. 31 Investigation 1 Day 2 Small Group
p. 32 Investigation 1 Day 3 Choice Time
p. 32 Investigation 1 Day 3 Large Group
p. 33 Investigation 1 Day 3 Large-Group Roundup
p. 33 Investigation 1 Day 3 Read-Aloud
p. 33 Investigation 1 Day 3 Small Group
p. 35 Investigation 2 Outdoor Experience
p. 36 Investigation 2 Day 1 Choice Time
p. 36 Investigation 2 Day 1 Large Group
p. 37 Investigation 2 Day 1 Large-Group Roundup
p. 37 Investigation 2 Day 1 Small Group
p. 38 Investigation 2 Day 2 Choice Time
p. 38 Investigation 2 Day 2 Large Group
p. 39 Investigation 2 Day 2 Large-Group Roundup
p. 39 Investigation 2 Day 2 Read-Aloud
p. 39 Investigation 2 Day 2 Small Group
p. 40 Investigation 2 Day 3 Choice Time
p. 40 Investigation 2 Day 3 Large Group
p. 41 Investigation 2 Day 3 Large- Group Roundup
p. 41 Investigation 2 Day 3 Small Group
p. 42 Investigation 2 Day 4 Large Group
p. 42 investigation 2 Day 4 Choice Time
p. 43 Investigation 2 Day 4 Large-Group Roundup
p. 43 Investigation 2 Day 4 Read-Aloud
p. 43 Investigation 2 Day 4 Small Group
p. 45 Investigation 3 Outdoor Experiences
p. 46 Investigation 3 Day 1 Choice Time
p. 46 Investigation 3 Day 1 Large Group
p. 47 Investigation 3 Day 1 Large-Group Roundup
p. 47 Investigation 3 Day 1 Small Group
p. 48 Investigation 3 Day 2 Choice Time
p. 48 Investigation 3 Day 2 Large Group
p. 49 Investigation 3 Day 2 Large-Group Roundup
p. 49 Investigation 3 Day 2 Small Group
p. 50 Investigation 3 Day 3 Large Group
p. 51 Investigation 3 Day 3 Choice Time
p. 51 Investigation 3 Day 3 Large-Group Roundup
p. 51 Investigation 3 Day 3 Read-Aloud
p. 51 Investigation 3 Day 3 Small Group
p. 53 Investigation 4 Outdoor Experiences
p. 54 Investigation 4 Day 1 Choice Time
p. 54 Investigation 4 Day 1 Large Group
p. 55 Investigation 4 Day 1 Large-Group Roundup
p. 55 Investigation 4 Day 1 Small Group
p. 56 Investigation 4 Day 2 Choice Time
p. 56 Investigation 4 Day 2 Large Group
p. 57 Investigation 4 Day 2 Large-Group Roundup
p. 57 Investigation 4 Day 2 Read-Aloud
p. 57 Investigation 4 Day 2 Small Group
p. 58 Investigation 4 Day 3 Large Group
p. 58 Investigation 4 Day 3 Choice Time
p. 59 Investigation 4 Day 3 Large-Group Roundup
p. 59 Investigation 4 Day 3 Read-Aloud
p. 59 Investigation 4 Day 3 Small Group
p. 60 Investigation 4 Day 4 Choice Time
p. 60 Investigation 4 Day 4 Large Group
p. 61 Investigation 4 Day 4 Large-Group Roundup
p. 61 Investigation 4 Day 4 Small Group
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		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 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 Large Group Roundup p. 87 Celebrating Learning Day 2 Small Group p. 15 Exploring the Topic Day 1 Small Group
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	3.SE.4.	Regulate own emotions and behavior.
INDICATOR	3.SE.4.1.	Recognize and name basic emotions (happy, mad, sad) in self. (3.1) 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
INDICATOR	3.SE.4.2.	Express own ideas, interests, and feelings through words or actions. (3.2) 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. 57 Investigation 4 Day 2 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
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY	0.02.	SELF-REGULATION
GRADE LEVEL	3.SE.5.	Regulate attention, impulses, and behavior.
EXPECTATION		
INDICATOR	3.SE.5.1.	With prompting and support, follow rules and routines. (3.1)
		Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group
CONTENT STANDARD	LA.EC.4.	Four-Year-Olds
BENCHMARK / GLE	4.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	4.AL.3.	Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.
INDICATOR	4.AL.3.2.	Apply prior knowledge and experiences to learn new skills during play. (4.2)
		Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group
INDICATOR	4.AL.3.3.	Use a variety of strategies to investigate possible solutions, to accomplish a task, or to solve a problem. (4.3)
		Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group
BENCHMARK / GLE	4.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	4.AL.4.	Demonstrate creative thinking when using materials, solving problems, and/or learning new information.
INDICATOR	4.AL.4.1.	Express unique ideas and approach tasks and experiences with flexibility, imagination and inventiveness. (4.1)
		Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group
INDICATOR	4.AL.4.2.	Gather information and ask complex questions in order to understand a new or familiar concept. (4.2)
		Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Choice Time p. 22 Exploring the Topic Day 5 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 40 Investigation 2 Day 3 Large Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY	1.004	CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	4.CC.1.	Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.
INDICATOR	4.CC.1.1.	Express thoughts and feelings through movement and musical activities. (4.1)
		Reduce, Reuse, Recycle Study p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group

INDICATOR	4.CC.1.2.	Participate in different types of music activities, including songs, finger plays, and playing instruments. (4.2)
		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 Highty Minutes p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Mighty Minutes p. 28 Envestigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 30 Investigation 1 Day 3 Large Group p. 31 Investigation 2 Day 1 Large Group p. 32 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Large Group p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Large Group p. 48 Investigation 3 Day 2 Large Group p. 48 Investigation 3 Day 2 Large Group p. 50 Investigation 3 Day 3 Large Group p. 51 Investigation 4 Day 1 Large Group p. 52 Investigation 4 Day 3 Large Group p. 53 Investigation 4 Day 3 Large Group p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 3 Large Group p. 57 Investigation 5 Day 3 Large Group p. 68 Investigation 5 Day 3 Large Group p. 79 Investigation 5 Day 3 Large Group p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Large Group p. 72 Investigation 5 Day 3 Large Group p. 73 Investigation 5 Day 3 Large Group p. 74 Investigation 5 Day 3 Large Group p. 75 Investigation 5 Day 3 Large Group p. 76 Celebrating Learning Day 1 Large Group p. 77 Investigation 5 Day 3 Mighty Minutes p. 84 Celebrating Learning Day 2 Large Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	4.CC.1.3.	Use instruments, other objects and/or their bodies to imitate and produce more complex beat and rhythm patterns. (4.3) Reduce, Reuse, Recycle Study p. 56 Investigation 4 Day 2 Large Group
INDICATOR	4.CC.1.4.	p. 58 Investigation 4 Day 3 Large Group Describe changes in tone, melody, rhythm, and tempo. (4.4)
INDIGATOR	1.00.11.4.	Reduce, Reuse, Recycle Study p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group
INDICATOR	4.CC.1.5.	Use instruments, props, and body creatively to express self through music and movement. (4.5) Reduce, Reuse, Recycle Study p. 56 Investigation 4 Day 2 Large Group
DENOUMARY / OLE	1.0	p. 58 Investigation 4 Day 3 Large Group
BENCHMARK / GLE GLE / PROFICIENCY	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL	4.CC.2.	Develop an appreciation for visual arts from different culture and
EXPECTATION		create various forms of visual arts.
INDICATOR	4.CC.2.1.	Observe and/or describe what they like and do not like about various forms of art and how it makes them feel. (4.1) Reduce, Reuse, Recycle Study
		p. 14 Exploring the Topic Day 1 Large Group

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		p. 17 Exploring the Topic Day 2 Small Group
		p. 19 Exploring the Topic Day 3 Small Group
		p. 23 Exploring the Topic Day 5 Small Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Small Group
		p. 32 Investigation 1 Day 3 Large Group
		p. 36 Investigation 2 Day 1 Choice Time
		p. 37 Investigation 2 Day 1 Read-Aloud
		p. 37 Investigation 2 Day 1 Small Group
		p. 39 Investigation 2 Day 2 Small Group
		p. 40 Investigation 2 Day 3 Large Group
		p. 41 Investigation 2 Day 3 Small Group
		p. 43 Investigation 2 Day 4 Small Group
		p. 46 Investigation 3 Day 1 Choice Time
		p. 47 Investigation 3 Day 1 Large-Group Roundup
		p. 47 Investigation 3 Day 1 Small Group
		p. 49 Investigation 3 Day 2 Small Group
		p. 51 Investigation 3 Day 3 Small Group
		p. 53 Investigation 4 Outdoor Experiences p. 55 Investigation 4 Day 1 Read-Aloud
		p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Small Group
		p. 59 Investigation 4 Day 3 Large-Group Roundup
		p. 59 Investigation 4 Day 3 Small Group
		p. 63 Investigation 4 Day 5 Small Group
		p. 67 Investigation 4 Day 1 Small Group
		p. 69 Investigation 5 Day 2 Small Group
		p. 85 Celebrating Learning Day 1 Small Group
		p. 87 Celebrating Learning Day 2 Read-Aloud
		p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	4.CC.2.2.	Describe specific elements of a piece of art (e.g., texture, use of
		colors, line, perspective, position of objects included). (4.2)
		De Lees Breeze Breezelo Otto Le
		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
		IN 30 INVESTIGATION 1 DAV 2 LARGE GROUP
		p. 31 Investigation 1 Day 2 Small Group
		p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 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. 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. 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. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group
		p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Large Group
		p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group
		p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 43 Investigation 2 Day 4 Small Group
		p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time
		p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Large-Group Roundup
		p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Large-Group Roundup p. 47 Investigation 3 Day 1 Small Group
		p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Large-Group Roundup p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group
		p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Large-Group Roundup p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 51 Investigation 3 Day 3 Small Group p. 51 Investigation 3 Day 3 Small Group
		p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Large-Group Roundup p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 51 Investigation 3 Day 3 Small Group p. 53 Investigation 4 Outdoor Experiences
		p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Large-Group Roundup p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 51 Investigation 3 Day 3 Small Group p. 53 Investigation 4 Outdoor Experiences p. 55 Investigation 4 Day 1 Read-Aloud
		p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Large-Group Roundup p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 51 Investigation 3 Day 3 Small Group p. 53 Investigation 4 Outdoor Experiences p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Small Group
		p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Large-Group Roundup p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 51 Investigation 3 Day 3 Small Group p. 53 Investigation 4 Outdoor Experiences p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Small Group p. 59 Investigation 4 Day 3 Large-Group Roundup
		p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Large-Group Roundup p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 51 Investigation 3 Day 3 Small Group p. 53 Investigation 4 Outdoor Experiences p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Small Group p. 59 Investigation 4 Day 3 Small Group
		p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Large-Group Roundup p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 51 Investigation 3 Day 3 Small Group p. 53 Investigation 4 Outdoor Experiences p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Small Group p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Small Group p. 63 Investigation 4 Day 5 Small Group
		p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Large-Group Roundup p. 47 Investigation 3 Day 2 Small Group p. 49 Investigation 3 Day 2 Small Group p. 51 Investigation 3 Day 3 Small Group p. 53 Investigation 4 Outdoor Experiences p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Small Group p. 59 Investigation 4 Day 3 Small Group p. 59 Investigation 4 Day 3 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. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Large-Group Roundup p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 51 Investigation 3 Day 3 Small Group p. 53 Investigation 4 Outdoor Experiences p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Small Group p. 59 Investigation 4 Day 3 Small Group p. 59 Investigation 4 Day 3 Small Group p. 59 Investigation 4 Day 3 Small Group p. 67 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 1 Small Group p. 69 Investigation 5 Day 2 Small Group p. 69 Investigation 5 Day 2 Small Group
		p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Large-Group Roundup p. 47 Investigation 3 Day 2 Small Group p. 49 Investigation 3 Day 2 Small Group p. 51 Investigation 3 Day 3 Small Group p. 53 Investigation 4 Outdoor Experiences p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Small Group p. 59 Investigation 4 Day 3 Small Group p. 59 Investigation 4 Day 3 Small Group p. 61 Investigation 4 Day 3 Small Group p. 62 Investigation 5 Day 1 Small Group p. 63 Investigation 5 Day 1 Small Group p. 64 Investigation 5 Day 2 Small Group p. 65 Investigation 5 Day 2 Small Group p. 66 Investigation 5 Day 2 Small Group p. 67 Investigation 5 Day 2 Small Group p. 68 Investigation 5 Day 2 Small Group p. 69 Investigation 5 Day 2 Small Group p. 85 Celebrating Learning Day 1 Small Group
		p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 1 Small Group p. 51 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 3 Small Group p. 59 Investigation 4 Day 3 Small Group p. 59 Investigation 4 Day 3 Small Group p. 61 Investigation 4 Day 3 Small Group p. 62 Investigation 5 Day 1 Small Group p. 63 Investigation 5 Day 1 Small Group p. 64 Investigation 5 Day 2 Small Group p. 65 Investigation 5 Day 1 Small Group p. 67 Investigation 5 Day 2 Small Group p. 68 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud
INDICATOR	4.CC.2.3.	p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Small Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Large-Group Roundup p. 47 Investigation 3 Day 2 Small Group p. 49 Investigation 3 Day 2 Small Group p. 51 Investigation 3 Day 3 Small Group p. 53 Investigation 4 Outdoor Experiences p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Small Group p. 59 Investigation 4 Day 3 Small Group p. 59 Investigation 4 Day 3 Small Group p. 61 Investigation 4 Day 3 Small Group p. 62 Investigation 5 Day 1 Small Group p. 63 Investigation 5 Day 1 Small Group p. 64 Investigation 5 Day 2 Small Group p. 65 Investigation 5 Day 2 Small Group p. 66 Investigation 5 Day 2 Small Group p. 67 Investigation 5 Day 2 Small Group p. 68 Investigation 5 Day 2 Small Group p. 69 Investigation 5 Day 2 Small Group p. 85 Celebrating Learning Day 1 Small Group

		knowledge using different materials, tools and techniques. (4.3)
		Reduce, Reuse, Recycle Study
		p. 19 Exploring the Topic Day 3 Small Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 32 Investigation 1 Day 3 Large Group
		p. 33 Investigation 1 Day 3 Large-Group Roundup
		p. 36 Investigation 2 Day 1 Large Group
		p. 41 Investigation 2 Day 3 Large- Group Roundup
		p. 41 Investigation 2 Day 3 Small Group
		p. 43 Investigation 2 Day 4 Small Group
		p. 48 Investigation 3 Day 2 Choice Time
		p. 54 Investigation 4 Day 1 Large Group
		p. 55 Investigation 4 Day 1 Small Group
		p. 57 Investigation 4 Day 2 Small Group
		p. 60 Investigation 4 Day 4 Choice Time
		p. 61 Investigation 4 Day 4 Large-Group Roundup
		p.15 Exploring the Topic Day 1 Small Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL	4.CC.3.	Explore roles and experiences through dramatic art and play.
EXPECTATION		,
INDICATOR	4.CC.3.1.	Experience, respond to, and engage in a variety of dramatic
		performances (e.g., puppetry, story-telling, dance, plays,
		pantomime, theater). (4.1)
		F,
		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
INDICATOR	4.CC.3.2.	Role play or use puppets to act out stories or play a character. (4.2)
		Reduce Pouce Popuele Study
		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 Large-Group Roundup
		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
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL	4.CM.1.	Understand numbers, ways of representing numbers, and
GRADE LEVEL EXPECTATION		Understand numbers, ways of representing numbers, and relationships between number and quantities.
GRADE LEVEL	4.CM.1.	Understand numbers, ways of representing numbers, and
GRADE LEVEL EXPECTATION		Understand numbers, ways of representing numbers, and relationships between number and quantities. Verbally count by ones to 20. (4.1)
GRADE LEVEL EXPECTATION		Understand numbers, ways of representing numbers, and relationships between number and quantities.
GRADE LEVEL EXPECTATION		Understand numbers, ways of representing numbers, and relationships between number and quantities. Verbally count by ones to 20. (4.1) Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 21 Exploring the Topic Day 4 Small Group
GRADE LEVEL EXPECTATION		Understand numbers, ways of representing numbers, and relationships between number and quantities. Verbally count by ones to 20. (4.1) Reduce, Reuse, Recycle Study 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
GRADE LEVEL EXPECTATION		Understand numbers, ways of representing numbers, and relationships between number and quantities. Verbally count by ones to 20. (4.1) Reduce, Reuse, Recycle Study 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
GRADE LEVEL EXPECTATION		Understand numbers, ways of representing numbers, and relationships between number and quantities. Verbally count by ones to 20. (4.1) Reduce, Reuse, Recycle Study 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
GRADE LEVEL EXPECTATION		Understand numbers, ways of representing numbers, and relationships between number and quantities. Verbally count by ones to 20. (4.1) Reduce, Reuse, Recycle Study 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
GRADE LEVEL EXPECTATION		Understand numbers, ways of representing numbers, and relationships between number and quantities. Verbally count by ones to 20. (4.1) Reduce, Reuse, Recycle Study 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
GRADE LEVEL EXPECTATION INDICATOR	4.CM.1.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities. Verbally count by ones to 20. (4.1) Reduce, Reuse, Recycle Study 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
GRADE LEVEL EXPECTATION		Understand numbers, ways of representing numbers, and relationships between number and quantities. Verbally count by ones to 20. (4.1) Reduce, Reuse, Recycle Study 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 Count forward from a given number between 1 and 10, and count
GRADE LEVEL EXPECTATION INDICATOR	4.CM.1.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities. Verbally count by ones to 20. (4.1) Reduce, Reuse, Recycle Study 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
GRADE LEVEL EXPECTATION INDICATOR	4.CM.1.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities. Verbally count by ones to 20. (4.1) Reduce, Reuse, Recycle Study 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 Count forward from a given number between 1 and 10, and count
GRADE LEVEL EXPECTATION INDICATOR	4.CM.1.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities. Verbally count by ones to 20. (4.1) Reduce, Reuse, Recycle Study 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 Count forward from a given number between 1 and 10, and count backward from 5. (4.2)
GRADE LEVEL EXPECTATION INDICATOR	4.CM.1.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities. Verbally count by ones to 20. (4.1) Reduce, Reuse, Recycle Study 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 Count forward from a given number between 1 and 10, and count backward from 5. (4.2) Reduce, Reuse, Recycle Study p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group
GRADE LEVEL EXPECTATION INDICATOR	4.CM.1.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities. Verbally count by ones to 20. (4.1) Reduce, Reuse, Recycle Study 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 Count forward from a given number between 1 and 10, and count backward from 5. (4.2) Reduce, Reuse, Recycle Study p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes
GRADE LEVEL EXPECTATION INDICATOR	4.CM.1.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities. Verbally count by ones to 20. (4.1) Reduce, Reuse, Recycle Study 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 Count forward from a given number between 1 and 10, and count backward from 5. (4.2) Reduce, Reuse, Recycle Study p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group
GRADE LEVEL EXPECTATION INDICATOR	4.CM.1.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities. Verbally count by ones to 20. (4.1) Reduce, Reuse, Recycle Study 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 Count forward from a given number between 1 and 10, and count backward from 5. (4.2) Reduce, Reuse, Recycle Study p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group
GRADE LEVEL EXPECTATION INDICATOR	4.CM.1.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities. Verbally count by ones to 20. (4.1) Reduce, Reuse, Recycle Study 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 Count forward from a given number between 1 and 10, and count backward from 5. (4.2) Reduce, Reuse, Recycle Study p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Small Group
GRADE LEVEL EXPECTATION INDICATOR	4.CM.1.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities. Verbally count by ones to 20. (4.1) Reduce, Reuse, Recycle Study 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 Count forward from a given number between 1 and 10, and count backward from 5. (4.2) Reduce, Reuse, Recycle Study p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 19 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. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Choice Time
GRADE LEVEL EXPECTATION INDICATOR	4.CM.1.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities. Verbally count by ones to 20. (4.1) Reduce, Reuse, Recycle Study 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 Count forward from a given number between 1 and 10, and count backward from 5. (4.2) Reduce, Reuse, Recycle Study p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 42 investigation 2 Day 4 Choice Time
GRADE LEVEL EXPECTATION INDICATOR	4.CM.1.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities. Verbally count by ones to 20. (4.1) Reduce, Reuse, Recycle Study 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 Count forward from a given number between 1 and 10, and count backward from 5. (4.2) Reduce, Reuse, Recycle Study p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 42 investigation 2 Day 4 Choice Time p. 47 Investigation 3 Day 1 Small Group
GRADE LEVEL EXPECTATION INDICATOR	4.CM.1.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities. Verbally count by ones to 20. (4.1) Reduce, Reuse, Recycle Study 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 Count forward from a given number between 1 and 10, and count backward from 5. (4.2) Reduce, Reuse, Recycle Study p. 13 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. 49 Investigation 3 Day 2 Small Group
GRADE LEVEL EXPECTATION INDICATOR	4.CM.1.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities. Verbally count by ones to 20. (4.1) Reduce, Reuse, Recycle Study 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 p. 87 Celebrating Learning Day 2 Small Group Count forward from a given number between 1 and 10, and count backward from 5. (4.2) Reduce, Reuse, Recycle Study p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 19 Exploring the Topic Day 4 Small Group p. 21 Exploring the Topic Day 5 Small Group p. 22 Investigation 1 Day 1 Small Group p. 29 Investigation 1 Day 3 Choice Time p. 42 investigation 1 Day 3 Choice Time p. 42 investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 57 Investigation 4 Day 2 Mighty Minutes p. 57 Investigation 4 Day 2 Small Group
GRADE LEVEL EXPECTATION INDICATOR	4.CM.1.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities. Verbally count by ones to 20. (4.1) Reduce, Reuse, Recycle Study 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 p. 87 Celebrating Learning Day 2 Small Group Count forward from a given number between 1 and 10, and count backward from 5. (4.2) Reduce, Reuse, Recycle Study p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 19 Exploring the Topic Day 4 Small Group p. 21 Exploring the Topic Day 5 Small Group p. 22 Investigation 1 Day 3 Choice Time p. 42 investigation 1 Day 3 Choice Time p. 42 investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group p. 49 Investigation 3 Day 2 Small Group p. 57 Investigation 4 Day 2 Mighty Minutes

		p. 67 Investigation 5 Day 1 Small Group p. 68 Investigation 5 Day 2 Large Group p. 87 Celebrating Learning Day 2 Small Group
INDICATOR	4.CM.1.5.	Identify written numerals 0-10 in the everyday environment. (4.5)
		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
INDICATOR	4.CM.1.6.	With prompting and support, match a number of objects with the correct written numeral from 0 – 10. (4.6) Reduce, Reuse, Recycle Study
		p. 21 Exploring the Topic Day 4 Small Group
INDICATOR	4.CM.1.7.	Compare sets of objects using same/different and more/less/fewer. (4.7) Reduce, Reuse, Recycle Study p. 23 Exploring the Topic Day 5 Small Group
		p. 47 Investigation 3 Day 1 Small Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.2.	Understand basic patterns, concepts, and operations.
INDICATOR	4.CM.2.1.	Recognize, copy, and extend patterns. (4.1)
		Reduce, Reuse, Recycle Study p. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 67 Investigation 5 Day 1 Mighty Minutes p. 71 Investigation 5 Day 3 Small Group
INDICATOR	4.CM.2.3.	Use concrete objects to demonstrate simple addition and subtraction problems that total 6 or fewer. (4.3) 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
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.3.	Understand attributes and relative properties of objects as related to size, capacity, and area.
INDICATOR	4.CM.3.1.	Describe measurable attributes (length and weight) of objects and materials, using comparative words. (4.1) Reduce, Reuse, Recycle Study p. 39 Investigation 2 Day 2 Small Group p. 57 Investigation 4 Day 2 Small Group
INDICATOR	4.CM.3.2.	Put up to six objects in order by length (seriate). (4.2)
2.2 2		Reduce, Reuse, Recycle Study p. 39 Investigation 2 Day 2 Small Group p. 57 Investigation 4 Day 2 Small Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL	4.CM.4.	Understand shapes, their properties, and how objects are related to

EXPECTATION		one another in space.
INDICATOR	4.CM.4.1.	Identify and name at least the four basic shapes (rectangles, squares, circles, and triangles) when presented using different sizes and in different orientations. (4.1)
		Reduce, Reuse, Recycle Study p. 22 Exploring the Topic Day 5 Large Group p. 55 Investigation 4 Day 1 Mighty Minutes
INDICATOR	4.CM.4.5.	Use and understand positions of objects, self and other people in space, including in/on, over/under, up/down, inside/outside, beside/between, and in front/behind. (4.5) Reduce, Reuse, Recycle Study p. 41 Investigation 2 Day 3 Mighty Minutes p. 49 Investigation 3 Day 2 Small Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	4.CS.1.	Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).
INDICATOR	4.CS.1.2.	Use equipment and tools to gather information and extend sensory observations of living things, objects, materials, changes that take place and relationships. (4.2)
		Reduce, Reuse, Recycle Study p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Choice Time p. 33 Investigation 1 Day 3 Small Group p. 42 Investigation 2 Day 4 Large Group p. 42 Investigation 2 Day 4 Choice Time p. 45 Investigation 3 Outdoor Experiences p. 47 Investigation 3 Day 1 Small Group p. 51 Investigation 3 Day 3 Choice Time p. 53 Investigation 4 Outdoor Experiences p. 57 Investigation 4 Outdoor Experiences p. 57 Investigation 4 Day 2 Small Group p. 83 Celebrating Learning Outdoor Experiences p. 87 Celebrating Learning Day 2 Small Group p. 15 Exploring the Topic Day 1 Small Group
INDICATOR	4.CS.1.3.	Show an understanding of cause and effect relationships and use this understanding to predict what will happen as a result of an action and to solve simple problems. (4.3) Reduce, Reuse, Recycle Study p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
INDICATOR	4.CS.1.4.	Use prior knowledge and experiences to generate questions, hypothesize, predict, and draw conclusions about living creatures, objects, materials and changes observed in the environment. (4.4) Reduce, Reuse, Recycle Study p. 22 Exploring the Topic Day 5 Large Group p. 40 Investigation 2 Day 3 Large Group
INDICATOR	4.CS.1.5.	Conduct simple scientific experiments. (4.5) Reduce, Reuse, Recycle Study p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 45 Investigation 3 Outdoor Experiences

	1	n 47 Investigation 3 Day 1 Small Group
		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 Outdoor Experiences
		p.15 Exploring the Topic Day 1 Small Group
INDICATOR	4.CS.1.7.	With prompting and support, use scientific vocabulary words to describe steps in the scientific process (e.g., "observation," "experiment," "hypothesis," "conclusion"). (4.7)
		Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 40 Investigation 2 Day 3 Large Group p. 42 Investigation 2 Day 4 Large Group p. 46 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 2 Large Group p. 60 Investigation 4 Day 4 Large Group p. 84 Celebrating Learning Day 1 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL	4.CS.2.	Acquire scientific knowledge related to physical science (properties
EXPECTATION		of objects and materials).
INDICATOR	4.CS.2.1.	With prompting and support, observe and describe the properties of objects and materials and how they can be combined or can change from one form to another (solids, liquids, and gases). (4.1)
		Reduce, Reuse, Recycle Study p. 42 investigation 2 Day 4 Choice Time
INDICATOR	4.CS.2.3.	Explore and describe sources of energy such as lights, bells and other sources of sound. (4.3)
		Reduce, Reuse, Recycle Study 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. 58 Investigation 4 Day 3 Large Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	4.CS.3.	Acquire scientific knowledge related to life science (properties of living things).
INDICATOR	4.CS.3.6.	Use basic vocabulary to name and describe plants and living creatures. (4.6)
		Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Choice Time
INDICATOR	4.CS.3.7.	Use basic vocabulary to describe similarities and differences between living creatures and plants. (4.7)
		Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Choice Time
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL	4.CSS.3.	Develop an awareness of geographic locations, maps, and
EXPECTATION	4.000.00	landforms.
INDICATOR	4.CSS.3.2.	Create representations of places, landforms, and roads he/she has

Seen through drawings and play activities. (4.2) Reduce, Reuse, Recycle Study 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. 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. 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. 55 Investigation 4 Day 2 Small Group P. 56 Investigation 4 Day 2 Small Group P. 56 Investigation 4 Day 4 Large-Group Roundup P. 61 Investigation 4 Day 2 Large Group P. 61 Investigation 4 Day 2 Large Group P. 61 Investigation 4 Day 2 Large Group P. 61 Investigation 2 Day 3 Large-Group Roundup P. 61 Investigation 2 Day 4 Large-Group Roundup P. 62 Investigation 2 Day 4 Large-Group Roundup P. 63 Investigation 4 Day 4 Large-Group Roundup P. 63 Investigation 4 Day 4 Large-Group Roundup P. 64 Investigation 4 Day 4 Large-Group Roundup P. 65 Investigation 4 Day 4 Large-Group Roundup P. 65 Investigation 4 Day 4 Large-Group Roundup P. 65 Investigation 4 Day 4 Large-Group Roundup P. 66 Investigation 4 Day 4 Large-Group P. 66 Investigation 4 Day 4 Large-Group P. 66 Investigation 4 Day 4 Large-Group P. 66 Investigation 5 Day 4 Large-Group P. 66 Investigation 5 Day 4 Large-Group P. 66 Investigation 5			
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p. 58 Investigation 4 Day 3 Large Group p. 66 Investigation 5 Day 1 Large Group BENCHMARK / GLE 4.C. COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE GLE / PROFICIENCY SOCIAL STUDIES (CSS) GRADE LEVEL EXPECTATION 4.CSS.5. Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship. INDICATOR 4.CSS.5.3. Follow rules that have been established. (4.3) Reduce, Reuse, Recycle Study			
p. 66 Investigation 5 Day 1 Large Group BENCHMARK / GLE 4.C. COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE GLE / PROFICIENCY SOCIAL STUDIES (CSS) GRADE LEVEL EXPECTATION 4.CSS.5. Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship. INDICATOR 4.CSS.5.3. Follow rules that have been established. (4.3) Reduce, Reuse, Recycle Study			
BENCHMARK / GLE GLE / PROFICIENCY GRADE LEVEL EXPECTATION INDICATOR 4.C. COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE SOCIAL STUDIES (CSS) Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship. Follow rules that have been established. (4.3) Reduce, Reuse, Recycle Study			
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responsibilities within their community and the actions/behaviors necessary for effective citizenship. INDICATOR 4.CSS.5.3. Follow rules that have been established. (4.3) Reduce, Reuse, Recycle Study	GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
responsibilities within their community and the actions/behaviors necessary for effective citizenship. INDICATOR 4.CSS.5.3. Follow rules that have been established. (4.3) Reduce, Reuse, Recycle Study	GRADE LEVEL	4.CSS.5.	Develop an awareness of the importance of rules and
INDICATOR 4.CSS.5.3. Follow rules that have been established. (4.3) Reduce, Reuse, Recycle Study	-		
INDICATOR 4.CSS.5.3. Follow rules that have been established. (4.3) Reduce, Reuse, Recycle Study			
	INDICATOR	4.CSS.5.3.	
			Baduas Bausa Bassala Ctudu
INDICATOR 4.CSS.5.4. Participate in conversations about the importance of rules/ consequences, rights of self, and rights of others. (4.4)	INDICATOR	4.CSS.5.4.	
Reduce, Reuse, Recycle Study			Reduce, Reuse, Recycle Study
p. 14 Exploring the Topic Day 1 Large Group			p. 14 Exploring the Topic Day 1 Large Group
BENCHMARK / GLE 4.LL. LANGUAGE AND LITERACY DEVELOPMENT			

GLE / PROFICIENCY		SPEAKING AND LISTENING
GRADE LEVEL	4.LL.1.	Comprehend or understand and use language.
EXPECTATION		
INDICATOR	4.LL.1.1.	Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos. (4.1) Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 5 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 29 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 2 Read-Aloud p. 31 Investigation 1 Day 3 Small Group p. 36 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 3 Small Group p. 41 Investigation 2 Day 4 Mighty Minutes p. 43 Investigation 2 Day 4 Mighty Minutes p. 43 Investigation 3 Day 1 Large 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 p. 49 Investigation 3 Day 2 Large Group p. 50 Investigation 3 Day 2 Large Group p. 51 Investigation 3 Day 2 Large Group p. 55 Investigation 4 Day 1 Large Group p. 56 Investigation 4 Day 1 Large Group p. 57 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 2 Large Group p. 59 Investigation 4 Day 2 Large Group p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 2 Large Group p. 59 Investigation 4 Day 2 Large Group p. 59 Investigation 5 Day 1 Small Group p. 60 Investigation 5 Day 1 Small Group p. 61 Investigation 5 Day 2 Large Group p. 62 Investigation 5 Day 1 Small Group p. 63 Investigation 5 Day 2 Large Group p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 2 Large Group p. 67 Investigation 5 Day 2 Large Group p. 68 Investigation 5 Day
INDICATOR	4.LL.1.2.	Listen and respond attentively to conversations. (4.2) Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Mighty Minutes p. 17 Exploring the Topic Day 2 Mighty Minutes p. 37 Investigation 2 Day 1 Small Group p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group p. 85 Celebrating Learning Day 1 Mighty Minutes
INDICATOR	4.LL.1.3.	With guidance and support from adults, follow agreed upon rules for discussions (e.g. listening to others, and taking turns speaking about topics and print under discussion). (4.3)

	1	
		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
INDICATOR	4.LL.1.4.	Actively participate in role-playing, creative dramatics, fingerplays, nursery rhymes, and choral speaking. (4.4)
		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 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
INDICATOR	4.LL.1.6.	Ask questions about a specific topic, activity, and/or text read aloud. (4.6)
		Reduce, Reuse, Recycle Study
		p. 15 Exploring the Topic Day 1 Choice Time
		p. 22 Exploring the Topic Day 5 Large Group
		p. 37 Investigation 2 Day 1 Large-Group Roundup
		p. 38 Investigation 2 Day 2 Large Group
		p. 39 Investigation 2 Day 2 Large-Group Roundup p. 40 Investigation 2 Day 3 Large Group
DENCUMARY / CLE	411	
BENCHMARK / GLE GLE / PROFICIENCY	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT LANGUAGE
	411.2	
GRADE LEVEL EXPECTATION	4.LL.2.	Comprehend and use increasingly complex and varied vocabulary.
INDICATOR	4.LL.2.2.	Use new vocabulary acquired through conversations, activities, or listening to texts read aloud. (4.2)
		D. L. D.
		Reduce, Reuse, Recycle Study p. 13 Exploring the Topic Outdoor Experiences
		p. 15 Exploring the Topic Outdoor Experiences p. 15 Exploring the Topic Day 1 Choice Time
		p. 16 Exploring the Topic Day 1 Choice Time
		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
		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
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL	4.LL.3.	Develop an interest in books and their characteristics.
EXPECTATION	4.LL.3.	Develop an interest in books and their characteristics.
INDICATOR	4.LL.3.1.	Demonstrates how books are read, such as front-to-back and one
		page at a time. (4.1)
		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	4.LL.3.2.	With prompting and support, describe the role of the author and
		illustrator of a text. (4.2)
		, ,
		Reduce, Reuse, Recycle Study
		p. 15 Exploring the Topic Day 1 Read-Aloud
		p. 19 Exploring the Topic Day 3 Read-Aloud
		p. 23 Exploring the Topic Day 5 Read-Aloud
		p. 31 Investigation 1 Day 2 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 37 Investigation 2 Day 1 Read-Aloud
		p. 39 Investigation 2 Day 2 Read-Aloud
		p. 43 Investigation 2 Day 4 Read-Aloud
		p. 51 Investigation 3 Day 3 Read-Aloud
		p. 57 Investigation 4 Day 2 Read-Aloud
		p. 59 Investigation 4 Day 3 Read-Aloud
		p. 63 Investigation 4 Day 5 Read-Aloud
		p. 69 Investigation 5 Day 2 Read-Aloud
		p. 71 Investigation 5 Day 3 Read-Aloud
		p. 87 Celebrating Learning Day 2 Read-Aloud
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL	4.LL.4.	Comprehend stories and information from books and other print
EXPECTATION		materials.
INDICATOR	4.LL.4.2.	With prompting and support, retell parts of a favorite story in
		sequence (first, next, and last). (4.2)
		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
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		p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 4 Day 5 Small Group p. 71 Investigation 5 Day 3 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group
INDICATOR	4.LL.4.3.	With prompting and support, identify characters and some events from a story and several pieces of information from a text read aloud. (4.3) 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. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud
		p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 4 Day 5 Small Group p. 66 Investigation 4 Day 5 Small Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group
INDICATOR	4.LL.4.4.	p. 87 Celebrating Learning Day 2 Read-Aloud With prompting and support, ask and answer questions about unknown words in a text read aloud. (4.4)
		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. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 62 Investigation 4 Day 5 Large Group p. 63 Investigation 4 Day 5 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud
INDICATOR	4.LL.4.5.	Listen to stories or text read aloud and use new vocabulary words in follow-up conversations and activities. (4.5) Reduce, Reuse, Recycle Study p. 23 Exploring the Topic Day 5 Small Group
INDICATOR	4.LL.4.6.	Recognize that texts can be stories (make-believe) or real (give information). (4.6) Reduce, Reuse, Recycle Study p. 48 Investigation 3 Day 2 Large Group
INDICATOR	4.LL.4.7.	With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts. (4.7) Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group

		p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Choice Time p. 51 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 63 Investigation 4 Day 5 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud
INDICATOR	4.LL.4.8.	With prompting and support, discuss basic similarities and differences in print read aloud, including characters, settings, events, and ideas. (4.8) Reduce, Reuse, Recycle Study p. 23 Exploring the Topic Day 5 Small Group p. 39 Investigation 2 Day 2 Small Group p. 47 Investigation 3 Day 1 Small Group p. 57 Investigation 4 Day 2 Small Group
INDICATOR	4.LL.4.9.	Based on the title and/or pictures/ illustrations, predict what might happen in a story before it is read. (4.9) Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 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 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 49 Investigation 3 Day 2 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 71 Investigation Learning Day 2 Read-Aloud
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	4.LL.5.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	4.LL.5.1.	With prompting and support, demonstrate that print is read left to right and top to bottom. (4.1) 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	4.LL.5.2.	With limited guidance, track across a page or along printed words from top to bottom and left to right. (4.2) Reduce, Reuse, Recycle Study

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		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	4.LL.5.4.	With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper- and lower-case letters). (4.4) Reduce, Reuse, Recycle Study 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. 39 Investigation 2 Day 2 Mighty Minutes p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 47 Investigation 3 Day 1 Mighty Minutes p. 61 Investigation 4 Day 4 Small Group p. 71 Investigation 5 Day 3 Small Group p. 15 Exploring the Topic Day 1 Small Group
INDICATOR	4.LL.5.5.	Name at least 26 of the 52 upper-and/or lower-case letters of the alphabet. (4.5) Reduce, Reuse, Recycle Study 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. 39 Investigation 2 Day 2 Mighty Minutes p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 47 Investigation 3 Day 1 Mighty Minutes p. 61 Investigation 4 Day 4 Small Group p. 71 Investigation 5 Day 3 Small Group p. 15 Exploring the Topic Day 1 Small Group
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	4.LL.6.	Demonstrate understanding of different units of sound in language (words, syllables, phonemes).
INDICATOR	4.LL.6.1.	With prompting and support, recognize and produce rhyming words. (4.1) Reduce, Reuse, Recycle Study p. 16 Exploring the Topic Day 2 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 37 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Small Group p. 49 Investigation 3 Day 2 Mighty Minutes p. 51 Investigation 3 Day 3 Mighty Minutes p. 59 Investigation 4 Day 3 Mighty Minutes p. 67 Investigation 5 Day 1 Small Group p. 71 Investigation 5 Day 3 Mighty Minutes p. 71 Investigation 5 Day 3 Small Group
INDICATOR	4.LL.6.2.	With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2) Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 37 Investigation 2 Day 1 Small Group p. 51 Investigation 3 Day 3 Mighty Minutes

		p.15 Exploring the Topic Day 1 Small Group
INDICATOR	4.LL.6.3.	With prompting and support, orally blend onset and rime in single
INDICATOR	4.LL.0.3.	syllable spoken words. (4.3)
		Reduce, Reuse, Recycle Study
		p. 14 Exploring the Topic Day 1 Large Group
		p. 20 Exploring the Topic Day 4 Large Group
		p. 37 Investigation 2 Day 1 Small Group
		p.15 Exploring the Topic Day 1 Small Group
INDICATOR	4.LL.6.4.	Repeat alliteration during word play in order to recognize words with a common initial (first) sound. (4.4)
		Paduas Pausa Pasuala Study
		Reduce, Reuse, Recycle Study p. 17 Exploring the Topic Day 2 Small Group
		p. 23 Exploring the Topic Day 5 Mighty Minutes
		p. 30 Investigation 1 Day 2 Large Group
		p. 39 Investigation 2 Day 2 Mighty Minutes
		p. 47 Investigation 3 Day 1 Mighty Minutes
		p. 49 Investigation 3 Day 2 Mighty Minutes
		p. 61 Investigation 4 Day 4 Mighty Minutes
		p. 69 Investigation 5 Day 2 Mighty Minutes
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY	411 -	WRITING
GRADE LEVEL EXPECTATION	4.LL.7.	Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations,
EXPECTATION		symbols, and letters.
INDICATOR	4.LL.7.1.	Use a variety of writing tools in an appropriate manner showing
		increasing muscular control. (4.1)
		Reduce, Reuse, Recycle Study
		p. 33 Investigation 1 Day 3 Small Group
INDICATOR	4.LL.7.2.	Use a combination of drawing, dictating, and/or writing in response
		to a text read aloud, or to tell a story about a life experience or event.
		(4.2)
		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 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
BENCHMARK / GLE	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL	4.PM.3.	Participate in a variety of physical activities to enhance strength and
EXPECTATION		stamina.
INDICATOR	4.PM.3.2.	Demonstrate strength and stamina that allow for participation in
		rigorous activities (e.g., running, climbing, kicking or throwing a
		ball). (4.2)
		Reduce, Reuse, Recycle Study
		p. 65 Investigation 5 Outdoor Experience
		p. 83 Celebrating Learning Outdoor Experiences
BENCHMARK / GLE	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		HEALTH AND HYGIENE
GRADE LEVEL	4.PM.4.	Develop appropriate health and hygiene skills.
GRADE LEVEL	4.FIVI.4.	Develop appropriate nearth and hygiene skills.

EXPECTATION		
INDICATOR	4.PM.4.1.	Identify different foods and the corresponding food group according to "My Plate". (4.1)
		Reduce, Reuse, Recycle Study p. 87 Celebrating Learning Day 2 Small Group
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	4.SE.4.	Regulate own emotions and behavior.
INDICATOR	4.SE.4.1.	Recognize and accurately label the feelings of self. (4.1) 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
INDICATOR	4.SE.4.2.	Express basic feelings, needs, and wants in a manner that is age- appropriate to the situation. (4.2)
		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
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		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
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	4.SE.5.	Regulate attention, impulses, and behavior.
INDICATOR	4.SE.5.1.	Follow rules and routines and adapt to changes in rules and routines. (4.1)
		Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group

Trees Study State: Louisiana's Birth to Five Early Learning & Development Standards

Subject: Early Childhood Education

Grade: Ages 3-5

CONTENT STANDARD	LA.EC.3.	Three-Year-Olds
BENCHMARK / GLE	3.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL	3.AL.3.	Recognize, understand, and analyze a problem and draw on
EXPECTATION		knowledge or experience to seek solutions.
INDICATOR	3.AL.3.1.	Experiment to see if the same actions have similar effects on different objects. (3.1) Trees Study p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 049 Investigation 2 Day 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. 069 Investigation 4 Day 2 Read-Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 077 Investigation 5 Day 2 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud p. 083 Investigation 5 Day 5 Read-Aloud p. 083 Investigation 6 Day 2 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 094 Celebrating Learning Day 1 Read-Aloud p. 107 Celebrating Learning Day 2 Read-Aloud
INDICATOR	3.AL.3.2.	Remember and apply previously learned information to a familiar object, task or situation. (3.2) Trees Study p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 049 Investigation 2 Day 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. 071 Investigation 4 Day 1 Read-Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 077 Investigation 5 Day 2 Read-Aloud p. 081 Investigation 5 Day 2 Read-Aloud p. 083 Investigation 5 Day 4 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 090 Investigation 6 Day 2 Read-Aloud p. 091 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 4 Read-Aloud p. 094 Celebrating Learning Day 1 Read-Aloud p. 107 Celebrating Learning Day 2 Read-Aloud

INDICATOR	3.AL.3.3.	Use a variety of strategies to solve a problem when the first try is unsuccessful. (3.3)
		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
DENCUMARY / CLE	3.AL.	APPROACHES TO LEARNING
BENCHMARK / GLE GLE / PROFICIENCY	J.AL.	REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL	3.AL.4.	
EXPECTATION		Demonstrate creative thinking when using materials, solving problems, and/or learning new information.
INDICATOR	3.AL.4.1.	Express unique ideas in both language and use of objects in a variety of situations. (3.1)
		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
INDICATOR	3.AL.4.2.	Ask more complex questions for clarification and to seek
		meaningful information. (3.2)
		Trees Study_
		p. 016 Exploring the Topic Day 2 Choice Time
		p. 022 Exploring the Topic Day 5 Large Group p. 046 Investigation 2 Day 4 Large Group
		p. 049 Investigation 2 Day 5 Small Group
		p. 055 Investigation 3 Day 2 Large-Group Roundup
		p. 056 Investigation 3 Day 3 Large Group p. 065 Investigation 4 Day 1 Large-Group Roundup
		p. 066 Investigation 4 Day 1 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
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	3.CC.1.	Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the
EXPECTATION		home languages of the children in the classroom.
INDICATOR	3.CC.1.2.	Participate in songs and finger plays. (3.2)
		Trees Study
		p. 014 Exploring the Topic Day 1 Large Group p. 016 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. 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. 023 Exploring the Topic Day 3 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group
		p. 030 Investigation 1 Day 2 Large Group
		p. 032 Investigation 1 Day 3 Large Group
		p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group
		p. 040 Investigation 2 Day 1 Large Group
		p. 042 Investigation 2 Day 2 Large Group
		p. 043 Investigation 2 Day 2 Mighty Minutes p. 043 Investigation 2 Day 2 Small Group
	11	p. 0-10 mroonganon z bay z oman Oroup

		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 5 Large Group p. 052 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Small Group p. 056 Investigation 3 Day 2 Small Group p. 056 Investigation 3 Day 3 Large Group p. 058 Investigation 3 Day 4 Large Group p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Small Group p. 065 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 2 Large Group p. 066 Investigation 4 Day 2 Large Group p. 070 Investigation 4 Day 3 Large Group p. 071 Investigation 4 Day 4 Large Group p. 075 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Small Group p. 076 Investigation 5 Day 1 Small Group p. 076 Investigation 5 Day 2 Large Group p. 076 Investigation 5 Day 3 Large Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Large Group p. 081 Investigation 5 Day 4 Large Group p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Large Group p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Large Group p. 088 Investigation 6 Day 1 Large Group p. 089 Investigation 6 Day 4 Large Group p. 090 Investigation 6 Day 4 Large Group p. 091 Investigation 6 Day 4 Large Group p. 092 Investigation 6 Day 4 Large Group p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Large Group p. 094 Investigation 6 Day 4 Large Group p. 095 Investigation 6 Day 4 Large Group p. 096 Investigation 6 Day 4 Large Group p. 097 Investigation 6 Day 4 Large Group p. 098 Investigation 6 Day 4 Large Group p. 099 Investigation 6 Day 4 Large Group p. 090 Investigation 6 Day 4 Large Group p. 091 Investigation 6 Day 4 Large Group p. 092 Investigation 6 Day 4 Large Group
		p. 108 Celebrating Learning Day 2 Large Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	3.CC.2.	Develop an appreciation for visual arts from different culture and create various forms of visual arts.
INDICATOR	3.CC.2.1.	With prompting and support, describe what they like and do not like about various forms of art. (3.1) Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 019 Exploring the Topic Day 3 Small Group p. 019 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 022 Exploring the Topic Day 5 Large Group

		p. 036 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 Small Group p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Small Group p. 045 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 5 Small Group p. 048 Investigation 2 Day 5 Small Group p. 049 Investigation 2 Day 5 Small Group p. 049 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 4 Small Group p. 060 Investigation 3 Day 4 Small Group p. 061 Investigation 3 Day 5 Read-Aloud p. 065 Investigation 4 Day 1 Choice Time p. 061 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Choice Time p. 065 Investigation 4 Day 1 Read-Aloud p. 067 Investigation 4 Day 1 Read-Aloud p. 067 Investigation 4 Day 3 Read-Aloud p. 067 Investigation 4 Day 1 Read-Aloud p. 068 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 5 Day 3 Read-Aloud p. 070 Investigation 5 Day 3 Read-Aloud p. 071 Investigation 5 Day 3 Read-Aloud p. 072 Investigation 5 Day 4 Small Group p. 073 Investigation 5 Day 5 Read-Aloud p. 076 Investigation 5 Day 5 Read-Aloud p. 077 Investigation 5 Day 5 Read-Aloud p. 078 Investigation 5 Day 5 Read-Aloud p. 079 Investigation 5 Day 5 Read-Aloud p. 079 Investigation 6 Day 1 Read-Aloud p. 079 Investigation 6 Day 1 Read-Aloud p. 079 Investigation 6 Day 2 Small Group p. 081 Investigation 6 Day 5 Read-Aloud p. 083 Investigation 6 Day 5 Read-Aloud p. 081 Inve
INDICATOR	3.CC.2.2.	p. 093 Investigation 6 Day 4 Small Group p. 107 Celebrating Learning Day 1 Small Group
		art work. (3.2) Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group

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p. 016 Exploring the Topic Day 2 Large Group
p. 017 Exploring the Topic Day 2 Small Group
p. 017 Exploring the Topic Day 2 Large-Group Roundup
p. 019 Exploring the Topic Day 3 Small Group
p. 020 Exploring the Topic Day 4 Large Group
p. 021 Exploring the Topic Day 4 Small Group
p. 022 Exploring the Topic Day 5 Large Group
p. 023 Exploring the Topic Day 5 Large-Group Roundup
p. 023 Exploring the Topic Day 5 Small Group
p. 027 Investigation 1 Outdoor Experiences
p. 028 Investigation 1 Day 1 Large Group
p. 029 Investigation 1 Day 1 Read-Aloud
p. 030 Investigation 1 Day 2 Large Group
p. 032 Investigation 1 Day 3 Large Group
p. 033 Investigation 1 Day 3 Read-Aloud
p. 033 Investigation 1 Day 3 Small Group
p. 034 Investigation 1 Day 4 Large Group
p. 035 Investigation 1 Day 4 Large-Group Roundup
p. 035 Investigation 1 Day 4 Small Group
p. 036 Investigation 1 Day 5 Choice Time
p. 036 Investigation 1 Day 5 Large Group
p. 037 Investigation 1 Day 5 Large-Group Roundup
p. 037 Investigation 1 Day 5 Read-Aloud
p. 037 Investigation 1 Day 5 Small Group
p. 042 Investigation 2 Day 2 Large Group
p. 043 Investigation 2 Day 2 Read-Aloud
p. 043 Investigation 2 Day 2 Small Group
p. 044 Investigation 2 Day 3 Large Group
p. 045 Investigation 2 Day 3 Small Group
p. 046 Investigation 2 Day 4 Large Group
p. 047 Investigation 2 Day 4 Small Group
p. 048 Investigation 2 Day 5 Large Group
p. 049 Investigation 2 Day 5 Small Group
p. 052 Investigation 3 Day 1 Choice Time
p. 053 Investigation 3 Day 1 Small Group
p. 055 Investigation 3 Day 2 Read-Aloud
p. 055 Investigation 3 Day 2 Small Group
p. 057 Investigation 3 Day 3 Small Group
p. 059 Investigation 3 Day 4 Read-Aloud
p. 059 Investigation 3 Day 4 Small Group
p. 060 Investigation 3 Day 5 Large Group
p. 061 Investigation 3 Day 5 Read-Aloud
p. 065 Investigation 4 Day 1 Choice Time
p. 065 Investigation 4 Day 1 Read-Aloud
p. 065 Investigation 4 Day 1 Small Group
p. 067 Investigation 4 Day 2 Small Group
p. 069 Investigation 4 Day 3 Read-Aloud
p. 069 Investigation 4 Day 3 Small Group
p. 070 Investigation 4 Day 4 Choice Time
p. 070 Investigation 4 Day 4 Small Group
p. 074 Investigation 5 Day 1 Large Group
p. 075 Investigation 5 Day 1 Read-Aloud
p. 076 Investigation 5 Day 2 Large Group
p. 077 Investigation 5 Day 2 Read-Aloud
p. 079 Investigation 5 Day 3 Choice Time
p. 079 Investigation 5 Day 3 Read-Aloud
p. 079 Investigation 5 Day 3 Small Group
p. 081 Investigation 5 Day 4 Small Group
p. 082 Investigation 5 Day 5 Choice Time
p. 082 Investigation 5 Day 5 Large Group
p. 083 Investigation 5 Day 5 Large-Group Roundup
p. 083 Investigation 5 Day 5 Read-Aloud
p. 083 Investigation 5 Day 5 Small Group
p. 087 Investigation 6 Day 1 Choice Time
p. 087 Investigation 6 Day 1 Read-Aloud
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		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	3.CC.2.3.	Create artistic works with different types of art materials, tools and techniques through individual and group art activities. (3.3) Trees Study p. 016 Exploring the Topic Day 2 Large Group p. 030 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 058 Investigation 2 Day 5 Small Group p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Large Group p. 065 Investigation 3 Day 4 Large-Group Roundup p. 066 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 2 Large-Group Roundup p. 067 Investigation 4 Day 2 Large Group p. 068 Investigation 4 Day 2 Large-Group Roundup p. 069 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Choice Time p. 070 Investigation 4 Day 3 Choice Time p. 070 Investigation 4 Day 3 Choice Time p. 070 Investigation 4 Day 4 Large-Group Roundup p. 070 Investigation 4 Day 4 Large-Group p. 070 Investigation 4 Day 4 Large-Group p. 070 Investigation 5 Day 4 Large-Group p. 071 Investigation 5 Day 4 Large-Group p. 078 Investigation 5 Day 4 Large Group p. 078 Investigation 5 Day 4 Large Group p. 088 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 2 Choice Time p. 092 Investigation 6 Day 2 Choice Time p. 094 Investigation 6 Day 2 Choice Time p. 095 Investigation 6 Day 2 Choice Time p. 096 Investigation 6 Day 2 Choice Time p. 097 Investigation 6 Day 2 Choice Time p. 098 Investigation 6 Day 2 Choice T
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	3.CC.3.	Explore roles and experiences through dramatic art and play.
INDICATOR	3.CC.3.1.	Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater). (3.1) Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Mighty Minutes p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes

		p. 028 Investigation 1 Day 1 Large Group
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 034 Investigation 1 Day 4 Large Group
		p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes
		p. 041 Investigation 2 Day 1 Mighty Minutes p. 041 Investigation 2 Day 1 Small Group
		p. 043 Investigation 2 Day 2 Mighty Minutes
		p. 044 Investigation 2 Day 3 Large Group
		p. 046 Investigation 2 Day 4 Choice Time
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Mighty Minutes
		p. 048 Investigation 2 Day 5 Large Group
		p. 049 Investigation 2 Day 5 Choice Time
		p. 051 Investigation 3 Outdoor Experiences
		p. 053 Investigation 3 Day 1 Small Group
		p. 054 Investigation 3 Day 2 Large Group
		p. 055 Investigation 3 Day 2 Mighty Minutes
		p. 059 Investigation 3 Day 4 Large-Group Roundup
		p. 061 Investigation 3 Day 5 Large-Group Roundup p. 061 Investigation 3 Day 5 Mighty Minutes
		p. 061 Investigation 3 Day 5 Mighty Minutes
		p. 063 Investigation 4 Outdoor Experiences
		p. 065 Investigation 4 Day 1 Small Group
		p. 066 Investigation 4 Day 2 Large Group
		p. 069 Investigation 4 Day 3 Small Group
		p. 070 Investigation 4 Day 4 Large Group
		p. 073 Investigation 5 Outdoor Experiences
		p. 075 Investigation 5 Day 1 Read-Aloud
		p. 075 Investigation 5 Day 1 Small Group
		p. 077 Investigation 5 Day 2 Mighty Minutes
		p. 079 Investigation 5 Day 3 Small Group
		p. 080 Investigation 5 Day 4 Large Group
		p. 082 Investigation 5 Day 5 Large Group
		p. 083 Investigation 5 Day 5 Mighty Minutes p. 085 Investigation 6 Outdoor Experience
		p. 091 Investigation 6 Day 3 Mighty Minutes
		p. 105 Celebrating Learning Outdoor Experiences
		p. 106 Celebrating Learning Day 1 Large Group
		p. 107 Celebrating Learning Day 1 Mighty Minutes
		p. 109 Celebrating Learning Day 2 Mighty Minutes
		p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	3.CC.3.2.	With prompting and support, role play or use puppets to act out
INDICATOR	3.00.3.2.	stories. (3.2)
		01011001 (012)
		Trees Study
		p. 014 Exploring the Topic Day 1 Large Group
		p. 015 Exploring the Topic Day 1 Mighty Minutes
		p. 018 Exploring the Topic Day 3 Large Group
		p. 019 Exploring the Topic Day 3 Mighty Minutes
		p. 023 Exploring the Topic Day 5 Mighty Minutes
		p. 028 Investigation 1 Day 1 Large Group
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 034 Investigation 1 Day 4 Large Group
		p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes
		p. 041 Investigation 2 Day 1 Small Group
		p. 043 Investigation 2 Day 2 Mighty Minutes
		p. 044 Investigation 2 Day 3 Large Group
		p. 046 Investigation 2 Day 4 Choice Time
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Mighty Minutes
		p. 048 Investigation 2 Day 5 Large Group
		p. 049 Investigation 2 Day 5 Choice Time
		p. 051 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 1 Small Group

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		p. 054 Investigation 3 Day 2 Large Group
		p. 055 Investigation 3 Day 2 Mighty Minutes p. 059 Investigation 3 Day 4 Large-Group Roundup
		p. 061 Investigation 3 Day 4 Large-Group Roundup
		p. 061 Investigation 3 Day 5 Mighty Minutes
		p. 061 Investigation 3 Day 5 Small Group
		p. 063 Investigation 4 Outdoor Experiences
		p. 065 Investigation 4 Day 1 Small Group
		p. 066 Investigation 4 Day 2 Large Group
		p. 069 Investigation 4 Day 3 Small Group
		p. 070 Investigation 4 Day 4 Large Group
		p. 073 Investigation 5 Outdoor Experiences
		p. 075 Investigation 5 Day 1 Read-Aloud
		p. 075 Investigation 5 Day 1 Small Group
		p. 077 Investigation 5 Day 2 Mighty Minutes
		p. 079 Investigation 5 Day 3 Small Group
		p. 080 Investigation 5 Day 4 Large Group
		p. 082 Investigation 5 Day 5 Large Group
		p. 083 Investigation 5 Day 5 Mighty Minutes
		p. 085 Investigation 6 Outdoor Experience
		p. 091 Investigation 6 Day 3 Mighty Minutes
		p. 105 Celebrating Learning Outdoor Experiences
		p. 106 Celebrating Learning Day 1 Large Group
		p. 107 Celebrating Learning Day 1 Mighty Minutes
		p. 109 Celebrating Learning Day 2 Mighty Minutes
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL	3.CM.1.	Understand numbers, ways of representing numbers, and
EXPECTATION		relationships between number and quantities.
INDICATOR	3.CM.1.1.	Verbally counts by ones to 10. (3.1)
		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. 023 Exploring the Topic Day 5 Small Group p. 033 Investigation 1 Day 3 Small Group p. 036 Investigation 1 Day 5 Large Group p. 039 Investigation 2 Outdoor Experiences p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 052 Investigation 3 Day 1 Large Group p. 055 Investigation 3 Day 2 Mighty Minutes p. 057 Investigation 3 Day 3 Small Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large Group p. 074 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 3 Large Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 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	3.CM.1.2.	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. 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 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. 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 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	3.CM.1.3.	Tell "how many" after counting a set of five or fewer items (e.g.,
		fingers, blocks, crayons). (3.3)
		Trees Study
		p. 043 Investigation 2 Day 2 Small Group
INDICATOR	3.CM.1.4.	Counts one to five objects (actual objects or pictures of objects)
INDICATOR	3.CM.1.4.	with one-to-one correspondence or when doing simple routines.
INDICATOR	3.CM.1.4.	
INDICATOR	3.CM.1.4.	with one-to-one correspondence or when doing simple routines. (3.4)
INDICATOR	3.CM.1.4.	with one-to-one correspondence or when doing simple routines. (3.4) Trees Study
		with one-to-one correspondence or when doing simple routines. (3.4) Trees Study p. 043 Investigation 2 Day 2 Small Group
INDICATOR	3.CM.1.5.	with one-to-one correspondence or when doing simple routines. (3.4) Trees Study
		with one-to-one correspondence or when doing simple routines. (3.4) Trees Study p. 043 Investigation 2 Day 2 Small Group Identify some written numerals but not in sequence. (3.5) Trees Study
		with one-to-one correspondence or when doing simple routines. (3.4) Trees Study p. 043 Investigation 2 Day 2 Small Group Identify some written numerals but not in sequence. (3.5) Trees Study p. 032 Investigation 1 Day 3 Large Group
		with one-to-one correspondence or when doing simple routines. (3.4) Trees Study p. 043 Investigation 2 Day 2 Small Group Identify some written numerals but not in sequence. (3.5) Trees Study p. 032 Investigation 1 Day 3 Large Group p. 057 Investigation 3 Day 3 Mighty Minutes
		with one-to-one correspondence or when doing simple routines. (3.4) Trees Study p. 043 Investigation 2 Day 2 Small Group Identify some written numerals but not in sequence. (3.5) Trees Study p. 032 Investigation 1 Day 3 Large Group
		with one-to-one correspondence or when doing simple routines. (3.4) Trees Study p. 043 Investigation 2 Day 2 Small Group Identify some written numerals but not in sequence. (3.5) Trees Study p. 032 Investigation 1 Day 3 Large Group p. 057 Investigation 3 Day 3 Mighty Minutes p. 080 Investigation 5 Day 4 Large Group Count two sets of objects and identify which set has
INDICATOR	3.CM.1.5.	with one-to-one correspondence or when doing simple routines. (3.4) Trees Study p. 043 Investigation 2 Day 2 Small Group Identify some written numerals but not in sequence. (3.5) Trees Study p. 032 Investigation 1 Day 3 Large Group p. 057 Investigation 3 Day 3 Mighty Minutes p. 080 Investigation 5 Day 4 Large Group
INDICATOR	3.CM.1.5.	with one-to-one correspondence or when doing simple routines. (3.4) Trees Study p. 043 Investigation 2 Day 2 Small Group Identify some written numerals but not in sequence. (3.5) Trees Study p. 032 Investigation 1 Day 3 Large Group p. 057 Investigation 3 Day 3 Mighty Minutes p. 080 Investigation 5 Day 4 Large Group Count two sets of objects and identify which set has more/less/fewer. (3.7)
INDICATOR	3.CM.1.5.	with one-to-one correspondence or when doing simple routines. (3.4) Trees Study p. 043 Investigation 2 Day 2 Small Group Identify some written numerals but not in sequence. (3.5) Trees Study p. 032 Investigation 1 Day 3 Large Group p. 057 Investigation 3 Day 3 Mighty Minutes p. 080 Investigation 5 Day 4 Large Group Count two sets of objects and identify which set has more/less/fewer. (3.7) Trees Study
INDICATOR	3.CM.1.5. 3.CM.1.7.	with one-to-one correspondence or when doing simple routines. (3.4) Trees Study p. 043 Investigation 2 Day 2 Small Group Identify some written numerals but not in sequence. (3.5) Trees Study p. 032 Investigation 1 Day 3 Large Group p. 057 Investigation 3 Day 3 Mighty Minutes p. 080 Investigation 5 Day 4 Large Group Count two sets of objects and identify which set has more/less/fewer. (3.7) Trees Study p. 015 Exploring the Topic Day 1 Small Group
INDICATOR INDICATOR BENCHMARK / GLE	3.CM.1.5.	with one-to-one correspondence or when doing simple routines. (3.4) Trees Study p. 043 Investigation 2 Day 2 Small Group Identify some written numerals but not in sequence. (3.5) Trees Study p. 032 Investigation 1 Day 3 Large Group p. 057 Investigation 3 Day 3 Mighty Minutes p. 080 Investigation 5 Day 4 Large Group Count two sets of objects and identify which set has more/less/fewer. (3.7) Trees Study p. 015 Exploring the Topic Day 1 Small Group COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
INDICATOR INDICATOR BENCHMARK / GLE GLE / PROFICIENCY	3.CM.1.5. 3.CM.1.7.	with one-to-one correspondence or when doing simple routines. (3.4) Trees Study p. 043 Investigation 2 Day 2 Small Group Identify some written numerals but not in sequence. (3.5) Trees Study p. 032 Investigation 1 Day 3 Large Group p. 057 Investigation 3 Day 3 Mighty Minutes p. 080 Investigation 5 Day 4 Large Group Count two sets of objects and identify which set has more/less/fewer. (3.7) Trees Study p. 015 Exploring the Topic Day 1 Small Group COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE MATHEMATICS (CM)
INDICATOR INDICATOR BENCHMARK / GLE	3.CM.1.5. 3.CM.1.7.	with one-to-one correspondence or when doing simple routines. (3.4) Trees Study p. 043 Investigation 2 Day 2 Small Group Identify some written numerals but not in sequence. (3.5) Trees Study p. 032 Investigation 1 Day 3 Large Group p. 057 Investigation 3 Day 3 Mighty Minutes p. 080 Investigation 5 Day 4 Large Group Count two sets of objects and identify which set has more/less/fewer. (3.7) Trees Study p. 015 Exploring the Topic Day 1 Small Group COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
INDICATOR INDICATOR BENCHMARK / GLE GLE / PROFICIENCY GRADE LEVEL	3.CM.1.5. 3.CM.1.7. 3.C. 3.CM.2.	with one-to-one correspondence or when doing simple routines. (3.4) Trees Study p. 043 Investigation 2 Day 2 Small Group Identify some written numerals but not in sequence. (3.5) Trees Study p. 032 Investigation 1 Day 3 Large Group p. 057 Investigation 3 Day 3 Mighty Minutes p. 080 Investigation 5 Day 4 Large Group Count two sets of objects and identify which set has more/less/fewer. (3.7) Trees Study p. 015 Exploring the Topic Day 1 Small Group COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE MATHEMATICS (CM) Understand basic patterns, concepts, and operations.
INDICATOR INDICATOR BENCHMARK / GLE GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CM.1.5. 3.CM.1.7.	with one-to-one correspondence or when doing simple routines. (3.4) Trees Study p. 043 Investigation 2 Day 2 Small Group Identify some written numerals but not in sequence. (3.5) Trees Study p. 032 Investigation 1 Day 3 Large Group p. 057 Investigation 3 Day 3 Mighty Minutes p. 080 Investigation 5 Day 4 Large Group Count two sets of objects and identify which set has more/less/fewer. (3.7) Trees Study p. 015 Exploring the Topic Day 1 Small Group COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE MATHEMATICS (CM)
INDICATOR INDICATOR BENCHMARK / GLE GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CM.1.5. 3.CM.1.7. 3.C. 3.CM.2.	with one-to-one correspondence or when doing simple routines. (3.4) Trees Study p. 043 Investigation 2 Day 2 Small Group Identify some written numerals but not in sequence. (3.5) Trees Study p. 032 Investigation 1 Day 3 Large Group p. 057 Investigation 3 Day 3 Mighty Minutes p. 080 Investigation 5 Day 4 Large Group Count two sets of objects and identify which set has more/less/fewer. (3.7) Trees Study p. 015 Exploring the Topic Day 1 Small Group COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE MATHEMATICS (CM) Understand basic patterns, concepts, and operations. Copy a simple repeating pattern (e.g., stringing beads, placing
INDICATOR INDICATOR BENCHMARK / GLE GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CM.1.5. 3.CM.1.7. 3.C. 3.CM.2.	with one-to-one correspondence or when doing simple routines. (3.4) Trees Study p. 043 Investigation 2 Day 2 Small Group Identify some written numerals but not in sequence. (3.5) Trees Study p. 032 Investigation 1 Day 3 Large Group p. 057 Investigation 3 Day 3 Mighty Minutes p. 080 Investigation 5 Day 4 Large Group Count two sets of objects and identify which set has more/less/fewer. (3.7) Trees Study p. 015 Exploring the Topic Day 1 Small Group COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE MATHEMATICS (CM) Understand basic patterns, concepts, and operations. Copy a simple repeating pattern (e.g., stringing beads, placing blocks in a row, clapping a rhythm). (3.1) Trees Study
INDICATOR INDICATOR BENCHMARK / GLE GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CM.1.5. 3.CM.1.7. 3.C. 3.CM.2.	with one-to-one correspondence or when doing simple routines. (3.4) Trees Study p. 043 Investigation 2 Day 2 Small Group Identify some written numerals but not in sequence. (3.5) Trees Study p. 032 Investigation 1 Day 3 Large Group p. 057 Investigation 3 Day 3 Mighty Minutes p. 080 Investigation 5 Day 4 Large Group Count two sets of objects and identify which set has more/less/fewer. (3.7) Trees Study p. 015 Exploring the Topic Day 1 Small Group COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE MATHEMATICS (CM) Understand basic patterns, concepts, and operations. Copy a simple repeating pattern (e.g., stringing beads, placing blocks in a row, clapping a rhythm). (3.1) Trees Study p. 035 Investigation 1 Day 4 Small Group
INDICATOR INDICATOR BENCHMARK / GLE GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CM.1.5. 3.CM.1.7. 3.C. 3.CM.2.	with one-to-one correspondence or when doing simple routines. (3.4) Trees Study p. 043 Investigation 2 Day 2 Small Group Identify some written numerals but not in sequence. (3.5) Trees Study p. 032 Investigation 1 Day 3 Large Group p. 057 Investigation 3 Day 3 Mighty Minutes p. 080 Investigation 5 Day 4 Large Group Count two sets of objects and identify which set has more/less/fewer. (3.7) Trees Study p. 015 Exploring the Topic Day 1 Small Group COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE MATHEMATICS (CM) Understand basic patterns, concepts, and operations. Copy a simple repeating pattern (e.g., stringing beads, placing blocks in a row, clapping a rhythm). (3.1) Trees Study p. 035 Investigation 1 Day 4 Small Group p. 053 Investigation 3 Day 1 Small Group
INDICATOR INDICATOR BENCHMARK / GLE GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CM.1.5. 3.CM.1.7. 3.C. 3.CM.2.	with one-to-one correspondence or when doing simple routines. (3.4) Trees Study p. 043 Investigation 2 Day 2 Small Group Identify some written numerals but not in sequence. (3.5) Trees Study p. 032 Investigation 1 Day 3 Large Group p. 057 Investigation 3 Day 3 Mighty Minutes p. 080 Investigation 5 Day 4 Large Group Count two sets of objects and identify which set has more/less/fewer. (3.7) Trees Study p. 015 Exploring the Topic Day 1 Small Group COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE MATHEMATICS (CM) Understand basic patterns, concepts, and operations. Copy a simple repeating pattern (e.g., stringing beads, placing blocks in a row, clapping a rhythm). (3.1) Trees Study p. 035 Investigation 1 Day 4 Small Group p. 053 Investigation 3 Day 1 Small Group p. 068 Investigation 4 Day 3 Large Group
INDICATOR INDICATOR BENCHMARK / GLE GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CM.1.5. 3.CM.1.7. 3.C.	with one-to-one correspondence or when doing simple routines. (3.4) Trees Study p. 043 Investigation 2 Day 2 Small Group Identify some written numerals but not in sequence. (3.5) Trees Study p. 032 Investigation 1 Day 3 Large Group p. 057 Investigation 3 Day 3 Mighty Minutes p. 080 Investigation 5 Day 4 Large Group Count two sets of objects and identify which set has more/less/fewer. (3.7) Trees Study p. 015 Exploring the Topic Day 1 Small Group COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE MATHEMATICS (CM) Understand basic patterns, concepts, and operations. Copy a simple repeating pattern (e.g., stringing beads, placing blocks in a row, clapping a rhythm). (3.1) Trees Study p. 035 Investigation 1 Day 4 Small Group p. 053 Investigation 3 Day 1 Small Group

		p. 070 Investigation 4 Day 4 Mighty Minutes p. 070 Investigation 4 Day 4 Small Group p. 082 Investigation 5 Day 5 Large Group p. 088 Investigation 6 Day 2 Large Group p. 092 Investigation 6 Day 4 Large Group
INDICATOR	3.CM.2.2.	Sort and classify five or more objects by one feature into two or more groups based on observable/physical characteristics (e.g., group toy animals into piles of bears, cats, and dogs) and explain or label each group. (3.2)
		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 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 082 Investigation 5 Day 5 Choice Time p. 089 Investigation 6 Day 2 Small Group
INDICATOR	3.CM.2.3.	Use objects to demonstrate adding and subtracting of one or two objects to a group of objects that total 3 or fewer. (3.3)
		Trees Study p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Small Group p. 054 Investigation 3 Day 2 Large Group p. 058 Investigation 3 Day 4 Large Group p. 066 Investigation 4 Day 2 Large Group p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large-Group p. 076 Investigation 5 Day 2 Large Group p. 106 Celebrating Learning Day 1 Large Group
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.3.	Understand attributes and relative properties of objects as related to size, capacity, and area.
INDICATOR	3.CM.3.1.	Describe some measurable attributes (length and weight) of objects and materials (e.g. big/little, long/short, heavy/not heavy). (3.1) Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Small Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup p. 054 Investigation 3 Day 2 Choice Time p. 067 Investigation 4 Day 2 Small Group p. 109 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	3.CM.3.2.	Compare the size or weight of more than two objects and describe which one is longer/taller/shorter/ heavier/lighter. (3.2) Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Small Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup

	1	p. 109 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	3.CM.3.4.	Participate in measurement activities using standard measurement tools (e.g., measure the length of their body, weigh an apple, or measure one cup of flour during a cooking activity). (3.4)
		Trees Study p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.4.	Understand shapes, their properties, and how objects are related to one another in space.
INDICATOR	3.CM.4.1.	Recognize basic shapes in the environment in two- and three-dimension forms. (3.1) Trees Study p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Small Group p. 075 Investigation 5 Day 1 Small Group
INDICATOR	3.CM.4.6.	Identify positions of objects, self and other people in space (e.g., in/on, over/under, up/down, and inside/outside. (3.6) Trees Study p. 049 Investigation 2 Day 5 Mighty Minutes
DENOUMARY / OLE		p. 073 Investigation 5 Outdoor Experiences COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
BENCHMARK / GLE GLE / PROFICIENCY	3.C.	SCIENCE (CS)
GRADE LEVEL	3.CS.1.	
EXPECTATION	3.03.1.	Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).
INDICATOR	3.CS.1.1.	Use all five senses to observe living things, objects, materials, changes that take place, and relationships. (3.1) Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 3 Choice Time p. 018 Exploring the Topic Day 3 Choice Time p. 021 Exploring the Topic Day 4 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 025 Investigation 1 Outdoor Experiences p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Small Group p. 033 Investigation 1 Day 3 Small Group p. 036 Investigation 1 Day 5 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Choice Time p. 042 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 3 Choice Time p. 045 Investigation 2 Day 3 Choice Time p. 046 Investigation 2 Day 3 Choice Time p. 047 Investigation 3 Day 3 Choice Time p. 048 Investigation 3 Day 3 Small Group p. 051 Investigation 3 Day 3 Small Group p. 051 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group p. 069 Investigation 6 Outdoor Experience p. 087 Investigation 6 Day 1 Choice Time p. 088 Investigation 6 Day 2 Choice Time p. 089 Investigation 6 Day 2 Small Group p. 091 Investigation 6 Day 3 Small Group

		p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Choice Time p. 093 Investigation 6 Day 4 Small Group p. 105 Celebrating Learning Outdoor Experiences p. 107 Celebrating Learning Day 1 Small Group
INDICATOR	3.CS.1.2.	Describe what they see, hear, and are able to touch in the environment and group materials/objects according to observed features. (3.2)
		Trees Study 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. 035 Investigation 1 Day 4 Choice Time p. 040 Investigation 2 Day 1 Choice Time p. 087 Investigation 6 Day 1 Choice Time
		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
INDICATOR	3.CS.1.3.	Use simple tools to investigate and gather information on living things, objects, materials, and changes that take place (e.g., magnifying glass, sifter, magnets). (3.3)
		Trees Study p. 016 Exploring the Topic Day 2 Choice Time
		p. 017 Exploring the Topic Day 2 Small Group
		p. 018 Exploring the Topic Day 3 Choice Time
		p. 021 Exploring the Topic Day 4 Choice Time
		p. 023 Exploring the Topic Day 5 Small Group
		p. 027 Investigation 1 Outdoor Experiences p. 031 Investigation 1 Day 2 Choice Time
		p. 032 Investigation 1 Day 2 Choice Time
		p. 036 Investigation 1 Day 5 Choice Time
		p. 039 Investigation 2 Outdoor Experiences
		p. 043 Investigation 2 Day 2 Choice Time
		p. 045 Investigation 2 Day 3 Choice Time
		p. 049 Investigation 2 Day 5 Small Group
		p. 051 Investigation 3 Outdoor Experiences
		p. 053 Investigation 3 Day 1 Small Group
		p. 054 Investigation 3 Day 2 Choice Time p. 057 Investigation 3 Day 3 Small Group
		p. 069 Investigation 4 Day 3 Small Group
		p. 070 Investigation 4 Day 4 Large Group
		p. 077 Investigation 5 Day 2 Small Group
		p. 085 Investigation 6 Outdoor Experience
		p. 087 Investigation 6 Day 1 Choice Time
		p. 088 Investigation 6 Day 2 Choice Time
		p. 089 Investigation 6 Day 2 Small Group
		p. 091 Investigation 6 Day 3 Small Group p. 092 Investigation 6 Day 4 Large Group
		p. 093 Investigation 6 Day 4 Choice Time
		p. 105 Celebrating Learning Outdoor Experiences
		p. 107 Celebrating Learning Day 1 Small Group
INDICATOR	3.CS.1.6.	Ask why and how questions and offer ideas about living creatures, objects, materials and changes they see, hear and/or feel. (3.6)
		Trees Study
		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. 035 Investigation 1 Day 4 Choice Time p. 040 Investigation 2 Day 1 Choice Time
		p. 087 Investigation 6 Day 1 Choice Time
		p. 092 Investigation 6 Day 4 Large Group
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		p. 093 Investigation 6 Day 4 Choice Time p. 093 Investigation 6 Day 4 Large-Group Roundup
INDICATOR	3.CS.1.7.	Participate in simple scientific investigations. (3.7) Trees Study p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 3 Choice Time p. 021 Exploring the Topic Day 3 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 3 Large Group p. 036 Investigation 1 Day 5 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Choice Time p. 045 Investigation 2 Day 3 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. 055 Investigation 3 Day 3 Small Group p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group p. 077 Investigation 4 Day 3 Small Group p. 077 Investigation 6 Outdoor Experience p. 087 Investigation 6 Outdoor Experience p. 087 Investigation 6 Day 2 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 088 Investigation 6 Day 2 Choice Time p. 088 Investigation 6 Day 2 Choice Time p. 089 Investigation 6 Day 2 Choice Time p. 081 Investigation 6 Day 3 Small Group p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Choice Time p. 105 Celebrating Learning Outdoor Experiences p. 107 Celebrating Learning Day 1 Small Group
INDICATOR	3.CS.1.8.	With prompting and support, talk about observations and results of simple experiments verbally and/or through drawings or graphs. (3.8) Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 029 Investigation 1 Day 1 Choice Time p. 031 Investigation 1 Day 2 Choice Time p. 035 Investigation 1 Day 4 Choice Time p. 040 Investigation 2 Day 1 Choice Time p. 056 Investigation 3 Day 3 Choice Time p. 059 Investigation 3 Day 4 Choice Time p. 065 Investigation 4 Day 1 Choice Time p. 066 Investigation 4 Day 2 Choice Time p. 069 Investigation 4 Day 3 Choice Time p. 070 Investigation 4 Day 3 Choice Time p. 075 Investigation 5 Day 1 Choice Time p. 076 Investigation 5 Day 1 Choice Time p. 076 Investigation 5 Day 2 Choice Time p. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Choice Time p. 082 Investigation 5 Day 5 Choice Time p. 088 Investigation 6 Day 2 Choice Time
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.2.	Acquire scientific knowledge related to physical science (properties of objects and materials).
INDICATOR	3.CS.2.1.	With prompting and support, observe and describe properties of objects and materials, and how objects and materials can be

		combined or can change from one form to another (e.g., ice melting
		to a liquid). (3.1)
		Trees Study p. 087 Investigation 6 Day 1 Choice Time
INDICATOR	3.CS.2.3.	With prompting and support, observe and talk about sources of energy and how they affect objects and materials (e.g., lights, bells and other sources of sound, etc.). (3.3)
		Trees Study 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
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.3.	Acquire scientific knowledge related to life science (properties of living things).
INDICATOR	3.CS.3.1.	With prompting and support, explore, observe, and describe a variety of living creatures and plants. (3.1)
		Trees Study
		p. 014 Exploring the Topic Day 1 Large Group
		p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Read-Aloud
		p. 034 Investigation 1 Day 4 Large Group
		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 046 Investigation 2 Day 4 Large Group
		p. 059 Investigation 3 Day 4 Read-Aloud
		p. 076 Investigation 5 Day 2 Large Group p. 080 Investigation 5 Day 4 Large Group
		p. 083 Investigation 5 Day 4 Large Group
		p. 109 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	3.CS.3.2.	Sort living creatures and plants according to at least one characteristic (e.g., size, four-legged animals, hard/soft, etc.). (3.2)
		Trees Study
		p. 014 Exploring the Topic Day 1 Large Group p. 028 Investigation 1 Day 1 Large Group
		p. 029 Investigation 1 Day 1 Large Group
		p. 034 Investigation 1 Day 4 Large Group
		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 046 Investigation 2 Day 4 Large Group
		p. 059 Investigation 3 Day 4 Read-Aloud
		p. 076 Investigation 5 Day 2 Large Group
		p. 080 Investigation 5 Day 4 Large Group p. 083 Investigation 5 Day 5 Read-Aloud
		p. 109 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	3.CS.3.5.	Observe very young plants or living creatures over an extended
INDIGATOR	5.00.5.5.	period of time and describe how the plant/living creature changes. (3.5)
		Troop Study
		Trees Study p. 014 Exploring the Topic Day 1 Large Group
		p. 028 Investigation 1 Day 1 Large Group
		p. 029 Investigation 1 Day 1 Read-Aloud
		p. 034 Investigation 1 Day 4 Large Group
		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 045 Investigation 2 Day 3 Mighty Minutes p. 046 Investigation 2 Day 4 Large Group
		p. 046 Investigation 2 Day 4 Large Group p. 053 Investigation 3 Day 1 Mighty Minutes
		p. 055 Investigation 3 Day 1 Mighty Minutes
		p. 059 Investigation 3 Day 4 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. 074 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 076 Investigation 5 Day 2 Large Group p. 080 Investigation 5 Day 4 Large Group p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Choice Time p. 109 Celebrating Learning Day 2 Mighty Minutes
3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
	SOCIAL STUDIES (CSS)
3.CSS.1.	Develop the understanding that events happened in the past and how these events relate to one's self, family, and community.
3.CSS.1.3.	Describe the sequence of daily routines. (3.3) Trees Study p. 014 Exploring the Topic Day 1 Large Group
3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
	SOCIAL STUDIES (CSS)
3.CSS.3.	Develop an awareness of geographic locations, maps, and landforms.
3.CSS.3.4.	Draw or use blocks or other materials to represent places or things he/she has seen. (3.4) Trees Study p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 040 Investigation 2 Day 1 Choice Time p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 069 Investigation 4 Day 3 Small Group p. 077 Investigation 5 Day 2 Small Group p. 109 Celebrating Learning Day 2 Large-Group Roundup
3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
	SOCIAL STUDIES (CSS)
3.CSS.4.	Demonstrate awareness of culture and other characteristics of groups of people.
3.CSS.4.1.	Participate in music, dance, and other traditions from various cultures. (3.1) Trees Study p. 055 Investigation 3 Day 2 Mighty Minutes
3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
	SOCIAL STUDIES (CSS)
3.CSS.5.	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
3.CSS.5.3.	Follow many rules with little support. (3.3) Trees Study p. 014 Exploring the Topic Day 1 Large Group
3.CSS.5.4.	Identify rules that are used at home or in the classroom. (3.4) Trees Study p. 014 Exploring the Topic Day 1 Large Group
3.CSS.5.5.	Tell why rules are important. (3.5) Trees Study
	3.CSS.1. 3.CSS.1.3. 3.CSS.3. 3.CSS.3.4. 3.CSS.4. 3.CSS.4.1. 3.CSS.5. 3.CSS.5.4.

		p. 014 Exploring the Topic Day 1 Large Group
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		SPEAKING AND LISTENING
GRADE LEVEL	3.LL.1.	Comprehend or understand and use language.
EXPECTATION	0.22	ompronona or unacrotatia and accountinguage.
INDICATOR	3.LL.1.1.	Follow two-step directions. (3.1)
		` , ,
		Trees Study
		p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group
		p. 027 Investigation 1 Outdoor Experiences
		p. 034 Investigation 1 Day 4 Large Group
		p. 039 Investigation 2 Outdoor Experiences
		p. 051 Investigation 3 Outdoor Experiences
		p. 055 Investigation 3 Day 2 Mighty Minutes p. 057 Investigation 3 Day 3 Small Group
		p. 061 Investigation 3 Day 5 Mighty Minutes
		p. 063 Investigation 4 Outdoor Experiences
		p. 069 Investigation 4 Day 3 Small Group
		p. 070 Investigation 4 Day 4 Choice Time
		p. 074 Investigation 5 Day 1 Large Group
		p. 078 Investigation 5 Day 3 Large Group p. 085 Investigation 6 Outdoor Experience
		p. 105 Celebrating Learning Outdoor Experiences
		p. 107 Celebrating Learning Day 1 Small Group
INDICATOR	3.LL.1.2.	Demonstrate understanding of simple questions and requests. (3.2)
		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 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time
		p. 016 Exploring the Topic Day 2 Large Group
		p. 017 Exploring the Topic Day 2 Small Group
		p. 018 Exploring the Topic Day 3 Choice Time
		p. 018 Exploring the Topic Day 3 Large Group
		p. 019 Exploring the Topic Day 3 Read-Aloud p. 020 Exploring the Topic Day 4 Large Group
		p. 021 Exploring the Topic Day 4 Small Group
		p. 022 Exploring the Topic Day 5 Large Group
		p. 023 Exploring the Topic Day 5 Choice Time
		p. 023 Exploring the Topic Day 5 Small Group
		p. 028 Investigation 1 Day 1 Large Group p. 034 Investigation 1 Day 4 Large Group
		p. 035 Investigation 1 Day 4 Choice Time
		p. 036 Investigation 1 Day 5 Choice Time
		p. 036 Investigation 1 Day 5 Large Group
		p. 037 Investigation 1 Day 5 Large-Group Roundup
		p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group
		p. 042 Investigation 2 Day 1 Large Group
		p. 044 Investigation 2 Day 3 Large Group
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Small Group
		p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time
		p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Small Group
		p. 052 Investigation 3 Day 1 Large Group
		p. 054 Investigation 3 Day 2 Choice Time
		p. 054 Investigation 3 Day 2 Large Group
		p. 056 Investigation 3 Day 3 Choice Time
		p. 056 Investigation 3 Day 3 Large Group p. 059 Investigation 3 Day 4 Small Group
		p. 060 Investigation 3 Day 4 Small Group

		p. 061 Investigation 3 Day 5 Small Group
		p. 064 Investigation 4 Day 1 Large Group
		p. 068 Investigation 4 Day 3 Large Group
		p. 069 Investigation 4 Day 3 Small Group
		p. 070 Investigation 4 Day 4 Large Group
		p. 074 Investigation 5 Day 1 Large Group
		p. 076 Investigation 5 Day 2 Large Group
		p. 077 Investigation 5 Day 2 Large-Group Roundup
		p. 078 Investigation 5 Day 3 Large Group
		p. 079 Investigation 5 Day 3 Choice Time
		p. 079 Investigation 5 Day 3 Small Group
		p. 081 Investigation 5 Day 4 Choice Time
		p. 082 Investigation 5 Day 5 Choice Time
		p. 082 Investigation 5 Day 5 Large Group
		p. 083 Investigation 5 Day 5 Read-Aloud
		p. 086 Investigation 6 Day 1 Large Group
		p. 087 Investigation 6 Day 1 Choice Time
		p. 087 Investigation 6 Day 1 Small Group
		p. 090 Investigation 6 Day 3 Choice Time
		p. 090 Investigation 6 Day 3 Large Group
		p. 092 Investigation 6 Day 4 Large Group
		p. 106 Celebrating Learning Day 1 Large Group
		p. 108 Celebrating Learning Day 2 Large Group
		p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	3.LL.1.3.	Answer some simple "who", "what" and "where" questions. (3.3)
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		Trees Study
		p. 014 Exploring the Topic Day 1 Large Group
		p. 015 Exploring the Topic Day 1 Small Group
		p. 016 Exploring the Topic Day 2 Choice Time
		p. 016 Exploring the Topic Day 2 Large Group
		p. 017 Exploring the Topic Day 2 Small Group
		p. 018 Exploring the Topic Day 3 Choice Time
		p. 018 Exploring the Topic Day 3 Large Group
		p. 019 Exploring the Topic Day 3 Read-Aloud
		p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Small Group
	THE STATE OF THE S	UD UZI EXDIOTING THE LODIC DAY 4 SMAIL GROUP
		p. 022 Exploring the Topic Day 5 Large Group
		p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time
		p. 022 Exploring the Topic Day 5 Large Group
		p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time
		p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group
		p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 034 Investigation 1 Day 4 Large Group
		p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time
		p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 036 Investigation 1 Day 5 Choice Time
		p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group
		p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large-Group Roundup
		p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group
		p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large-Group
		p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group
		p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 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. 028 Investigation 1 Day 1 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 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. 028 Investigation 1 Day 1 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 4 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. 028 Investigation 1 Day 1 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group
		p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group p. 048 Investigation 2 Day 5 Large Group p. 048 Investigation 2 Day 5 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. 028 Investigation 1 Day 1 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 4 Small Group p. 047 Investigation 2 Day 4 Small Group p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time
		p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 4 Small Group p. 047 Investigation 2 Day 4 Small Group p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Small Group
		p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 4 Small Group p. 047 Investigation 2 Day 4 Small Group p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time
		p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 049 Investigation 2 Day 5 Small Group p. 052 Investigation 3 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. 028 Investigation 1 Day 1 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 3 Large Group p. 044 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group p. 048 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 049 Investigation 2 Day 5 Small Group p. 049 Investigation 2 Day 5 Small Group p. 052 Investigation 3 Day 1 Large Group p. 054 Investigation 3 Day 2 Choice Time
		p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 3 Large Group p. 044 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Small Group p. 046 Investigation 2 Day 4 Small Group p. 048 Investigation 2 Day 5 Small Group p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 049 Investigation 3 Day 1 Large Group p. 054 Investigation 3 Day 2 Choice Time p. 054 Investigation 3 Day 2 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. 028 Investigation 1 Day 1 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 3 Large Group p. 044 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Small Group p. 047 Investigation 2 Day 4 Small Group p. 048 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 049 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Choice Time p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Large Group p. 056 Investigation 3 Day 3 Choice Time
		p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 3 Large Group p. 044 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Small Group p. 047 Investigation 2 Day 4 Small Group p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Choice Time p. 054 Investigation 3 Day 2 Large Group p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 3 Large Group
		p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 3 Large Group p. 044 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Small Group p. 047 Investigation 2 Day 4 Small Group p. 048 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 049 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Choice Time p. 054 Investigation 3 Day 2 Large Group p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 3 Large Group p. 056 Investigation 3 Day 3 Large Group p. 059 Investigation 3 Day 4 Small Group
		p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 3 Large Group p. 044 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group p. 048 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 052 Investigation 3 Day 1 Large Group p. 054 Investigation 3 Day 2 Choice Time p. 056 Investigation 3 Day 3 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. 059 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Large Group p. 059 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Large Group p. 059 Investigation 3 Day 5 Large Group p. 059 Investigation 3 Day 5 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. 028 Investigation 1 Day 1 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 4 Small Group p. 047 Investigation 2 Day 4 Small Group p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 052 Investigation 3 Day 1 Large Group p. 054 Investigation 3 Day 2 Choice Time p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 3 Large Group p. 059 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Small Group p. 059 Investigation 3 Day 5 Small Group p. 059 Investigation 3 Day 5 Small Group p. 060 Investigation 3 Day 5 Small Group p. 061 Investigation 3 Day 5 Small Group
		p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 3 Large Group p. 044 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group p. 048 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 052 Investigation 3 Day 1 Large Group p. 054 Investigation 3 Day 2 Choice Time p. 056 Investigation 3 Day 3 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. 059 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Large Group p. 059 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Large Group p. 059 Investigation 3 Day 5 Large Group p. 059 Investigation 3 Day 5 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. 028 Investigation 1 Day 1 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 4 Small Group p. 047 Investigation 2 Day 4 Small Group p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 052 Investigation 3 Day 1 Large Group p. 054 Investigation 3 Day 2 Choice Time p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 3 Large Group p. 059 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Small Group p. 059 Investigation 3 Day 5 Small Group p. 059 Investigation 3 Day 5 Small Group p. 060 Investigation 3 Day 5 Small Group p. 061 Investigation 3 Day 5 Small Group

		p. 069 Investigation 4 Day 3 Small Group
		p. 070 Investigation 4 Day 4 Large Group
		p. 074 Investigation 5 Day 1 Large Group
		p. 076 Investigation 5 Day 2 Large Group
		p. 077 Investigation 5 Day 2 Large-Group Roundup
		p. 078 Investigation 5 Day 3 Large Group
		p. 079 Investigation 5 Day 3 Choice Time
		p. 079 Investigation 5 Day 3 Small Group
		p. 081 Investigation 5 Day 4 Choice Time
		p. 082 Investigation 5 Day 5 Choice Time
		p. 082 Investigation 5 Day 5 Large Group
		p. 083 Investigation 5 Day 5 Read-Aloud
		p. 086 Investigation 6 Day 1 Large Group
		p. 087 Investigation 6 Day 1 Choice Time
		p. 087 Investigation 6 Day 1 Small Group
		p. 090 Investigation 6 Day 3 Choice Time
		p. 090 Investigation 6 Day 3 Large Group
		p. 092 Investigation 6 Day 4 Large Group
		p. 106 Celebrating Learning Day 1 Large Group
		p. 108 Celebrating Learning Day 2 Large Group
		p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	3.LL.1.4.	Listen and respond attentively to simple conversations. (3.4)
	0.22	Elector and respond attentively to employeement attention (err)
		Trees Study
		p. 013 Exploring the Topic Outdoor Experiences
		p. 014 Exploring the Topic Day 1 Large Group
		p. 015 Exploring the Topic Day 1 Large-Group Roundup
		p. 015 Exploring the Topic Day 1 Choice Time
		p. 015 Exploring the Topic Day 1 Small Group
		p. 016 Exploring the Topic Day 1 Small Group
		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 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 2 Read-Aloud p. 018 Exploring the Topic Day 3 Choice Time
		p. 018 Exploring the Topic Day 3 Choice Time
		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 Earge-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 Investigation 1 Day 4 Large Group
		p. 035 Investigation 1 Day 4 Choice Time
		p. 035 Investigation 1 Day 4 Large-Group Roundup

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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 Mighty Minutes
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
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		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 Read-Aloud
		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 Large Group
		p. 087 Investigation 6 Day 1 Large-Group Roundup
		p. 087 Investigation 6 Day 1 Small Group
		p. 088 Investigation 6 Day 2 Choice Time
		p. 088 Investigation 6 Day 2 Large Group
		p. 089 Investigation 6 Day 2 Large-Group Roundup
		p. 089 Investigation 6 Day 2 Mighty Minutes
		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 Earge-Group Roundup
		p. 093 Investigation 6 Day 4 Read-Aloud
		p. 105 Celebrating Learning Outdoor Experiences
		p. 105 Celebrating Learning Outdoor Experiences p. 106 Celebrating Learning Day 1 Choice Time
		p. 106 Celebrating Learning Day 1 Large Group
		p. 107 Celebrating Learning Day 1 Large-Group Roundup
		p. 107 Celebrating Learning Day 1 Small Group
		p. 108 Celebrating Learning Day 2 Choice Time
		p. 108 Celebrating Learning Day 2 Large Group
		p. 109 Celebrating Learning Day 2 Large-Group Roundup
		p. 109 Celebrating Learning Day 2 Read-Aloud
		p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	3.LL.1.5.	Use phrases and/or simple sentences and questions. (3.5)
		222 p 230 dilator olimpio contonoco dila quocitorioi (olo)
		Trees Study
		p. 016 Exploring the Topic Day 2 Choice Time
		p. 022 Exploring the Topic Day 5 Large Group
		p. 046 Investigation 2 Day 4 Large Group
		p. 049 Investigation 2 Day 5 Small Group
	11	1

		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	3.LL.1.6.	Ask "why" questions. (3.6)
		Trees Study
		p. 016 Exploring the Topic Day 2 Choice Time
		p. 022 Exploring the Topic Day 5 Large Group
		p. 046 Investigation 2 Day 4 Large Group
		p. 049 Investigation 2 Day 5 Small Group
		p. 055 Investigation 3 Day 2 Large-Group Roundup
		p. 056 Investigation 3 Day 3 Large Group
		p. 065 Investigation 4 Day 1 Large-Group Roundup
		p. 066 Investigation 4 Day 2 Large Group
		p. 077 Investigation 5 Day 2 Large-Group Roundup
		p. 087 Investigation 6 Day 1 Large-Group Roundup
		p. 088 Investigation 6 Day 2 Choice Time
		p. 088 Investigation 6 Day 2 Large Group
		p. 091 Investigation 6 Day 3 Small Group
		p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	011.47	
INDICATOR	3.LL.1.7.	With prompting and support, act out familiar stories, rhymes and
		fingerplays. (3.7)
		Trees Study
		p. 014 Exploring the Topic Day 1 Large Group
		p. 015 Exploring the Topic Day 1 Mighty Minutes
		p. 018 Exploring the Topic Day 3 Large Group
		p. 019 Exploring the Topic Day 3 Mighty Minutes
		p. 023 Exploring the Topic Day 5 Mighty Minutes
		p. 028 Investigation 1 Day 1 Large Group
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 034 Investigation 1 Day 4 Large Group
		p. 036 Investigation 1 Day 5 Large Group
		p. 041 Investigation 2 Day 1 Mighty Minutes
		p. 041 Investigation 2 Day 1 Small Group
		p. 043 Investigation 2 Day 2 Mighty Minutes
		p. 044 Investigation 2 Day 3 Large Group
		p. 046 Investigation 2 Day 4 Choice Time
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Mighty Minutes
		p. 048 Investigation 2 Day 5 Large Group
		p. 049 Investigation 2 Day 5 Choice Time
		p. 051 Investigation 3 Outdoor Experiences
		p. 053 Investigation 3 Day 1 Small Group
		p. 054 Investigation 3 Day 2 Large Group
		p. 055 Investigation 3 Day 2 Mighty Minutes
		p. 059 Investigation 3 Day 4 Large-Group Roundup
		p. 061 Investigation 3 Day 5 Large-Group Roundup
		p. 061 Investigation 3 Day 5 Mighty Minutes
		p. 061 Investigation 3 Day 5 Small Group
		p. 063 Investigation 4 Outdoor Experiences
		p. 065 Investigation 4 Day 1 Small Group
		p. 066 Investigation 4 Day 2 Large Group
		p. 069 Investigation 4 Day 3 Small Group
	II	
		D. 0/0 investigation 4 Day 4 Large Group
		p. 070 Investigation 4 Day 4 Large Group p. 073 Investigation 5 Outdoor Experiences
		p. 070 Investigation 4 Day 4 Large Group p. 073 Investigation 5 Outdoor Experiences p. 075 Investigation 5 Day 1 Read-Aloud

		p. 075 Investigation 5 Day 1 Small Group p. 077 Investigation 5 Day 2 Mighty Minutes p. 079 Investigation 5 Day 3 Small Group p. 080 Investigation 5 Day 4 Large Group p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Mighty Minutes p. 085 Investigation 6 Outdoor Experience p. 091 Investigation 6 Day 3 Mighty Minutes p. 105 Celebrating Learning Outdoor Experiences p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 109 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	3.LL.1.9.	Ask questions that may incorporate expanding vocabulary. (3.9)
		Trees Study p. 016 Exploring the Topic Day 2 Choice Time p. 022 Exploring the Topic Day 5 Large Group p. 042 Investigation 2 Day 2 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. 093 Investigation 6 Day 4 Small Group p. 109 Celebrating Learning Day 2 Small Group
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		LANGUAGE
GRADE LEVEL EXPECTATION	3.LL.2.	Comprehend and use increasingly complex and varied vocabulary.
INDICATOR	3.LL.2.2.	Demonstrate an understanding of and begin using some new vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2) Trees Study p. 013 Exploring the Topic Outdoor Experiences 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 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 042 Investigation 2 Day 2 Large Group p. 046 Investigation 2 Day 4 Large Group p. 051 Investigation 3 Outdoor Experiences p. 060 Investigation 3 Day 5 Large Group p. 063 Investigation 4 Outdoor Experiences p. 067 Investigation 4 Day 2 Small Group p. 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

BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	3.LL.3.	Develop an interest in books and their characteristics.
INDICATOR	3.LL.3.1.	Find a specific book by looking at the cover. (3.1) Trees Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 049 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 1 Read-Aloud p. 065 Investigation 4 Day 1 Read-Aloud p. 067 Investigation 4 Day 1 Read-Aloud p. 075 Investigation 5 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
INDICATOR	3.LL.3.2.	Identify the front cover of a book. (3.2) 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. 029 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 1 Read-Aloud p. 065 Investigation 4 Day 2 Read-Aloud p. 067 Investigation 4 Day 2 Read-Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 091 Investigation 6 Day 3 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 094 Celebrating Learning Day 2 Read-Aloud
INDICATOR	3.LL.3.3.	Hold book properly and look at pages of a book from left to right, pretending to read. (3.3) 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

	1	n 047 Investigation 2 Day 4 Small Crave
		p. 047 Investigation 2 Day 4 Small Group
		p. 049 Investigation 2 Day 5 Small Group p. 053 Investigation 3 Day 1 Small Group
		p. 057 Investigation 3 Day 1 Small Group
		p. 065 Investigation 4 Day 1 Small Group
		p. 069 Investigation 4 Day 1 Small Group
		p. 075 Investigation 5 Day 1 Mighty Minutes
		p. 081 Investigation 5 Day 4 Small Group
		p. 082 Investigation 5 Day 5 Choice Time
		p. 083 Investigation 5 Day 5 Read-Aloud
		p. 087 Investigation 6 Day 1 Small Group
		p. 107 Celebrating Learning Day 1 Small Group
		p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	3.LL.3.5.	
INDICATOR	3.LL.3.3.	With prompting and support, demonstrate and understand that people write stories and draw pictures in books. (3.5)
		Trees Study
		p. 037 Investigation 1 Day 5 Small Group
		p. 053 Investigation 3 Day 1 Small Group
		p. 055 Investigation 3 Day 1 Small Group
		p. 057 Investigation 3 Day 3 Small Group
		p. 061 Investigation 3 Day 5 Mighty Minutes
		p. 065 Investigation 4 Day 1 Small Group
		p. 069 Investigation 4 Day 3 Small Group
		p. 075 Investigation 5 Day 1 Mighty Minutes
		p. 082 Investigation 5 Day 5 Choice Time
		p. 107 Celebrating Learning Day 1 Small Group
		p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	3.LL.3.6.	Shows an interest in illustrations. (3.6)
		Trees Study
		p. 015 Exploring the Topic Day 1 Read-Aloud
		p. 017 Exploring the Topic Day 1 Read-Aloud
		p. 019 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Small Group
		p. 020 Exploring the Topic Day 4 Large Group
		p. 022 Exploring the Topic Day 5 Large Group
		p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 031 Investigation 1 Day 2 Small Group
		p. 032 Investigation 1 Day 3 Large Group
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 039 Investigation 2 Outdoor Experiences
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 042 Investigation 2 Day 2 Large Group
		p. 045 Investigation 2 Day 3 Read-Aloud
		p. 049 Investigation 2 Day 5 Read-Aloud
		p. 053 Investigation 3 Day 1 Read-Aloud
		p. 057 Investigation 3 Day 3 Read-Aloud
		p. 059 Investigation 3 Day 4 Read-Aloud
		p. 061 Investigation 3 Day 5 Small Group
		p. 069 Investigation 4 Day 3 Small Group
		p. 075 Investigation 5 Day 1 Read-Aloud
		p. 081 Investigation 5 Day 4 Read-Aloud
		p. 081 Investigation 5 Day 4 Small Group
		p. 089 Investigation 6 Day 2 Read-Aloud
		p. 093 Investigation 6 Day 4 Read-Aloud
		p. 108 Celebrating Learning Day 2 Large Group
		p. 109 Celebrating Learning Day 2 Read-Aloud
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL	3.LL.4.	Comprehend stories and information from books and other print

EXPECTATION		materials.
INDICATOR	3.LL.4.1.	Answer simple questions about print that has been read aloud
		several times. (3.1)
		Trees Study
		p. 014 Exploring the Topic Day 1 Large Group
		p. 015 Exploring the Topic Day 1 Read-Aloud
		p. 015 Exploring the Topic Day 1 Choice Time
		p. 017 Exploring the Topic Day 2 Small Group
		p. 017 Exploring the Topic Day 2 Read-Aloud
		p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud
		p. 021 Exploring the Topic Day 4 Read-Aloud p. 021 Exploring the Topic Day 4 Small Group
		p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 029 Investigation 1 Day 1 Read-Aloud
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 032 Investigation 1 Day 3 Large Group
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 034 Investigation 1 Day 4 Large Group
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 040 Investigation 2 Day 1 Large Group
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 043 Investigation 2 Day 2 Read-Aloud
		p. 044 Investigation 2 Day 3 Large Group
		p. 045 Investigation 2 Day 3 Read-Aloud
		p. 047 Investigation 2 Day 4 Read-Aloud
		p. 049 Investigation 2 Day 5 Read-Aloud
		p. 053 Investigation 3 Day 1 Read-Aloud
		p. 055 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Small Group
		p. 057 Investigation 3 Day 3 Read-Aloud
		p. 057 Investigation 3 Day 3 Small Group
		p. 058 Investigation 3 Day 4 Large Group
		p. 059 Investigation 3 Day 4 Read-Aloud
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Read-Aloud
		p. 065 Investigation 4 Day 1 Read-Aloud
		p. 067 Investigation 4 Day 2 Read-Aloud
		p. 069 Investigation 4 Day 3 Read-Aloud
		p. 069 Investigation 4 Day 3 Small Group
		p. 070 Investigation 4 Day 4 Choice Time
		p. 071 Investigation 4 Day 4 Read- Aloud
		p. 075 Investigation 5 Day 1 Read-Aloud p. 076 Investigation 5 Day 2 Large Group
		p. 077 Investigation 5 Day 2 Large Group
		p. 079 Investigation 5 Day 2 Read-Aloud
		p. 079 Investigation 5 Day 3 Read-Aloud
		p. 079 Investigation 5 Day 3 Small Group
		p. 080 Investigation 5 Day 4 Large Group
		p. 081 Investigation 5 Day 4 Choice Time
		p. 081 Investigation 5 Day 4 Read-Aloud
		p. 081 Investigation 5 Day 4 Small Group
		p. 082 Investigation 5 Day 5 Large Group
		p. 083 Investigation 5 Day 5 Read-Aloud
		p. 083 Investigation 5 Day 5 Small Group
		p. 087 Investigation 6 Day 1 Read-Aloud
		p. 087 Investigation 6 Day 1 Small Group
		p. 089 Investigation 6 Day 2 Read-Aloud
		p. 091 Investigation 6 Day 3 Read-Aloud
		p. 093 Investigation 6 Day 4 Read-Aloud
		p. 107 Celebrating Learning Day 1 Read-Aloud
		p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	3.LL.4.2.	Retell a simple story with pictures or other props to use as prompts.

		(3.2)
		Trees Study
		p. 017 Exploring the Topic Day 2 Read-Aloud
		p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 045 Investigation 2 Day 3 Read-Aloud
		p. 047 Investigation 2 Day 4 Read-Aloud
		p. 049 Investigation 2 Day 5 Read-Aloud
		p. 053 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud
		p. 060 Investigation 3 Day 5 Choice Time
		p. 060 Investigation 3 Day 5 Large Group
		p. 079 Investigation 5 Day 3 Read-Aloud
		p. 081 Investigation 5 Day 4 Small Group
		p. 083 Investigation 5 Day 5 Small Group
		p. 089 Investigation 6 Day 2 Read-Aloud
		p. 093 Investigation 6 Day 4 Read-Aloud
		p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	3.LL.4.3.	With prompting and support, identify characters from a story and
		information from an informational text read aloud. (3.3)
		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. 029 Investigation 1 Day 1 Read-Aloud
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 032 Investigation 1 Day 3 Large Group
		p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigation 1 Day 4 Large Group
		p. 035 Investigation 1 Day 4 Earge Group
		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 040 Investigation 2 Day 1 Large Group
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 043 Investigation 2 Day 2 Read-Aloud
		p. 045 Investigation 2 Day 3 Read-Aloud
		p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud
		p. 053 Investigation 3 Day 1 Read-Aloud
		p. 055 Investigation 3 Day 1 Read-Aloud
		p. 057 Investigation 3 Day 3 Read-Aloud
		p. 057 Investigation 3 Day 3 Small Group
		p. 059 Investigation 3 Day 4 Read-Aloud
		p. 060 Investigation 3 Day 5 Choice Time
		p. 060 Investigation 3 Day 5 Large Group
		p. 065 Investigation 4 Day 1 Read-Aloud
		p. 069 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 4 Day 3 Small Group
		p. 070 Investigation 4 Day 4 Choice Time
		p. 075 Investigation 5 Day 1 Read-Aloud
		p. 076 Investigation 5 Day 2 Large Group
		p. 077 Investigation 5 Day 2 Read-Aloud
		p. 079 Investigation 5 Day 3 Choice Time
		p. 079 Investigation 5 Day 3 Read-Aloud
		p. 081 Investigation 5 Day 4 Choice Time
		p. 081 Investigation 5 Day 4 Small Group
		p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Read-Aloud
		p. 083 Investigation 5 Day 5 Read-Aloud p. 083 Investigation 5 Day 5 Small Group
		p. 087 Investigation 6 Day 1 Read-Aloud
		p. 089 Investigation 6 Day 2 Read-Aloud
		p. 091 Investigation 6 Day 3 Read-Aloud

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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. 107 Celebrating Learning Day 1 Small Gloup p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	011.44	
INDICATOR	3.LL.4.4.	With prompting and support, talk about unknown vocabulary words in a text or story read aloud. (3.4)
		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. 029 Investigation 1 Day 1 Read-Aloud
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 032 Investigation 1 Day 3 Large Group
		p. 034 Investigation 1 Day 4 Large Group
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud
		p. 043 Investigation 2 Day 2 Read-Aloud
		p. 045 Investigation 2 Day 3 Read-Aloud
		p. 049 Investigation 2 Day 5 Read-Aloud
		p. 053 Investigation 3 Day 1 Read-Aloud
		p. 055 Investigation 3 Day 2 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud
		p. 057 Investigation 3 Day 4 Read-Aloud
		p. 065 Investigation 4 Day 1 Read-Aloud
		p. 069 Investigation 4 Day 3 Read-Aloud
		p. 076 Investigation 5 Day 2 Large Group
		p. 077 Investigation 5 Day 2 Read-Aloud
		p. 079 Investigation 5 Day 3 Choice Time p. 081 Investigation 5 Day 4 Choice Time
		p. 082 Investigation 5 Day 5 Large Group
		p. 083 Investigation 5 Day 5 Read-Aloud
		p. 087 Investigation 6 Day 1 Read-Aloud
		p. 089 Investigation 6 Day 2 Read-Aloud p. 091 Investigation 6 Day 3 Read-Aloud
		p. 093 Investigation 6 Day 4 Read-Aloud
		p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	3.LL.4.5.	Distinguish between real objects and play objects (e.g. distinguish between a real apple and a toy apple). (3.5)
		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
		Trees Study
INDICATOR	3.LL.4.6.	p. 058 Investigation 3 Day 4 Large Group Use pictures and illustrations of a text to tell a story. (3.6)
		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 Small Group
		p. 020 Exploring the Topic Day 4 Large Group
		p. 022 Exploring the Topic Day 5 Large Group
		p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group
		p. 031 Investigation 1 Day 2 Small Gloup p. 032 Investigation 1 Day 3 Large Group
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 039 Investigation 2 Outdoor Experiences p. 041 Investigation 2 Day 1 Read-Aloud
		p. 041 Investigation 2 Day 1 Read-Aloud p. 042 Investigation 2 Day 2 Large Group
		p. 045 Investigation 2 Day 3 Read-Aloud
		p. 049 Investigation 2 Day 5 Read-Aloud

		p. 053 Investigation 3 Day 1 Read-Aloud
		p. 057 Investigation 3 Day 3 Read-Aloud
		p. 059 Investigation 3 Day 4 Read-Aloud
		p. 060 Investigation 3 Day 5 Choice Time
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Small Group
		p. 069 Investigation 4 Day 3 Small Group
		p. 075 Investigation 5 Day 1 Read-Aloud
		p. 079 Investigation 5 Day 3 Read-Aloud
		p. 081 Investigation 5 Day 4 Read-Aloud
		p. 081 Investigation 5 Day 4 Small Group
		p. 083 Investigation 5 Day 5 Small Group
		The second secon
		p. 089 Investigation 6 Day 2 Read-Aloud
		p. 093 Investigation 6 Day 4 Read-Aloud
		p. 108 Celebrating Learning Day 2 Large Group
		p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	3.LL.4.7.	With prompting and support, talk about or draw a character, setting, event, or idea in a text read aloud. (3.7)
		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 3 Read-Aloud
		p. 060 Investigation 3 Day 5 Choice Time
		p. 060 Investigation 3 Day 5 Large Group
		p. 075 Investigation 5 Day 1 Read-Aloud
		p. 079 Investigation 5 Day 3 Read-Aloud
		p. 081 Investigation 5 Day 4 Small Group
		p. 083 Investigation 5 Day 5 Small Group
		p. 089 Investigation 6 Day 2 Read-Aloud
		p. 093 Investigation 6 Day 4 Read-Aloud
		p. 107 Celebrating Learning Day 1 Read-Aloud
		p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	3.LL.4.8.	Demonstrate understanding of what will happen next in familiar
INDICATOR	3.LL.4.0.	stories. (3.8)
		Trees Study
		p. 015 Exploring the Topic Day 1 Read-Aloud
		p. 017 Exploring the Topic Day 2 Read-Aloud
		p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 029 Investigation 1 Day 1 Read-Aloud
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 043 Investigation 2 Day 2 Read-Aloud
		p. 045 Investigation 2 Day 3 Read-Aloud
		p. 047 Investigation 2 Day 4 Read-Aloud
		p. 049 Investigation 2 Day 5 Read-Aloud
		p. 053 Investigation 3 Day 1 Read-Aloud
		p. 057 Investigation 3 Day 3 Read-Aloud
		p. 075 Investigation 5 Day 1 Read-Aloud
The state of the s	II .	
		n 081 Investigation 5 Day 4 Read-∆loud
		p. 081 Investigation 5 Day 4 Read-Aloud
		p. 081 Investigation 5 Day 4 Read-Aloud p. 087 Investigation 6 Day 1 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud

		p. 093 Investigation 6 Day 4 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	3.LL.5.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	3.LL.5.1.	With prompting and support, track across a page or along printed words from top to bottom and left to right. (3.1) 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 2 Day 5 Small Group p. 057 Investigation 3 Day 1 Small Group p. 065 Investigation 4 Day 1 Small Group p. 069 Investigation 4 Day 3 Small Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 081 Investigation 5 Day 4 Small Group p. 082 Investigation 5 Day 5 Choice Time p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Small Group p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	3.LL.5.3.	With prompting and support, demonstrate an understanding that letters are combined to make words. (3.3) Trees Study p. 033 Investigation 1 Day 3 Mighty Minutes p. 035 Investigation 1 Day 4 Mighty Minutes
INDICATOR	3.LL.5.4.	Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4) 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. 037 Investigation 1 Day 5 Small Group p. 047 Investigation 2 Day 4 Small Group p. 053 Investigation 3 Day 1 Small Group p. 061 Investigation 3 Day 5 Small Group p. 077 Investigation 5 Day 2 Small Group p. 082 Investigation 5 Day 5 Choice Time p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Small Group p. 109 Celebrating Learning Day 2 Small Group
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	3.LL.6.	Demonstrate understanding of different units of sound in language (words, syllables, phonemes).
INDICATOR	3.LL.6.1.	With prompting and support, recognize matching sounds and rhymes in familiar words or words in songs. (3.1) Trees Study p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 021 Exploring the Topic Day 4 Read-Aloud p. 021 Exploring the Topic Day 4 Mighty Minutes

		p. 021 Exploring the Topic Day 4 Small Group p. 032 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 4 Large Group p. 034 Investigation 1 Day 4 Mighty Minutes p. 034 Investigation 1 Day 4 Mighty Minutes p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Small Group p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Mighty Minutes p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 5 Small Group p. 047 Investigation 2 Day 5 Mighty Minutes p. 049 Investigation 2 Day 5 Small Group p. 049 Investigation 2 Day 5 Small Group p. 049 Investigation 2 Day 5 Small Group p. 053 Investigation 3 Day 1 Mighty Minutes p. 049 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 p. 056 Investigation 3 Day 2 Small Group p. 057 Investigation 3 Day 2 Large Group p. 058 Investigation 3 Day 3 Large Group p. 057 Investigation 3 Day 4 Large Group p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Choice Time p. 061 Investigation 3 Day 5 Read-Aloud p. 061 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 1 Large Group p. 067 Investigation 4 Day 2 Large Group p. 069 Investigation 4 Day 2 Small Group p. 069 Investigation 4 Day 2 Mighty Minutes p. 069 Investigation 4 Day 2 Mighty Minutes p. 069 Investigation 5 Day 2 Small Group p. 077 Investigation 5 Day 2 Small Group p. 079 Investigation 5 Day 2 Small Group p. 071 Investigation 5 Day 3 Small Group p. 072 Investigation 5 Day 3 Choice Time p. 073 Investigation 5 Day 4 Large Group p. 074 Investigation 5 Day 6 Mighty Minutes p. 075 Investigation 5 Day 7 Small Group p. 081 Investigation 5 Day 6 Mighty Minutes p. 082 Investigation 5 Day 7 Small Group p. 083 Investigation 5 Day 6 Mighty Minutes p. 089 Investigation 6 Day 1 Mighty Minutes p
INDICATOR	3.LL.6.2.	With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2) Trees Study p. 018 Exploring the Topic Day 3 Large Group p. 049 Investigation 2 Day 5 Small Group p. 053 Investigation 3 Day 1 Small Group
INDICATOR	3.LL.6.3.	p. 109 Celebrating Learning Day 2 Small Group With prompting and support, show an awareness of beginning sounds in words. (3.3) Trees Study p. 015 Exploring the Topic Day 1 Mighty Minutes p. 029 Investigation 1 Day 1 Mighty Minutes p. 030 Investigation 1 Day 2 Large Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 035 Investigation 1 Day 4 Mighty Minutes

		p. 041 Investigation 2 Day 1 Mighty Minutes
		p. 048 Investigation 2 Day 5 Large Group
		p. 049 Investigation 2 Day 5 Small Group
		p. 056 Investigation 3 Day 3 Large Group
		p. 058 Investigation 3 Day 4 Large Group
		p. 059 Investigation 3 Day 4 Small Group
		p. 065 Investigation 4 Day 1 Small Group
		p. 067 Investigation 4 Day 2 Mighty Minutes
		p. 069 Investigation 4 Day 3 Mighty Minutes
		p. 078 Investigation 5 Day 3 Large Group
		p. 079 Investigation 5 Day 3 Mighty Minutes
		p. 088 Investigation 6 Day 2 Choice Time
		p. 089 Investigation 6 Day 2 Mighty Minutes
		p. 090 Investigation 6 Day 3 Large Group
		p. 091 Investigation 6 Day 3 Small Group
		p. 093 Investigation 6 Day 4 Mighty Minutes
INDICATOR	3.LL.6.4.	With prompting and support, attend to activities or word play that emphasizes beginning sounds in words. (3.4)
		Trees Study
		p. 015 Exploring the Topic Day 1 Mighty Minutes
		p. 029 Investigation 1 Day 1 Mighty Minutes
		p. 030 Investigation 1 Day 2 Large Group
		p. 033 Investigation 1 Day 3 Mighty Minutes
		p. 035 Investigation 1 Day 4 Mighty Minutes
		p. 041 Investigation 2 Day 1 Mighty Minutes
		p. 048 Investigation 2 Day 5 Large Group
		p. 049 Investigation 2 Day 5 Small Group
		p. 056 Investigation 3 Day 3 Large Group
		p. 058 Investigation 3 Day 4 Large Group
		p. 059 Investigation 3 Day 4 Small Group
		p. 065 Investigation 4 Day 1 Small Group
		p. 067 Investigation 4 Day 2 Mighty Minutes
		p. 069 Investigation 4 Day 3 Mighty Minutes
		p. 078 Investigation 5 Day 3 Large Group
		p. 079 Investigation 5 Day 3 Mighty Minutes
		p. 088 Investigation 6 Day 2 Choice Time
		p. 089 Investigation 6 Day 2 Mighty Minutes
		p. 090 Investigation 6 Day 3 Large Group
		p. 091 Investigation 6 Day 3 Small Group
		p. 093 Investigation 6 Day 4 Mighty Minutes
INDICATOR	3.LL.6.5.	Engage in word play activities in songs and rhymes. (3.5)
		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 Large Group
		p. 017 Exploring the Topic Day 2 Small Group
		p. 017 Exploring the Topic Day 2 Mighty Minutes
		p. 018 Exploring the Topic Day 2 Mighty Minutes
		p. 019 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes
		p. 020 Exploring the Topic Day 3 Mighty Minutes p. 020 Exploring the Topic Day 4 Large Group
		p. 021 Exploring the Topic Day 4 Read-Aloud
		p. 021 Exploring the Topic Day 4 Mighty Minutes
		p. 022 Exploring the Topic Day 5 Large Group
		p. 023 Exploring the Topic Day 5 Mighty Minutes
		p. 028 Investigation 1 Day 1 Large Group
		p. 030 Investigation 1 Day 2 Large Group
		p. 032 Investigation 1 Day 3 Large Group
		p. 034 Investigation 1 Day 4 Large Group
		p. 036 Investigation 1 Day 5 Large Group
		p. 040 Investigation 2 Day 1 Large Group
		p. 042 Investigation 2 Day 2 Large Group
		p. 043 Investigation 2 Day 2 Mighty Minutes
		

BENCHMARK / GLE	3.LL.	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. 045 Investigation 2 Day 4 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 5 Large Group p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Large Group p. 049 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 1 Large Group p. 053 Investigation 3 Day 1 Mighty Minutes p. 052 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 Large Group p. 057 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Large Group p. 050 Investigation 3 Day 4 Large Group p. 050 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Large Group p. 061 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Mighty Minutes 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. 066 Investigation 4 Day 2 Mighty Minutes p. 068 Investigation 4 Day 2 Large Group p. 069 Investigation 4 Day 2 Large Group p. 061 Investigation 4 Day 3 Large Group p. 067 Investigation 4 Day 3 Large Group p. 068 Investigation 5 Day 1 Large Group p. 069 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 3 Large Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 4 Large Group p. 079 Investigation 5 Day 4 Large Group p. 079 Investigation 6 Day 4 Large Group p. 080 Investigation 6 Day 1 Large Group p. 081 Investigation 6 Day 4 Large Group p. 082 Investigation 6 Day 4 Large Group p. 088 Investigation 6 Da
GLE / PROFICIENCY		WRITING
GRADE LEVEL	3.LL.7.	Develop familiarity with writing implements, conventions, and
EXPECTATION		emerging skills to communicate through written representations, symbols, and letters.
INDICATOR	3.LL.7.1.	Experiment with a variety of writing tools, materials, and surfaces. (3.1) Trees Study p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 065 Investigation 4 Day 1 Choice Time p. 066 Investigation 4 Day 2 Choice Time p. 069 Investigation 4 Day 3 Choice Time

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		p. 070 Investigation 4 Day 4 Choice Time p. 078 Investigation 5 Day 3 Large Group
		p. 087 Investigation 6 Day 1 Small Group
		p. 088 Investigation 6 Day 2 Choice Time
		p. 091 Investigation 6 Day 3 Small Group
INDICATOR	3.LL.7.2.	Use early stages of writing to form shapes and letter-like symbols to convey ideas. (3.2)
		Trees Study p. 031 Investigation 1 Day 2 Small Group p. 049 Investigation 2 Day 5 Small Group
		p. 061 Investigation 3 Day 5 Small Group p. 077 Investigation 5 Day 2 Small Group
		p. 078 Investigation 5 Day 3 Large Group
		p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group
INDICATOR	3.LL.7.3.	Engage in tactile experiences creating letters and other forms. (3.3)
		Trees Study
		p. 031 Investigation 1 Day 2 Small Group
		p. 049 Investigation 2 Day 5 Small Group
		p. 061 Investigation 3 Day 5 Small Group p. 077 Investigation 5 Day 2 Small Group
		p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group
		p. 088 Investigation 6 Day 2 Choice Time
		p. 091 Investigation 6 Day 3 Small Group
INDICATOR	3.LL.7.4.	Imitate marks made by adult or older child (approximations). (3.4)
		Trees Study
		p. 016 Exploring the Topic Day 2 Large Group
		p. 021 Exploring the Topic Day 4 Small Group p. 047 Investigation 2 Day 4 Small Group
		p. 049 Investigation 2 Day 5 Small Group
		p. 065 Investigation 4 Day 1 Choice Time
		p. 066 Investigation 4 Day 2 Choice Time
		p. 069 Investigation 4 Day 3 Choice Time
		p. 070 Investigation 4 Day 4 Choice Time p. 078 Investigation 5 Day 3 Large Group
		p. 087 Investigation 6 Day 1 Small Group
		p. 088 Investigation 6 Day 2 Choice Time
		p. 091 Investigation 6 Day 3 Small Group
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	3.PM.1.	Develop large muscle control and coordinate movements in their upper and/or lower body.
INDICATOR	3.PM.1.1.	Use arms and legs for balance and motor control when walking, jumping, throwing and climbing. (3.1)
		Trees Study
		p. 039 Investigation 2 Outdoor Experiences
		p. 040 Investigation 2 Day 1 Large Group
		p. 043 Investigation 2 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud
		p. 081 Investigation 5 Day 4 Choice Time
INDICATOR	3.PM.1.2.	Use arms and legs for balance and motor control using objects and equipment for a wide range of physical activities. (3.2)
		Trees Study
		p. 039 Investigation 2 Outdoor Experiences
		p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group
		p. 039 Investigation 2 Outdoor Experiences

		p. 081 Investigation 5 Day 4 Choice Time
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL	3.PM.2.	Develop small muscle control and coordination.
EXPECTATION		
INDICATOR	3.PM.2.1.	Use hands, fingers, and wrists for a wide variety of tasks and activities. (3.1) Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group
		p. 085 Investigation 6 Outdoor Experience
INDICATOR	3.PM.2.2.	Coordinate eye and hand movements to accomplish simple tasks (e.g., using utensils for eating, putting puzzles together, stringing large beads, using a crayon). (3.2) Trees Study p. 013 Exploring the Topic Outdoor Experiences
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group
		p. 085 Investigation 6 Outdoor Experience
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	3.PM.3.	Participate in a variety of physical activities to enhance strength and stamina.
INDICATOR	3.PM.3.2.	Demonstrate strength and stamina that allow for participation in
		rigorous activities (e.g., running, climbing, kicking or throwing a ball). (3.2) Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 055 Investigation 3 Day 2 Mighty Minutes p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 085 Investigation 6 Outdoor Experience p. 105 Celebrating Learning Outdoor Experiences
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		HEALTH AND HYGIENE
GRADE LEVEL EXPECTATION	3.PM.4.	Develop appropriate health and hygiene skills.
INDICATOR	3.PM.4.1.	Identify foods (real or pictures) that are healthy and less healthy for the body. (3.1) Trees Study p. 053 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group p. 107 Celebrating Learning Day 1 Small Group
INDICATOR	3.PM.4.2.	Select from a variety of healthy foods that are offered. (3.2) Trees Study p. 053 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group p. 107 Celebrating Learning Day 1 Small Group

BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SOCIAL RELATIONSHIPS
GRADE LEVEL EXPECTATION	3.SE.1.	Develop healthy relationships and interactions with peers and adults.
INDICATOR	3.SE.1.10.	Join in with a small group of children. (3.10) Trees Study. p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large-Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Choice Time p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Small 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. 019 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 3 Large-Group 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. 022 Exploring the Topic Day 4 Small Group p. 022 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 Large-Group Roundup p. 023 Exploring the Topic Day 5 Large-Group p. 023 Exploring the Topic Day 5 Large-Group p. 023 Exploring the Topic Day 5 Read-Aloud 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 1 Large-Group p. 029 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. 031 Investigation 1 Day 3 Large-Group Roundup p. 033 Investigation 1 Day 3 Large-Group p. 034 Investigation 1 Day 4 Large-Group p. 035 Investigation 1 Day 4 Large-Group p. 036 Investigation 1 Day 5 Large
		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

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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
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p. 079 Investigation 5 Day 3 Large-Group Roundup

p. 079 Investigation 5 Day 4 Large Group p. 080 Investigation 5 Day 4 Choice Time p. 081 Investigation 5 Day 4 Choice Time p. 081 Investigation 5 Day 4 Choice Time p. 081 Investigation 5 Day 4 Large-Group Roundup p. 081 Investigation 5 Day 5 Choice Time p. 082 Investigation 5 Day 5 Choice Time p. 082 Investigation 5 Day 5 Choice Time p. 083 Investigation 5 Day 5 Choice Time p. 083 Investigation 5 Day 5 Small Group p. 084 Investigation 5 Day 5 Small Group p. 087 Investigation 6 Day 5 Large Group p. 087 Investigation 6 Day 1 Choice Time p. 087 Investigation 6 Day 1 Choice Time p. 087 Investigation 6 Day 1 Large Group p. 088 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Large Group Roundup p. 089 Investigation 6 Day 2 Large Group P. 089 Investigation 6 Day 2 Large Group p. 089 Investigation 6 Day 2 Large Group Roundup p. 089 Investigation 6 Day 2 Large Group p. 089 Investigation 6 Day 2 Large Group p. 089 Investigation 6 Day 3 Choice Time p. 080 Investigation 6 Day 3 Choice Time p. 080 Investigation 6 Day 3 Choice Time p. 080 Investigation 6 Day 3 Large Group p. 091 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Large Group p. 107 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Large Group p. 108 Celebrating Learning Day 1 Large Group p. 109 Celebrating Learning Day 2 Large Group Roundup p. 093 Investigation 5 Day 5 Read-Aloud p. 031 Inves		1	
D. 109 Celebrating Learning Day 2 Small Group BENCHMARK / GLE 3.SE. SOCIAL-EMOTIONAL DEVELOPMENT			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 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. 085 Investigation 6 Day 5 Small Group p. 086 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 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 Choice Time p. 090 Investigation 6 Day 3 Small Group p. 091 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 4 Large-Group p. 093 Investigation 6 Day 4 Large-Group p. 093 Investigation 6 Day 4 Large-Group p. 093 Investigation 6 Day 4 Read-Aloud p. 093 Investigation 6 Day 4 Small Group p. 105 Celebrating Learning Day 1 Large-Group Roundup p. 106 Celebrating Learning Day 1 Large-Group Roundup p. 107 Celebrating Learning Day 1 Large-Group Roundup p. 108 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Large-Group Roundup
GRADE LEVEL EXPECTATION 3.SE.4. Regulate own emotions and behavior. Recognize and name basic emotions (happy, mad, sad) in self. (3.1) Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 049 Investigation 2 Day 3 Read-Aloud p. 049 Investigation 2 Day 3 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 056 Investigation 3 Day 3 Choice Time p. 057 Investigation 5 Day 1 Read-Aloud p. 076 Investigation 5 Day 2 Large-Group Roundup p. 090 Investigation 6 Day 3 Choice Time p. 109 Celebrating Learning Day 2 Large-Group Roundup	DENOUMARY / OLE	0.05	
Regulate own emotions and behavior.		3.5E.	
INDICATOR 3.SE.4.1. Recognize and name basic emotions (happy, mad, sad) in self. (3.1) Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 3 Read-Aloud p. 056 Investigation 3 Day 3 Choice Time p. 057 Investigation 3 Day 3 Read-Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 5 Day 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		3 SE /	
Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 056 Investigation 3 Day 1 Read-Aloud p. 056 Investigation 3 Day 3 Choice Time p. 057 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 077 Investigation 5 Day 2 Large-Group Roundup p. 090 Investigation 6 Day 3 Choice Time p. 109 Celebrating Learning Day 2 Large-Group Roundup		J.JL.4.	הפקשומני טשוו פוווטנוטווס מווע שפוומיוטו.
Express own ideas, interests, and reelings through words or actions.	INDICATOR	3.SE.4.1.	Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 035 Investigation 2 Day 4 Read-Aloud p. 041 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 2 Day 5 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

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		(3.2)
		Trees Study
		p. 014 Exploring the Topic Day 1 Large Group
		p. 017 Exploring the Topic Day 2 Read-Aloud
		p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud
		p. 035 Investigation 1 Day 3 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 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
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL	3.SE.5.	Regulate attention, impulses, and behavior.
EXPECTATION		, , , , , , , , , , , , , , , , , , , ,
INDICATOR	3.SE.5.1.	With prompting and support, follow rules and routines. (3.1)
		Trace Church
		Trees Study p. 014 Exploring the Topic Day 1 Large Group
CONTENT OTANDARD	1 4 50 4	
CONTENT STANDARD	LA.EC.4.	Four-Year-Olds
BENCHMARK / GLE	4.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY	4.41.0	REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	4.AL.3.	Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.
INDICATOR	4.AL.3.1.	Identify and understand cause and effect relationships. (4.1)
		Trees Study
		p. 017 Exploring the Topic Day 2 Read-Aloud
		p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 029 Investigation 1 Day 1 Read-Aloud
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 041 Investigation 2 Day 1 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud
		p. 053 Investigation 3 Day 1 Read-Aloud
		p. 057 Investigation 3 Day 3 Read-Aloud
		p. 061 Investigation 3 Day 5 Read-Aloud
		p. 067 Investigation 4 Day 2 Read-Aloud
		p. 069 Investigation 4 Day 3 Read-Aloud
		p. 071 Investigation 4 Day 4 Read- Aloud
		p. 075 Investigation 5 Day 1 Read-Aloud p. 077 Investigation 5 Day 2 Read-Aloud
		p. 081 Investigation 5 Day 4 Read-Aloud
		p. 083 Investigation 5 Day 5 Read-Aloud
		p. 089 Investigation 6 Day 2 Read-Aloud
		p. 093 Investigation 6 Day 4 Read-Aloud
		p. 107 Celebrating Learning Day 1 Read-Aloud
		p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	4.AL.3.2.	Apply prior knowledge and experiences to learn new skills during
		play. (4.2)
		Trees Study
		litees 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
INDICATOR	4.AL.3.3.	Use a variety of strategies to investigate possible solutions, to accomplish a task, or to solve a problem. (4.3)
		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
BENCHMARK / GLE	4.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	4.AL.4.	Demonstrate creative thinking when using materials, solving problems, and/or learning new information.
INDICATOR	4.AL.4.1.	Express unique ideas and approach tasks and experiences with flexibility, imagination and inventiveness. (4.1)
		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
INDICATOR	4.AL.4.2.	Gather information and ask complex questions in order to understand a new or familiar concept. (4.2)
		Trees Study p. 016 Exploring the Topic Day 2 Choice Time p. 022 Exploring the Topic Day 5 Large Group p. 046 Investigation 2 Day 4 Large Group p. 049 Investigation 2 Day 5 Small Group p. 055 Investigation 3 Day 2 Large-Group Roundup p. 056 Investigation 3 Day 3 Large Group p. 065 Investigation 4 Day 1 Large-Group Roundup p. 066 Investigation 4 Day 2 Large Group p. 077 Investigation 5 Day 2 Large-Group Roundup p. 087 Investigation 6 Day 1 Large-Group Roundup p. 088 Investigation 6 Day 2 Choice Time p. 088 Investigation 6 Day 2 Large Group p. 091 Investigation 6 Day 3 Small Group p. 109 Celebrating Learning Day 2 Small Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	4.CC.1.	Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.
INDICATOR	4.CC.1.2.	Participate in different types of music activities, including songs, finger plays, and playing instruments. (4.2) 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. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 043 Investigation 2 Day 3 Small Group p. 044 Investigation 2 Day 3 Small Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Highty Minutes p. 048 Investigation 2 Day 4 Mighty Minutes p. 048 Investigation 2 Day 5 Large Group p. 052 Investigation 3 Day 1 Large Group p. 055 Investigation 3 Day 2 Small Group p. 056 Investigation 3 Day 2 Large Group p. 056 Investigation 3 Day 3 Large Group p. 058 Investigation 3 Day 3 Large Group p. 060 Investigation 3 Day 4 Large Group p. 061 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 2 Large Group p. 068 Investigation 4 Day 2 Large Group p. 070 Investigation 4 Day 2 Large Group p. 071 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 1 Small Group p. 076 Investigation 5 Day 1 Small Group p. 076 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 4 Large Group p. 079 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 5 Large Group p. 082 Investigation 5 Day 5 Mighty Minutes p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Large Group p. 088 Investigation 6 Day 2 Large Group p. 087 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 2 Large Group p. 088 Investigation 6 Day 2 Large Group p. 089 Investigation 6 Day 1 Large Group p. 090 Investigation 6 Day 4 Large Group p. 091 Investigation 6 Day 4 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
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL	4.CC.2.	Develop an appreciation for visual arts from different culture and
EXPECTATION		create various forms of visual arts.
INDICATOR	4.CC.2.1.	Observe and/or describe what they like and do not like about various forms of art and how it makes them feel. (4.1)
		Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 019 Exploring the Topic Day 3 Small Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Read-Aloud p. 030 Investigation 1 Day 2 Large Group

		p. 032 Investigation 1 Day 3 Large Group
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 033 Investigation 1 Day 3 Small Group
		p. 034 Investigation 1 Day 4 Large Group
		p. 035 Investigation 1 Day 4 Large-Group Roundup
		p. 035 Investigation 1 Day 4 Small Group
		p. 036 Investigation 1 Day 5 Choice Time
		p. 036 Investigation 1 Day 5 Large Group
		p. 037 Investigation 1 Day 5 Large-Group Roundup
		p. 037 Investigation 1 Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Small Group
		p. 042 Investigation 2 Day 2 Large Group
		p. 043 Investigation 2 Day 2 Read-Aloud
		p. 043 Investigation 2 Day 2 Small Group
		p. 044 Investigation 2 Day 3 Large Group
		p. 045 Investigation 2 Day 3 Small Group
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Small Group
		p. 048 Investigation 2 Day 5 Large Group
		p. 049 Investigation 2 Day 5 Small Group
		p. 052 Investigation 3 Day 1 Choice Time
		p. 053 Investigation 3 Day 1 Small Group
		p. 055 Investigation 3 Day 2 Read-Aloud
		p. 055 Investigation 3 Day 2 Small Group
		p. 057 Investigation 3 Day 3 Small Group
		p. 059 Investigation 3 Day 4 Read-Aloud
		p. 059 Investigation 3 Day 4 Small Group
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Read-Aloud
		p. 065 Investigation 4 Day 1 Choice Time p. 065 Investigation 4 Day 1 Read-Aloud
		p. 065 Investigation 4 Day 1 Small Group
		p. 067 Investigation 4 Day 2 Small Group
		p. 069 Investigation 4 Day 3 Read-Aloud
		p. 069 Investigation 4 Day 3 Small Group
		p. 070 Investigation 4 Day 4 Choice Time
		p. 070 Investigation 4 Day 4 Small Group
		p. 074 Investigation 5 Day 1 Large Group
		p. 075 Investigation 5 Day 1 Read-Aloud
		p. 076 Investigation 5 Day 2 Large Group
		p. 077 Investigation 5 Day 2 Read-Aloud
		p. 079 Investigation 5 Day 3 Choice Time
		p. 079 Investigation 5 Day 3 Read-Aloud
		p. 079 Investigation 5 Day 3 Small Group
		p. 081 Investigation 5 Day 4 Small Group
		p. 082 Investigation 5 Day 5 Choice Time
		p. 082 Investigation 5 Day 5 Large Group
		p. 083 Investigation 5 Day 5 Large-Group Roundup
		p. 083 Investigation 5 Day 5 Read-Aloud
		p. 083 Investigation 5 Day 5 Small Group p. 087 Investigation 6 Day 1 Choice Time
		p. 087 Investigation 6 Day 1 Choice Time
		p. 087 Investigation 6 Day 1 Keau-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	4.CC.2.2.	Describe specific elements of a piece of art (e.g., texture, use of
		colors, line, perspective, position of objects included). (4.2)
	1	

Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 019 Exploring the Topic Day 3 Small Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Read-Aloud p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 3 Small Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Small Group p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Small Group p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Small Group p. 052 Investigation 3 Day 1 Choice Time p. 053 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Small Group p. 057 Investigation 3 Day 3 Small Group p. 059 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 3 Day 4 Small Group p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Read-Aloud p. 065 Investigation 4 Day 1 Choice Time p. 065 Investigation 4 Day 1 Read-Aloud p. 065 Investigation 4 Day 1 Small Group p. 067 Investigation 4 Day 2 Small Group p. 069 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Small Group p. 074 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Read-Aloud p. 076 Investigation 5 Day 2 Large Group p. 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 Small Group p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	4.CC.2.3.	Create artistic works that reflect thoughts, feelings, experiences, or knowledge using different materials, tools and techniques. (4.3) Trees Study p. 016 Exploring the Topic Day 2 Large Group p. 030 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large Group 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 Large Group p. 049 Investigation 2 Day 5 Small Group p. 059 Investigation 2 Day 5 Small 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. 062 Investigation 4 Day 1 Large Group p. 063 Investigation 4 Day 2 Large Group p. 066 Investigation 4 Day 2 Large Group p. 066 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 2 Large Group p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 070 Investigation 5 Day 4 Large-Group p. 070 Investigation 5 Day 2 Small Group p. 070 Investigation 5 Day 2 Small Group p. 071 Investigation 5 Day 2 Small Group p. 072 Investigation 5 Day 4 Large Group p. 073 Investigation 6 Day 1 Small Group p. 074 Investigation 6 Day 2 Small Group p. 075 Investigation 6 Day 2 Small Group p. 076 Investigation 6 Day 2 Small Group p. 077 Investigation 6 Day 2 Small Group p. 078 Investigation 6 Day 2 Small Group p. 079 Investigation 6 Day 2 Small Group p. 079 Investigation 6 Day 2 Small Group p. 079 Investigation 6 Day 2 Choice Time
DENOUMABLE / OF E	1.0	p. 109 Celebrating Learning Day 2 Small Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GRADE LEVEL	4.CC.3.	Explore roles and experiences through dramatic art and play.
EXPECTATION	1.00.0.1	
INDICATOR	4.CC.3.1.	Experience, respond to, and engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, pantomime, theater). (4.1)

		Trees Study
		p. 014 Exploring the Topic Day 1 Large Group
		p. 015 Exploring the Topic Day 1 Mighty Minutes
		p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes
		p. 023 Exploring the Topic Day 5 Mighty Minutes
		p. 028 Investigation 1 Day 1 Large Group
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 034 Investigation 1 Day 4 Large Group
		p. 036 Investigation 1 Day 5 Large Group
		p. 041 Investigation 2 Day 1 Mighty Minutes
		p. 041 Investigation 2 Day 1 Small Group
		p. 043 Investigation 2 Day 2 Mighty Minutes
		p. 044 Investigation 2 Day 3 Large Group
		p. 046 Investigation 2 Day 4 Choice Time
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Mighty Minutes
		p. 048 Investigation 2 Day 5 Large Group
		p. 049 Investigation 2 Day 5 Choice Time
		p. 051 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 1 Small Group
		p. 053 Investigation 3 Day 1 Small Group
		p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Mighty Minutes
		p. 059 Investigation 3 Day 4 Large-Group Roundup
		p. 061 Investigation 3 Day 5 Large-Group Roundup
		p. 061 Investigation 3 Day 5 Mighty Minutes
		p. 061 Investigation 3 Day 5 Small Group
		p. 063 Investigation 4 Outdoor Experiences
		p. 065 Investigation 4 Day 1 Small Group
		p. 066 Investigation 4 Day 2 Large Group
		p. 069 Investigation 4 Day 3 Small Group
		p. 070 Investigation 4 Day 4 Large Group
		p. 073 Investigation 5 Outdoor Experiences
		p. 075 Investigation 5 Day 1 Read-Aloud
		p. 075 Investigation 5 Day 1 Small Group
		p. 077 Investigation 5 Day 2 Mighty Minutes
		p. 079 Investigation 5 Day 3 Small Group p. 080 Investigation 5 Day 4 Large Group
		p. 082 Investigation 5 Day 4 Large Group
		p. 083 Investigation 5 Day 5 Mighty Minutes
		p. 085 Investigation 6 Outdoor Experience
		p. 091 Investigation 6 Day 3 Mighty Minutes
		p. 105 Celebrating Learning Outdoor Experiences
		p. 106 Celebrating Learning Day 1 Large Group
		p. 107 Celebrating Learning Day 1 Mighty Minutes
		p. 109 Celebrating Learning Day 2 Mighty Minutes
		p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	4.CC.3.2.	Role play or use puppets to act out stories or play a character. (4.2)
		Trees Study
		p. 014 Exploring the Topic Day 1 Large Group
		p. 015 Exploring the Topic Day 1 Mighty Minutes
		p. 018 Exploring the Topic Day 3 Large Group
		p. 019 Exploring the Topic Day 3 Mighty Minutes
		p. 023 Exploring the Topic Day 5 Mighty Minutes
		p. 028 Investigation 1 Day 1 Large Group
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 034 Investigation 1 Day 4 Large Group
		p. 036 Investigation 1 Day 5 Large Group
		p. 041 Investigation 2 Day 1 Mighty Minutes
		p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Mighty Minutes
		p. 043 Investigation 2 Day 2 Mighty Minutes p. 044 Investigation 2 Day 3 Large Group
		p. 046 Investigation 2 Day 4 Choice Time
		p. 046 Investigation 2 Day 4 Large Group
		The Contract of the Contract o

BENCHMARK / GLE	4.C.	p. 047 Investigation 2 Day 4 Mighty Minutes p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 3 Outdoor Experiences p. 051 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Mighty Minutes p. 059 Investigation 3 Day 2 Mighty Minutes p. 059 Investigation 3 Day 5 Large-Group Roundup p. 061 Investigation 3 Day 5 Large-Group Roundup p. 061 Investigation 3 Day 5 Small Group p. 063 Investigation 3 Day 5 Small Group p. 065 Investigation 4 Outdoor Experiences p. 065 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 2 Large Group p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 3 Small Group p. 071 Investigation 5 Outdoor Experiences p. 075 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 5 Day 1 Small Group p. 077 Investigation 5 Day 2 Mighty Minutes p. 079 Investigation 5 Day 2 Mighty Minutes p. 079 Investigation 5 Day 3 Small Group p. 080 Investigation 5 Day 5 Large Group p. 081 Investigation 5 Day 5 Large Group p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Large Group p. 084 Investigation 6 Day 3 Mighty Minutes p. 085 Investigation 6 Day 3 Mighty Minutes p. 085 Investigation 6 Day 3 Mighty Minutes p. 085 Investigation 6 Day 3 Mighty Minutes p. 096 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 109 Celebrating Learning Day 2 Mighty Minutes
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL	4.CM.1.	Understand numbers, ways of representing numbers, and
EXPECTATION		relationships between number and quantities.
INDICATOR	4.CM.1.1.	Verbally count by ones to 20. (4.1) 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
INDICATOR	4.CM.1.2.	Count forward from a given number between 1 and 10, and count backward from 5. (4.2) 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. 047 Investigation 2 Day 4 Mighty Minutes p. 052 Investigation 3 Day 1 Large Group p. 055 Investigation 3 Day 2 Mighty Minutes p. 057 Investigation 3 Day 3 Small Group p. 061 Investigation 3 Day 5 Mighty Minutes

		p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large-Group Roundup p. 074 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 2 Large Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Small Group p. 089 Investigation 6 Day 2 Small Group p. 093 Investigation 6 Day 4 Small Group p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Small Group
INDICATOR	4.CM.1.3.	Understand that the last number named tells the number of objects counted for a set of 10 or fewer objects. (4.3) Trees Study p. 043 Investigation 2 Day 2 Small Group
INDICATOR	4.CM.1.4.	Count out a specified number of objects from a set of 10 or fewer objects when asked. (4.4) Trees Study p. 043 Investigation 2 Day 2 Small Group
INDICATOR	4.CM.1.7.	Compare sets of objects using same/different and more/less/fewer. (4.7) Trees Study p. 015 Exploring the Topic Day 1 Small Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.2.	Understand basic patterns, concepts, and operations.
INDICATOR	4.CM.2.1.	Recognize, copy, and extend patterns. (4.1) Trees Study p. 035 Investigation 1 Day 4 Small Group p. 053 Investigation 3 Day 1 Small Group p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Large-Group Roundup p. 070 Investigation 4 Day 4 Large-Group Roundup p. 070 Investigation 4 Day 4 Mighty Minutes p. 070 Investigation 4 Day 4 Small Group p. 082 Investigation 5 Day 5 Large Group
		p. 088 Investigation 6 Day 2 Large Group p. 092 Investigation 6 Day 4 Large Group
INDICATOR	4.CM.2.3.	
INDICATOR BENCHMARK / GLE	4.CM.2.3.	D. 092 Investigation 6 Day 4 Large Group Use concrete objects to demonstrate simple addition and subtraction problems that total 6 or fewer. (4.3) 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
		D. 092 Investigation 6 Day 4 Large Group Use concrete objects to demonstrate simple addition and subtraction problems that total 6 or fewer. (4.3) Trees Study p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Small Group p. 054 Investigation 3 Day 2 Large Group p. 058 Investigation 3 Day 4 Large Group p. 066 Investigation 4 Day 2 Large Group p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large Group p. 076 Investigation 5 Day 2 Large Group p. 106 Celebrating Learning Day 1 Large Group
BENCHMARK / GLE		D. 092 Investigation 6 Day 4 Large Group Use concrete objects to demonstrate simple addition and subtraction problems that total 6 or fewer. (4.3) Trees Study D. 036 Investigation 1 Day 5 Large Group D. 041 Investigation 2 Day 1 Small Group D. 054 Investigation 3 Day 2 Large Group D. 058 Investigation 3 Day 4 Large Group D. 066 Investigation 4 Day 2 Large Group D. 070 Investigation 4 Day 4 Large Group D. 070 Investigation 4 Day 4 Large-Group D. 076 Investigation 5 Day 2 Large Group D. 076 Investigation 5 Day 2 Large Group D. 076 Celebrating Learning Day 1 Large Group COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

INDICATOR	4.CM.3.1.	Describe measurable attributes (length and weight) of objects and materials, using comparative words. (4.1)
		Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Small Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup p. 054 Investigation 3 Day 2 Choice Time p. 067 Investigation 4 Day 2 Small Group p. 109 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	4.CM.3.2.	Put up to six objects in order by length (seriate). (4.2)
		Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Small Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup p. 067 Investigation 4 Day 2 Small Group p. 109 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	4.CM.3.4.	Participate in measurement activities using standard measurement tools to measure the length and weight of objects and materials (ruler, scale, measuring cup). (4.4) Trees Study p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.4.	Understand shapes, their properties, and how objects are related to one another in space.
INDICATOR	4.CM.4.1.	Identify and name at least the four basic shapes (rectangles, squares, circles, and triangles) when presented using different sizes and in different orientations. (4.1) Trees Study p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Small Group p. 049 Investigation 2 Day 5 Mighty Minutes p. 065 Investigation 4 Day 1 Mighty Minutes p. 075 Investigation 5 Day 1 Small Group p. 077 Investigation 5 Day 2 Mighty Minutes p. 091 Investigation 6 Day 3 Mighty Minutes
INDICATOR	4.CM.4.5.	Use and understand positions of objects, self and other people in space, including in/on, over/under, up/down, inside/outside, beside/between, and in front/behind. (4.5) Trees Study p. 049 Investigation 2 Day 5 Mighty Minutes p. 073 Investigation 5 Outdoor Experiences
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	4.CS.1.	Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).

INDICATOR	4.CS.1.2.	Use equipment and tools to gather information and extend sensory
		observations of living things, objects, materials, changes that take place and relationships. (4.2)
		Trace Strudy
		Trees Study p. 014 Exploring the Topic Day 1 Large Group
		p. 016 Exploring the Topic Day 2 Choice Time
		p. 017 Exploring the Topic Day 2 Small Group
		p. 018 Exploring the Topic Day 3 Choice Time
		p. 021 Exploring the Topic Day 4 Choice Time p. 023 Exploring the Topic Day 5 Small Group
		p. 027 Investigation 1 Outdoor Experiences
		p. 030 Investigation 1 Day 2 Large Group
		p. 031 Investigation 1 Day 2 Choice Time
		p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group
		p. 033 Investigation 1 Day 3 Small Group
		p. 036 Investigation 1 Day 5 Choice Time
		p. 039 Investigation 2 Outdoor Experiences
		p. 040 Investigation 2 Day 1 Choice Time p. 042 Investigation 2 Day 2 Large Group
		p. 043 Investigation 2 Day 2 Choice Time
		p. 045 Investigation 2 Day 3 Choice Time
		p. 049 Investigation 2 Day 5 Small Group
		p. 051 Investigation 3 Outdoor Experiences
		p. 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. 085 Investigation 6 Outdoor Experience
		p. 087 Investigation 6 Day 1 Choice Time
		p. 088 Investigation 6 Day 2 Choice Time p. 089 Investigation 6 Day 2 Small Group
		p. 091 Investigation 6 Day 3 Small Group
		p. 092 Investigation 6 Day 4 Large Group
		p. 093 Investigation 6 Day 4 Choice Time
		p. 093 Investigation 6 Day 4 Small Group p. 105 Celebrating Learning Outdoor Experiences
		p. 107 Celebrating Learning Outdoor Experiences p. 107 Celebrating Learning Day 1 Small Group
INDICATOR	4.CS.1.5.	Conduct simple scientific experiments. (4.5)
		Trees Study
		p. 016 Exploring the Topic Day 2 Choice Time
		p. 017 Exploring the Topic Day 2 Small Group
		p. 023 Exploring the Topic Day 5 Small Group
		p. 027 Investigation 1 Outdoor Experiences p. 033 Investigation 1 Day 3 Small Group
		p. 039 Investigation 2 Outdoor Experiences
		p. 043 Investigation 2 Day 2 Choice Time
		p. 045 Investigation 2 Day 3 Choice Time
		p. 049 Investigation 2 Day 5 Small Group p. 051 Investigation 3 Outdoor Experiences
		p. 053 Investigation 3 Day 1 Small Group
		p. 057 Investigation 3 Day 3 Small Group
		p. 069 Investigation 4 Day 3 Small Group
		p. 077 Investigation 5 Day 2 Small Group
		p. 085 Investigation 6 Outdoor Experience p. 089 Investigation 6 Day 2 Small Group
		p. 091 Investigation 6 Day 2 Small Group
		p. 105 Celebrating Learning Outdoor Experiences
		p. 107 Celebrating Learning Day 1 Small Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY	1.00 6	SCIENCE (CS)
GRADE LEVEL	4.CS.2.	Acquire scientific knowledge related to physical science (properties

EXPECTATION		of objects and materials).
INDICATOR	4.CS.2.1.	With prompting and support, observe and describe the properties of objects and materials and how they can be combined or can change from one form to another (solids, liquids, and gases). (4.1) Trees Study p. 087 Investigation 6 Day 1 Choice Time
INDICATOR	4.00.00	
INDICATOR	4.CS.2.3.	Explore and describe sources of energy such as lights, bells and other sources of sound. (4.3) Trees Study 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
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	4.CS.3.	Acquire scientific knowledge related to life science (properties of living things).
INDICATOR	4.CS.3.1.	Explore, observe, and describe a variety of living creatures and plants. (4.1) Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Read-Aloud p. 034 Investigation 1 Day 4 Large Group p. 037 Investigation 1 Day 5 Read-Aloud p. 046 Investigation 2 Day 4 Large Group p. 059 Investigation 3 Day 4 Read-Aloud p. 076 Investigation 5 Day 2 Large Group p. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 5 Read-Aloud p. 109 Celebrating Learning Day 2 Mighty Minutes Classify living creatures and plants into categories according to at least one characteristic. (4.2) Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 028 Investigation 1 Day 1 Read-Aloud p. 034 Investigation 1 Day 4 Large Group
		p. 034 Investigation 1 Day 4 Large Group p. 037 Investigation 1 Day 5 Read-Aloud p. 046 Investigation 2 Day 4 Large Group p. 059 Investigation 3 Day 4 Read-Aloud p. 076 Investigation 5 Day 2 Large Group p. 080 Investigation 5 Day 4 Large Group p. 083 Investigation 5 Day 5 Read-Aloud p. 109 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	4.CS.3.5.	Describe plants' and living creatures' life cycles. (4.5) Trees Study p. 028 Investigation 1 Day 1 Large Group p. 034 Investigation 1 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 065 Investigation 4 Day 1 Large-Group Roundup p. 065 Investigation 4 Day 1 Read-Aloud p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Read-Aloud p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 074 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 2 Choice Time

		p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud p. 083 Investigation 5 Day 5 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 107 Celebrating Learning Day 1 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud
BENCHMARK / GLE GLE / PROFICIENCY	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.3.	Develop an awareness of geographic locations, maps, and landforms.
INDICATOR	4.CSS.3.2.	Create representations of places, landforms, and roads he/she has seen through drawings and play activities. (4.2) Trees Study p. 016 Exploring the Topic Day 2 Large Group p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud p. 049 Investigation 2 Day 5 Small Group p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Large-Group Roundup p. 069 Investigation 3 Day 4 Large Group p. 069 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 1 Choice Time p. 066 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 2 Large Group p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Large Group p. 070 Investigation 4 Day 4 Large Group p. 071 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 2 Small Group p. 087 Investigation 5 Day 4 Large Group p. 088 Investigation 6 Day 1 Small Group p. 081 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 2 Small Group p. 088 Investigation 6 Day 3 Small Group p. 091 Investigation 6 Day 3 Small Group p. 092 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Large-Group Roundup
INDICATOR	4.CSS.3.5.	With guidance and support, create a simple drawing that shows the relative location of specific objects and/or features in a familiar environment such as a classroom or playground. (4.5) Trees Study p. 016 Exploring the Topic Day 2 Large Group p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud p. 049 Investigation 2 Day 5 Small Group p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Choice Time p. 059 Investigation 3 Day 4 Large-Group Roundup

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		p. 064 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 3 Large 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. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Small Group p. 077 Investigation 4 Day 2 Small Group p. 078 Investigation 5 Day 2 Small Group p. 080 Investigation 5 Day 3 Large Group p. 081 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group p. 109 Celebrating Learning Day 2 Small Group
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.4.	Demonstrate awareness of culture and other characteristics of groups of people.
INDICATOR	4.CSS.4.1.	Explore music, dance, dress, foods, and traditions of own family and other cultures. (4.1) Trees Study p. 055 Investigation 3 Day 2 Mighty Minutes
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.5.	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
INDICATOR	4.CSS.5.3.	Follow rules that have been established. (4.3) Trees Study p. 014 Exploring the Topic Day 1 Large Group
INDICATOR	4.CSS.5.4.	Participate in conversations about the importance of rules/consequences, rights of self, and rights of others. (4.4) Trees Study p. 014 Exploring the Topic Day 1 Large Group
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		SPEAKING AND LISTENING
GRADE LEVEL EXPECTATION	4.LL.1.	Comprehend or understand and use language.
INDICATOR	4.LL.1.1.	Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos. (4.1) Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 018 Exploring the Topic Day 3 Choice Time p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Read-Aloud p. 020 Exploring the Topic Day 4 Large Group

		p. 021 Exploring the Topic Day 4 Small Group
		p. 022 Exploring the Topic Day 5 Large Group
		p. 023 Exploring the Topic Day 5 Choice Time
		p. 023 Exploring the Topic Day 5 Small Group
		p. 028 Investigation 1 Day 1 Large Group
		p. 034 Investigation 1 Day 4 Large Group
		p. 035 Investigation 1 Day 4 Choice Time
		p. 036 Investigation 1 Day 5 Choice Time
		p. 036 Investigation 1 Day 5 Large Group
		p. 037 Investigation 1 Day 5 Large-Group Roundup
		p. 037 Investigation 1 Day 5 Small Group
		p. 040 Investigation 2 Day 1 Large Group
		p. 042 Investigation 2 Day 2 Large Group
		p. 044 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 4 Large Group
		p. 040 Investigation 2 Day 4 Earge Group p. 047 Investigation 2 Day 4 Small Group
		p. 048 Investigation 2 Day 5 Large Group
		p. 049 Investigation 2 Day 5 Choice Time
		p. 049 Investigation 2 Day 5 Small Group
		p. 052 Investigation 3 Day 1 Large Group
		p. 054 Investigation 3 Day 2 Choice Time
		p. 054 Investigation 3 Day 2 Large Group
		p. 056 Investigation 3 Day 3 Choice Time
		p. 056 Investigation 3 Day 3 Large Group
		p. 059 Investigation 3 Day 4 Small Group
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Small Group
		p. 064 Investigation 4 Day 1 Large Group
		p. 068 Investigation 4 Day 3 Large Group
		p. 069 Investigation 4 Day 3 Small Group
		p. 070 Investigation 4 Day 4 Large Group
		p. 074 Investigation 5 Day 1 Large Group
		p. 076 Investigation 5 Day 2 Large Group
		p. 077 Investigation 5 Day 2 Large-Group Roundup
		p. 078 Investigation 5 Day 3 Large Group
		p. 079 Investigation 5 Day 3 Choice Time
		p. 079 Investigation 5 Day 3 Small Group
		p. 081 Investigation 5 Day 4 Choice Time
		p. 082 Investigation 5 Day 5 Choice Time p. 082 Investigation 5 Day 5 Large Group
		p. 083 Investigation 5 Day 5 Large Group
		p. 086 Investigation 6 Day 1 Large Group
		p. 087 Investigation 6 Day 1 Choice Time
		p. 087 Investigation 6 Day 1 Small Group
		p. 090 Investigation 6 Day 3 Choice Time
		p. 090 Investigation 6 Day 3 Large Group
		p. 092 Investigation 6 Day 4 Large Group
		p. 106 Celebrating Learning Day 1 Large Group
		p. 108 Celebrating Learning Day 2 Large Group
		p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	4.LL.1.2.	Listen and respond attentively to conversations. (4.2)
		Trace Study
		Trees Study
		p. 043 Investigation 2 Day 2 Small Group
		p. 045 Investigation 2 Day 3 Small Group p. 055 Investigation 3 Day 2 Small Group
		p. 059 Investigation 3 Day 4 Mighty Minutes
		p. 077 Investigation 5 Day 2 Large-Group Roundup
		p. 089 Investigation 6 Day 2 Mighty Minutes
INDICATOR	4.LL.1.3.	With guidance and support from adults, follow agreed upon rules for
		discussions (e.g. listening to others, and taking turns speaking
		about topics and print under discussion). (4.3)
		Trees Study

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		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
INDICATOR	4.LL.1.4.	Actively participate in role-playing, creative dramatics, fingerplays, nursery rhymes, and choral speaking. (4.4)
		Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Mighty Minutes
		p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes
		p. 023 Exploring the Topic Day 5 Mighty Minutes
		p. 028 Investigation 1 Day 1 Large Group p. 033 Investigation 1 Day 3 Read-Aloud
		p. 034 Investigation 1 Day 4 Large Group
		p. 036 Investigation 1 Day 5 Large Group
		p. 041 Investigation 2 Day 1 Mighty Minutes
		p. 041 Investigation 2 Day 1 Small Group
		p. 043 Investigation 2 Day 2 Mighty Minutes
		p. 044 Investigation 2 Day 3 Large Group
		p. 046 Investigation 2 Day 4 Choice Time
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Mighty Minutes
		p. 048 Investigation 2 Day 5 Large Group
		p. 049 Investigation 2 Day 5 Choice Time
		p. 051 Investigation 3 Outdoor Experiences
		p. 053 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 2 Large Group
		p. 055 Investigation 3 Day 2 Large Group
		p. 059 Investigation 3 Day 2 Mighty Minutes p. 059 Investigation 3 Day 4 Large-Group Roundup
		p. 061 Investigation 3 Day 4 Large-Group Roundup
		p. 061 Investigation 3 Day 5 Earge-Group Roundup
		p. 061 Investigation 3 Day 5 Mighty Mindles
		p. 063 Investigation 4 Outdoor Experiences
		p. 065 Investigation 4 Day 1 Small Group
		p. 066 Investigation 4 Day 2 Large Group
		p. 069 Investigation 4 Day 3 Small Group
		p. 070 Investigation 4 Day 4 Large Group
		p. 073 Investigation 5 Outdoor Experiences
		p. 075 Investigation 5 Day 1 Read-Aloud
		p. 075 Investigation 5 Day 1 Read Aloud
		p. 077 Investigation 5 Day 2 Mighty Minutes
		p. 079 Investigation 5 Day 3 Small Group
		p. 080 Investigation 5 Day 4 Large Group
		p. 082 Investigation 5 Day 5 Large Group
		p. 083 Investigation 5 Day 5 Mighty Minutes
		p. 085 Investigation 6 Outdoor Experience
		p. 091 Investigation 6 Day 3 Mighty Minutes
		p. 105 Celebrating Learning Outdoor Experiences
		p. 106 Celebrating Learning Day 1 Large Group
		p. 107 Celebrating Learning Day 1 Mighty Minutes
		p. 109 Celebrating Learning Day 2 Mighty Minutes
INDICATOR	4.LL.1.5.	Speak audibly and use words, phrases, and/or sentences to express a complete thought that can be clearly understood by most people. (4.5)
		Trees Study p. 047 Investigation 2 Day 4 Mighty Minutes
INDICATOR	4.LL.1.6.	Ask questions about a specific topic, activity, and/or text read aloud.
		(4.6)

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		Trees Study p. 016 Exploring the Topic Day 2 Choice Time p. 022 Exploring the Topic Day 5 Large Group p. 046 Investigation 2 Day 4 Large Group p. 049 Investigation 2 Day 5 Small Group p. 055 Investigation 3 Day 2 Large-Group Roundup p. 056 Investigation 3 Day 3 Large Group p. 065 Investigation 4 Day 1 Large-Group Roundup p. 066 Investigation 4 Day 2 Large Group p. 077 Investigation 5 Day 2 Large-Group Roundup p. 087 Investigation 6 Day 1 Large-Group Roundup p. 088 Investigation 6 Day 2 Choice Time p. 088 Investigation 6 Day 2 Large Group p. 091 Investigation 6 Day 3 Small Group p. 109 Celebrating Learning Day 2 Small Group
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		LANGUAGE
GRADE LEVEL EXPECTATION	4.LL.2.	Comprehend and use increasingly complex and varied vocabulary.
INDICATOR	4.LL.2.1.	Demonstrate understanding of a variety of concepts, such as opposites, positions, and comparisons. (4.1) Trees Study p. 015 Exploring the Topic Day 1 Small Group
INDICATOR	4.LL.2.2.	Use new vocabulary acquired through conversations, activities, or listening to texts read aloud. (4.2) Trees Study p. 013 Exploring the Topic Outdoor Experiences 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 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 042 Investigation 2 Day 2 Large Group p. 046 Investigation 2 Day 4 Large Group p. 051 Investigation 3 Outdoor Experiences p. 060 Investigation 3 Day 5 Large Group p. 063 Investigation 4 Outdoor Experiences p. 067 Investigation 4 Day 2 Small Group p. 076 Investigation 5 Day 2 Choice Time p. 079 Investigation 5 Day 3 Read-Aloud p. 081 Investigation 5 Day 4 Small Group p. 083 Investigation 5 Day 5 Small Group p. 085 Investigation 6 Outdoor Experience p. 093 Investigation 6 Day 4 Small Group p. 095 Celebrating Learning Outdoor Experiences p. 109 Celebrating Learning Day 2 Large-Group Roundup
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	4.LL.3.	Develop an interest in books and their characteristics.
INDICATOR	4.LL.3.1.	Demonstrates how books are read, such as front-to-back and one page at a time. (4.1) 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. 057 Investigation 3 Day 3 Small Group
		p. 065 Investigation 4 Day 1 Small Group
		p. 069 Investigation 4 Day 3 Small Group
		p. 075 Investigation 5 Day 1 Mighty Minutes
		p. 081 Investigation 5 Day 4 Small Group
		p. 082 Investigation 5 Day 5 Choice Time
		p. 083 Investigation 5 Day 5 Read-Aloud
		p. 087 Investigation 6 Day 1 Small Group
		p. 107 Celebrating Learning Day 1 Small Group
		p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	411.00	
INDICATOR	4.LL.3.2.	With prompting and support, describe the role of the author and
		illustrator of a text. (4.2)
		Trace Church
		Trees Study
		p. 015 Exploring the Topic Day 1 Read-Aloud
		p. 017 Exploring the Topic Day 2 Read-Aloud
		p. 019 Exploring the Topic Day 3 Read-Aloud
		p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 029 Investigation 1 Day 1 Read-Aloud
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 031 Investigation 1 Day 2 Small Group
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 043 Investigation 2 Day 2 Read-Aloud
		p. 045 Investigation 2 Day 3 Read-Aloud
		p. 047 Investigation 2 Day 4 Read-Aloud
		p. 049 Investigation 2 Day 5 Read-Aloud
		p. 053 Investigation 3 Day 1 Read-Aloud
		p. 057 Investigation 3 Day 1 Read-Aloud
		p. 065 Investigation 4 Day 1 Read-Aloud
		p. 067 Investigation 4 Day 2 Read-Aloud
		p. 071 Investigation 4 Day 4 Read- Aloud
		p. 075 Investigation 5 Day 1 Read-Aloud
		p. 081 Investigation 5 Day 4 Read-Aloud
		p. 087 Investigation 6 Day 1 Read-Aloud
		p. 089 Investigation 6 Day 2 Read-Aloud
		p. 091 Investigation 6 Day 3 Read-Aloud
		p. 093 Investigation 6 Day 4 Read-Aloud
		p. 109 Celebrating Learning Day 2 Read-Aloud
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
	411.4	
GRADE LEVEL	4.LL.4.	Comprehend stories and information from books and other print materials.
EXPECTATION		
INDICATOR	4.LL.4.2.	With prompting and support, retell parts of a favorite story in
		sequence (first, next, and last). (4.2)
		Trees Study
		p. 017 Exploring the Topic Day 2 Read-Aloud
		p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 045 Investigation 2 Day 3 Read-Aloud
		p. 049 Investigation 2 Day 5 Read-Aloud
		p. 053 Investigation 3 Day 1 Read-Aloud
		p. 057 Investigation 3 Day 3 Read-Aloud
		p. 060 Investigation 3 Day 5 Choice Time
		p. 060 Investigation 3 Day 5 Large Group
		p. 079 Investigation 5 Day 3 Read-Aloud
I		p. 010 investigation o Day o Neau-Miduu

		p. 081 Investigation 5 Day 4 Small Group p. 083 Investigation 5 Day 5 Small Group p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	4.LL.4.3.	With prompting and support, identify characters and some events from a story and several pieces of information from a text read aloud. (4.3) 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. 031 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. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 060 Investigation 3 Day 5 Choice Time p. 060 Investigation 3 Day 5 Large Group p. 075 Investigation 5 Day 1 Read-Aloud p. 079 Investigation 5 Day 4 Small Group p. 081 Investigation 5 Day 4 Small Group p. 083 Investigation 5 Day 5 Small Group p. 089 Investigation 6 Day 2 Read-Aloud p. 107 Celebrating Learning Day 1 Read-Aloud p. 107 Celebrating Learning Day 2 Read-Aloud
INDICATOR	4.LL.4.4.	With prompting and support, ask and answer questions about unknown words in a text read aloud. (4.4) 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. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 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. 043 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 2 Day 1 Read-Aloud p. 055 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 4 Day 3 Read-Aloud p. 076 Investigation 4 Day 3 Read-Aloud p. 077 Investigation 5 Day 2 Large Group p. 077 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 1 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 091 Investigation 6 Day 1 Read-Aloud p. 091 Investigation 6 Day 2 Read-Aloud

		p. 093 Investigation 6 Day 4 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	4.LL.4.5.	Listen to stories or text read aloud and use new vocabulary words in follow-up conversations and activities. (4.5)
		Trees Study p. 042 Investigation 2 Day 2 Large Group p. 093 Investigation 6 Day 4 Small Group
INDICATOR	4.LL.4.6.	Recognize that texts can be stories (make-believe) or real (give information). (4.6)
		Trees Study p. 058 Investigation 3 Day 4 Large Group
INDICATOR	4.LL.4.7.	With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts. (4.7)
		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 Small Group p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 039 Investigation 2 Day 1 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 Day 5 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. 059 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 3 Day 5 Small Group p. 069 Investigation 5 Day 4 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 089 Investigation 6 Day 4 Read-Aloud
NO ATOR		p. 108 Celebrating Learning Day 2 Large Group p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR	4.LL.4.8.	With prompting and support, discuss basic similarities and differences in print read aloud, including characters, settings, events, and ideas. (4.8) Trees Study p. 023 Exploring the Topic Day 5 Small Group p. 033 Investigation 1 Day 3 Small Group p. 037 Investigation 1 Day 5 Read-Aloud p. 059 Investigation 3 Day 4 Small Group p. 067 Investigation 4 Day 2 Small Group p. 069 Investigation 4 Day 3 Read-Aloud p. 089 Investigation 6 Day 2 Small Group
INDICATOR	4.LL.4.9.	Based on the title and/or pictures/ illustrations, predict what might happen in a story before it is read. (4.9) Trees Study p. 015 Exploring the Topic Day 1 Read-Aloud

	1	
		p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud
		p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 029 Investigation 1 Day 1 Read-Aloud
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 043 Investigation 2 Day 2 Read-Aloud
		p. 045 Investigation 2 Day 3 Read-Aloud
		p. 047 Investigation 2 Day 4 Read-Aloud
		p. 049 Investigation 2 Day 5 Read-Aloud
		p. 053 Investigation 3 Day 1 Read-Aloud
		p. 057 Investigation 3 Day 3 Read-Aloud p. 075 Investigation 5 Day 1 Read-Aloud
		p. 075 Investigation 5 Day 4 Read-Aloud
		p. 087 Investigation 6 Day 1 Read-Aloud
		p. 089 Investigation 6 Day 2 Read-Aloud
		p. 093 Investigation 6 Day 4 Read-Aloud
		p. 109 Celebrating Learning Day 2 Read-Aloud
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL	4.LL.5.	Demonstrate understanding of the organization and basic features
EXPECTATION		of print.
INDICATOR	4.LL.5.1.	With prompting and support, demonstrate that print is read left to
		right and top to bottom. (4.1)
		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. 057 Investigation 3 Day 3 Small Group
		p. 065 Investigation 4 Day 1 Small Group
		p. 069 Investigation 4 Day 3 Small Group
		p. 075 Investigation 5 Day 1 Mighty Minutes
		p. 081 Investigation 5 Day 4 Small Group
		p. 082 Investigation 5 Day 5 Choice Time
		p. 083 Investigation 5 Day 5 Read-Aloud
		p. 087 Investigation 6 Day 1 Small Group
		p. 107 Celebrating Learning Day 1 Small Group
		p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	4.LL.5.2.	With limited guidance, track across a page or along printed words
INDICATOR	7.22.0.2.	from top to bottom and left to right. (4.2)
		nom top to bottom and for to right (n2)
		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. 057 Investigation 3 Day 3 Small Group
		p. 065 Investigation 4 Day 1 Small Group
		p. 069 Investigation 4 Day 3 Small Group
		p. 075 Investigation 5 Day 1 Mighty Minutes
		p. 081 Investigation 5 Day 4 Small Group
		p. 082 Investigation 5 Day 5 Choice Time
		p. 083 Investigation 5 Day 5 Read-Aloud
		p. 087 Investigation 6 Day 1 Small Group p. 107 Celebrating Learning Day 1 Small Group
	1	p. 107 Celebrating Learning Day 1 Small Group

		p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	411.54	
INDICATOR	4.LL.5.4.	With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper- and lower-case letters). (4.4)
		Trees Study
		p. 018 Exploring the Topic Day 3 Large Group
		p. 021 Exploring the Topic Day 4 Small Group
		p. 031 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Mighty Minutes
		p. 035 Investigation 1 Day 4 Mighty Minutes
		p. 037 Investigation 1 Day 5 Small Group
		p. 047 Investigation 2 Day 4 Small Group
		p. 049 Investigation 2 Day 5 Small Group
		p. 053 Investigation 3 Day 1 Small Group p. 061 Investigation 3 Day 5 Small Group
		p. 077 Investigation 5 Day 2 Small Group
		p. 082 Investigation 5 Day 5 Choice Time
		p. 083 Investigation 5 Day 5 Read-Aloud
		p. 087 Investigation 6 Day 1 Small Group
		p. 109 Celebrating Learning Day 2 Small Group
INDICATOR	4.LL.5.5.	Name at least 26 of the 52 upper-and/or lower-case letters of the alphabet. (4.5)
		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. 037 Investigation 1 Day 5 Small Group
		p. 047 Investigation 2 Day 4 Small Group
		p. 053 Investigation 3 Day 1 Small Group
		p. 061 Investigation 3 Day 5 Small Group
		p. 077 Investigation 5 Day 2 Small Group p. 082 Investigation 5 Day 5 Choice Time
		p. 083 Investigation 5 Day 5 Gholde Time
		p. 087 Investigation 6 Day 1 Small Group
		p. 109 Celebrating Learning Day 2 Small Group
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL	4.LL.6.	Demonstrate understanding of different units of sound in language
EXPECTATION	411.04	(words, syllables, phonemes).
INDICATOR	4.LL.6.1.	With prompting and support, recognize and produce rhyming words. (4.1)
		Trees Study
		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 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. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Mighty Minutes
		p. 045 Investigation 2 Day 3 Small Group
		p. 048 Investigation 2 Day 5 Large Group
		p. 049 Investigation 2 Day 5 Mighty Minutes
		p. 053 Investigation 3 Day 1 Mighty Minutes
		p. 053 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 2 Large Group
		p. 055 Investigation 3 Day 2 Earge Group

		p. 056 Investigation 3 Day 3 Large Group p. 057 Investigation 3 Day 3 Mighty Minutes p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Choice Time p. 061 Investigation 3 Day 5 Read-Aloud p. 064 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 2 Mighty Minutes p. 069 Investigation 4 Day 3 Mighty Minutes p. 070 Investigation 4 Day 4 Large Group p. 070 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 p. 083 Investigation 5 Day 4 Mighty Minutes p. 089 Investigation 6 Day 2 Mighty Minutes p. 089 Investigation 6 Day 2 Mighty Minutes p. 107 Celebrating Learning Day 1 Mighty Minutes
INDICATOR	4.LL.6.2.	With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2) 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. 045 Investigation 2 Day 3 Small Group p. 049 Investigation 2 Day 5 Small Group p. 055 Investigation 3 Day 2 Small Group p. 065 Investigation 4 Day 1 Small Group p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group p. 082 Investigation 5 Day 5 Large Group p. 088 Investigation 6 Day 2 Choice Time p. 090 Investigation 6 Day 3 Small Group p. 091 Investigation 6 Day 3 Small Group p. 091 Investigation 6 Day 3 Small Group p. 093 Investigation 6 Day 4 Mighty Minutes
INDICATOR	4.LL.6.3.	With prompting and support, orally blend onset and rime in single syllable spoken words. (4.3) Trees Study p. 045 Investigation 2 Day 3 Small Group p. 049 Investigation 2 Day 5 Small Group p. 055 Investigation 3 Day 2 Small Group p. 058 Investigation 3 Day 4 Large Group p. 065 Investigation 4 Day 1 Small Group p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group p. 088 Investigation 6 Day 2 Choice Time p. 090 Investigation 6 Day 3 Small Group p. 091 Investigation 6 Day 3 Small Group
INDICATOR	4.LL.6.4.	Repeat alliteration during word play in order to recognize words with a common initial (first) sound. (4.4) Trees Study p. 015 Exploring the Topic Day 1 Mighty Minutes p. 029 Investigation 1 Day 1 Mighty Minutes p. 030 Investigation 1 Day 2 Large Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 035 Investigation 1 Day 4 Mighty Minutes p. 041 Investigation 2 Day 1 Mighty Minutes p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Small Group p. 056 Investigation 3 Day 3 Large Group

		p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Small Group p. 065 Investigation 4 Day 1 Small Group p. 067 Investigation 4 Day 2 Mighty Minutes p. 069 Investigation 4 Day 3 Mighty Minutes p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Mighty Minutes p. 088 Investigation 6 Day 2 Choice Time p. 089 Investigation 6 Day 2 Mighty Minutes p. 090 Investigation 6 Day 3 Large Group p. 091 Investigation 6 Day 3 Small Group p. 093 Investigation 6 Day 4 Mighty Minutes
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		WRITING
GRADE LEVEL EXPECTATION	4.LL.7.	Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.
INDICATOR	4.LL.7.1.	Use a variety of writing tools in an appropriate manner showing increasing muscular control. (4.1) Trees Study p. 031 Investigation 1 Day 2 Small Group p. 049 Investigation 2 Day 5 Small Group p. 061 Investigation 3 Day 5 Small Group p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group
INDICATOR	4.LL.7.2.	Use a combination of drawing, dictating, and/or writing in response to a text read aloud, or to tell a story about a life experience or event. (4.2) Trees Study p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 065 Investigation 4 Day 1 Choice Time p. 066 Investigation 4 Day 2 Choice Time p. 069 Investigation 4 Day 3 Choice Time p. 070 Investigation 4 Day 4 Choice Time p. 071 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
BENCHMARK / GLE	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	4.PM.1.	Develop large muscle control and coordinate movements in their upper and/or lower body.
INDICATOR	4.PM.1.1.	Use the whole body for balance and motor control when walking, jumping, throwing and climbing. (4.1) Trees Study p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 081 Investigation 5 Day 4 Choice Time
INDICATOR	4.PM.1.2.	Use the whole body for balance and motor control using objects and equipment for a wide range of physical activities. (4.2) Trees Study

		p. 039 Investigation 2 Outdoor Experiences
		p. 040 Investigation 2 Day 1 Large Group
		p. 043 Investigation 2 Day 2 Read-Aloud
		p. 055 Investigation 3 Day 2 Read-Aloud p. 081 Investigation 5 Day 4 Choice Time
BENCHMARK / GLE	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL	4.PM.2.	Develop small muscle control and coordination.
EXPECTATION		
INDICATOR	4.PM.2.1.	Use hands, fingers, and wrists to manipulate large and small objects with strength and good control of small muscles. (4.1)
		Trees Study p. 013 Exploring the Topic Outdoor Experiences
		p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes
		p. 064 Investigation 4 Day 1 Large Group
		p. 085 Investigation 6 Outdoor Experience
INDICATOR	4.PM.2.2.	Coordinate eye and hand movements to perform complex tasks (dressing and undressing) or to use everyday tools (e.g., pitchers for pouring or scissors for cutting along a line).(4.2)
		Trees Study
		p. 013 Exploring the Topic Outdoor Experiences p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Mighty Minutes
		p. 064 Investigation 4 Day 1 Large Group
DENOUMARY / OLE	4 514	p. 085 Investigation 6 Outdoor Experience
BENCHMARK / GLE GLE / PROFICIENCY	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT HEALTH AND HYGIENE
GRADE LEVEL	4.PM.4.	Develop appropriate health and hygiene skills.
EXPECTATION	7.1 101.7.	bevelop appropriate fleatiff and flygiene skins.
INDICATOR	4.PM.4.1.	Identify different foods and the corresponding food group according to "My Plate". (4.1)
		Trees Study
		p. 053 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 3 Small Group
		p. 069 Investigation 4 Day 3 Small Group
		p. 107 Celebrating Learning Day 1 Small Group
INDICATOR	4.PM.4.2.	Give a simple explanation as to why a particular food is healthy or unhealthy. (4.2)
		Trees Study
		p. 053 Investigation 3 Day 1 Small Group
		p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group
		p. 107 Celebrating Learning Day 1 Small Group
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	4.SE.4.	Regulate own emotions and behavior.
INDICATOR	4.SE.4.1.	Recognize and accurately label the feelings of self. (4.1)
		Trees Study
		p. 014 Exploring the Topic Day 1 Large Group p. 017 Exploring the Topic Day 2 Read-Aloud
		p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 031 Investigation 1 Day 2 Read-Aloud
]	p. 033 Investigation 1 Day 3 Read-Aloud

INDICATOR	4.SE.4.2.	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. 076 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 Express basic feelings, needs, and wants in a manner that is age-appropriate to the situation. (4.2) Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 049 Investigation 2 Day 3 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 051 Investigation 3 Day 1 Read-Aloud p. 053 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 2 Large-Group Roundup p. 090 Investigation 6 Day 3 Choice Time p. 090 Investigation 6 Day 3 Choice Time p. 090 Investigation Learning Day 2 Large-Group Roundup
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	4.SE.5.	Regulate attention, impulses, and behavior.
INDICATOR	4.SE.5.1.	Follow rules and routines and adapt to changes in rules and routines. (4.1) Trees Study p. 014 Exploring the Topic Day 1 Large Group

Book Discussion Card

State: Louisiana's Birth to Five Early Learning & Development Standards

Subject: Early Childhood Education

Grade: Ages 3-5

CONTENT STANDARD	LA.EC.3.	Three-Year-Olds
BENCHMARK / GLE	3.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	3.AL.3.	Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.
INDICATOR	3.AL.3.1.	Experiment to see if the same actions have similar effects on different objects. (3.1) 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!
INDICATOR	3.AL.3.2.	Remember and apply previously learned information to a familiar object, task or situation. (3.2) 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!
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
DELIGITATION OFF	0.0.	OUT DETECT MENT AND OLITERAL INTOTILEDOL

GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.1.	Develop the understanding that events happened in the past and how these events relate to one's self, family, and community.
INDICATOR	3.CSS.1.3.	Describe the sequence of daily routines. (3.3)
		Book Discussion Card BDC04: Little Red Riding Hood
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.5.	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
INDICATOR	3.CSS.5.3.	Follow many rules with little support. (3.3)
		Book Discussion Card BDC04: Little Red Riding Hood
INDICATOR	3.CSS.5.4.	Identify rules that are used at home or in the classroom. (3.4)
		Book Discussion Card BDC04: Little Red Riding Hood
INDICATOR	3.CSS.5.5.	Tell why rules are important. (3.5)
		Book Discussion Card BDC04: Little Red Riding Hood
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		SPEAKING AND LISTENING
GRADE LEVEL EXPECTATION	3.LL.1.	Comprehend or understand and use language.
INDICATOR	3.LL.1.4.	Listen and respond attentively to simple conversations. (3.4)
		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!
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	3.LL.3.	Develop an interest in books and their characteristics.
INDICATOR	3.LL.3.1.	Find a specific book by looking at the cover. (3.1)
		III

		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!
INDICATOR	3.LL.3.2.	Identify the front cover of a book. (3.2)
		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!
INDICATOR	3.LL.3.6.	Shows an interest in illustrations. (3.6) 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!
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	3.LL.4.	Comprehend stories and information from books and other print materials.
INDICATOR	3.LL.4.1.	Answer simple questions about print that has been read aloud several times. (3.1) 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!
INDICATOR	3.LL.4.2.	Retell a simple story with pictures or other props to use as prompts. (3.2) 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!
INDICATOR	3.LL.4.3.	With prompting and support, identify characters from a story and information from an informational text read aloud. (3.3)
		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!
INDICATOR	3.LL.4.4.	With prompting and support, talk about unknown vocabulary words
		in a text or story read aloud. (3.4) 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!
INDICATOR	3.LL.4.6.	Use pictures and illustrations of a text to tell a story. (3.6) 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
		BDC13: The Gingerbread Mail 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	3.LL.4.7.	With prompting and support, talk about or draw a character, setting, event, or idea in a text read aloud. (3.7)
		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
		BDC05: The Little Red Heri 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!
INDICATOR	211.40	
INDICATOR	3.LL.4.8.	Demonstrate understanding of what will happen next in familiar stories. (3.8)
		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
	H	DDC19. A Chair for My Mother
		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!
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SOCIAL RELATIONSHIPS
GRADE LEVEL EXPECTATION	3.SE.1.	Develop healthy relationships and interactions with peers and adults.
INDICATOR	3.SE.1.4.	Work or play cooperatively with other children with some direction from adults. (3.4) 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!
INDICATOR	3.SE.1.10.	Join in with a small group of children. (3.10) 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!
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	3.SE.4.	Regulate own emotions and behavior.
INDICATOR	3.SE.4.1.	Recognize and name basic emotions (happy, mad, sad) in self. (3.1)

		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 BDC12: Abiyoyo BDC13: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
INDICATOR	3.SE.4.2.	Express own ideas, interests, and feelings through words or actions. (3.2)
		Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	3.SE.5.	Regulate attention, impulses, and behavior.
INDICATOR	3.SE.5.1.	With prompting and support, follow rules and routines. (3.1) Book Discussion Card BDC04: Little Red Riding Hood
INDICATOR	3.SE.5.2.	With prompting and support, respond appropriately during teacher-guided and child- initiated activities. (3.2) 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

INDICATOR	3.SE.5.3.	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! Cooperate and begin to focus attention during teacher-guided and child-initiated activities. (3.3) Book Discussion Card
		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
CONTENT STANDARD	LA.EC.4.	BDC22: The True Story of the 3 Little Pigs! Four-Year-Olds
BENCHMARK / GLE	4.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	4.AL.3.	Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.
INDICATOR	4.AL.3.1.	Identify and understand cause and effect relationships. (4.1) 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

BENCHMARK / GLE	4.C.	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! COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL	4.CSS.5.	Develop an awareness of the importance of rules and
EXPECTATION	4.000.0.	responsibilities within their community and the actions/behaviors necessary for effective citizenship.
INDICATOR	4.CSS.5.3.	Follow rules that have been established. (4.3)
		Book Discussion Card BDC04: Little Red Riding Hood
INDICATOR	4.CSS.5.4.	Participate in conversations about the importance of rules/ consequences, rights of self, and rights of others. (4.4) Book Discussion Card
		BDC04: Little Red Riding Hood
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	4.LL.3.	Develop an interest in books and their characteristics.
INDICATOR	4.LL.3.2.	With prompting and support, describe the role of the author and illustrator of a text. (4.2) 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!
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	4.LL.4.	Comprehend stories and information from books and other print materials.
INDICATOR	4.LL.4.2.	With prompting and support, retell parts of a favorite story in sequence (first, next, and last). (4.2)

		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!
INDICATOR	411.42	
INDICATOR	4.LL.4.3.	With prompting and support, identify characters and some events
		from a story and several pieces of information from a text read aloud. (4.3)
		aloud. (4.3)
		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
		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	411.44	
INDICATOR	4.LL.4.4.	With prompting and support, ask and answer questions about unknown words in a text read aloud. (4.4)
		MIRTIOWIT WOLUS III a LEAL LEAU AIOUU. (4.4)
		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

	11	
		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	4.LL.4.7.	With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts. (4.7)
		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!
INDICATOR	4.LL.4.9.	Based on the title and/or pictures/ illustrations, predict what might happen in a story before it is read. (4.9) 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!

BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SOCIAL RELATIONSHIPS
GRADE LEVEL EXPECTATION	4.SE.1.	Develop healthy relationships and interactions with peers and adults.
INDICATOR	4.SE.1.5.	Play cooperatively with small group of peers for a sustained time. (4.5) 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!
INDICATOR	4.SE.1.6.	Demonstrate cooperation with peers by sharing, taking turns, etc. (4.6) 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!
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	4.SE.4.	Regulate own emotions and behavior.
INDICATOR	4.SE.4.1.	Recognize and accurately label the feelings of self. (4.1)
		Book Discussion Card

		BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
INDICATOR	4.SE.4.2.	Express basic feelings, needs, and wants in a manner that is age-
INDICATOR	4.5E.4.2.	appropriate to the situation. (4.2)
		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
		BDC05: The Little Red Heri 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
		BDC13: 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!
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	4.SE.5.	Regulate attention, impulses, and behavior.
INDICATOR	4.SE.5.1.	Follow rules and routines and adapt to changes in rules and
		routines. (4.1)
		Book Discussion Card
		Book Discussion Card BDC04: Little Red Riding Hood
	1	DDOUT. Little Neu Mullig Hood

Intentional Teaching Cards
State: Louisiana's Birth to Five Early Learning & Development Standards

Subject: Early Childhood Education

Grade: Ages 3-5

CONTENT STANDARD	LA.EC.3.	Three-Year-Olds
BENCHMARK / GLE	3.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY	0.712.	REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	3.AL.3.	Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.
INDICATOR	3.AL.3.3.	Use a variety of strategies to solve a problem when the first try is unsuccessful. (3.3) 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
BENCHMARK / GLE	3.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	3.AL.4.	Demonstrate creative thinking when using materials, solving problems, and/or learning new information.
INDICATOR	3.AL.4.1.	Express unique ideas in both language and use of objects in a variety of situations. (3.1) 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	3.AL.4.2.	Ask more complex questions for clarification and to seek meaningful information. (3.2) Intentional Teaching Cards LL01: Shared Writing LL54: Asking Questions LL63: Investigating & Recording SE01: Site Visits SE10: My Turn at the Microphone
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	3.CC.1.	Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.
INDICATOR	3.CC.1.1.	Listen and respond to different types of music (jazz, classical, country lullaby, etc.) through movement. (3.1) Intentional Teaching Cards LL14: Did You Ever See? P12: Exploring Pathways

INDICATOR	3.CC.1.2.	Participate in songs and finger plays. (3.2)
		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	3.CC.1.4.	
INDICATOR	3.66.1.4.	Identify changes in tempo when listening to music. (3.4)
		Intentional Teaching Cards
		LL14: Did You Ever See?
		P12: Exploring Pathways
INDICATOR	3.CC.1.5.	Replicate changes in tempo. (3.5)
		Intentional Teaching Cards
		LL14: Did You Ever See?
		P12: Exploring Pathways
		1 12. Exploring 1 attiways
DENIGUIA DICTOLE	0.0	COCKUTIVE DEVELOPMENT AND CENTRAL KANDAR EDGE
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GLE / PROFICIENCY GRADE LEVEL	3.CC.2.	CREATIVE THINKING AND EXPRESSION (CC) Develop an appreciation for visual arts from different culture and
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.2.	CREATIVE THINKING AND EXPRESSION (CC) Develop an appreciation for visual arts from different culture and create various forms of visual arts.
GLE / PROFICIENCY GRADE LEVEL		CREATIVE THINKING AND EXPRESSION (CC) Develop an appreciation for visual arts from different culture and
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.2.	CREATIVE THINKING AND EXPRESSION (CC) Develop an appreciation for visual arts from different culture and create various forms of visual arts. With prompting and support, describe what they like and do not like about various forms of art. (3.1)
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.2.	CREATIVE THINKING AND EXPRESSION (CC) Develop an appreciation for visual arts from different culture and create various forms of visual arts. With prompting and support, describe what they like and do not like about various forms of art. (3.1) Intentional Teaching Cards
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.2.	CREATIVE THINKING AND EXPRESSION (CC) Develop an appreciation for visual arts from different culture and create various forms of visual arts. With prompting and support, describe what they like and do not like about various forms of art. (3.1) Intentional Teaching Cards LL01: Shared Writing
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.2.	CREATIVE THINKING AND EXPRESSION (CC) Develop an appreciation for visual arts from different culture and create various forms of visual arts. With prompting and support, describe what they like and do not like about various forms of art. (3.1) Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.2.	CREATIVE THINKING AND EXPRESSION (CC) Develop an appreciation for visual arts from different culture and create various forms of visual arts. With prompting and support, describe what they like and do not like about various forms of art. (3.1) Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.2.	CREATIVE THINKING AND EXPRESSION (CC) Develop an appreciation for visual arts from different culture and create various forms of visual arts. With prompting and support, describe what they like and do not like about various forms of art. (3.1) Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking LL06: Dramatic Story Retelling
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.2.	CREATIVE THINKING AND EXPRESSION (CC) Develop an appreciation for visual arts from different culture and create various forms of visual arts. With prompting and support, describe what they like and do not like about various forms of art. (3.1) Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.2.	CREATIVE THINKING AND EXPRESSION (CC) Develop an appreciation for visual arts from different culture and create various forms of visual arts. With prompting and support, describe what they like and do not like about various forms of art. (3.1) Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking LL06: Dramatic Story Retelling LL08: Memory Games
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.2.	CREATIVE THINKING AND EXPRESSION (CC) Develop an appreciation for visual arts from different culture and create various forms of visual arts. With prompting and support, describe what they like and do not like about various forms of art. (3.1) 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?
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.2.	CREATIVE THINKING AND EXPRESSION (CC) Develop an appreciation for visual arts from different culture and create various forms of visual arts. With prompting and support, describe what they like and do not like about various forms of art. (3.1) 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
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.2.	CREATIVE THINKING AND EXPRESSION (CC) Develop an appreciation for visual arts from different culture and create various forms of visual arts. With prompting and support, describe what they like and do not like about various forms of art. (3.1) 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?
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.2.	CREATIVE THINKING AND EXPRESSION (CC) Develop an appreciation for visual arts from different culture and create various forms of visual arts. With prompting and support, describe what they like and do not like about various forms of art. (3.1) 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
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.2.	CREATIVE THINKING AND EXPRESSION (CC) Develop an appreciation for visual arts from different culture and create various forms of visual arts. With prompting and support, describe what they like and do not like about various forms of art. (3.1) 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
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.2.	CREATIVE THINKING AND EXPRESSION (CC) Develop an appreciation for visual arts from different culture and create various forms of visual arts. With prompting and support, describe what they like and do not like about various forms of art. (3.1) Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking LL06: Dramatic Story Retelling LL08: Memory Games LL10: Rhyming Chart LL11: Rhyming Riddles 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
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.2.	CREATIVE THINKING AND EXPRESSION (CC) Develop an appreciation for visual arts from different culture and create various forms of visual arts. With prompting and support, describe what they like and do not like about various forms of art. (3.1) 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 LL24: Lemonade
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.2.	CREATIVE THINKING AND EXPRESSION (CC) Develop an appreciation for visual arts from different culture and create various forms of visual arts. With prompting and support, describe what they like and do not like about various forms of art. (3.1) 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 LL24: Lemonade LL25: What's for Snack?
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.2.	CREATIVE THINKING AND EXPRESSION (CC) Develop an appreciation for visual arts from different culture and create various forms of visual arts. With prompting and support, describe what they like and do not like about various forms of art. (3.1) 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 LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.2.	CREATIVE THINKING AND EXPRESSION (CC) Develop an appreciation for visual arts from different culture and create various forms of visual arts. With prompting and support, describe what they like and do not like about various forms of art. (3.1) 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 LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL27: Writing Poems
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.2.	CREATIVE THINKING AND EXPRESSION (CC) Develop an appreciation for visual arts from different culture and create various forms of visual arts. With prompting and support, describe what they like and do not like about various forms of art. (3.1) 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 LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL27: Writing Poems LL29: Making My Name
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.2.	CREATIVE THINKING AND EXPRESSION (CC) Develop an appreciation for visual arts from different culture and create various forms of visual arts. With prompting and support, describe what they like and do not like about various forms of art. (3.1) 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 LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL27: Writing Poems
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.2.	CREATIVE THINKING AND EXPRESSION (CC) Develop an appreciation for visual arts from different culture and create various forms of visual arts. With prompting and support, describe what they like and do not like about various forms of art. (3.1) 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 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
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.2.	CREATIVE THINKING AND EXPRESSION (CC) Develop an appreciation for visual arts from different culture and create various forms of visual arts. With prompting and support, describe what they like and do not like about various forms of art. (3.1) 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 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
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.2.	CREATIVE THINKING AND EXPRESSION (CC) Develop an appreciation for visual arts from different culture and create various forms of visual arts. With prompting and support, describe what they like and do not like about various forms of art. (3.1) 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 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

LL39: My Daily Journal LL40: What Was for Breakfast? LL41: Our Names, Our Things LL42: Daily Sign-In LL43: Introducing New Vocabulary LL45: Observational Drawing LL46: Storyboard LL49: Vegetable Soup LL53: We're Going on a Trip LL54: Asking Questions LL56: Find the Matching Letter LL57: Photo Writing LL62: Retelling Wordless Books LL63: Investigating & Recording M01: Dinnertime M02: Counting & Comparing M03: Seek & Find M06: Tallying M07: Ice Cubes M08: Baggie Ice Cream M11: Graphing M13: Nursery Rhyme Count M14: Patterns M16: Show Me Five M17: Guessing Jar M24: Matzo Balls M25: The Long and Short of It M27: Peach Cobbler M28: Applesauce M29: Apple Bread M31: Lining It Up M33: Apple Oat Muffins M34: Cover Up M36: We're Going on an Adventure M38: Patterns Under Cover M40: Cube Trains M43: Pancakes M45: Picture Patterns M47: My Shadow and I M48: Wash Day M51: Can You Find It? M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M56: Where's the Beanbag? M57: Yogurt Fruit Dip M59: More or Fewer Towers M60: Morning, Noon, and Night M62: How Big Around? M63: Fishing Trip M64: Five-Layer Dip M65: Cornbread M66: OobECk M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P01: Let's Sew P07: Balloon Catch

P09: Up and Away P10: Jumping Rope P15: Dribble Kick P22: Follow the Leader P23: Ways to Travel P25: Kick Hard P26: Keep It Up P33: Obstacle Course	
P15: Dribble Kick P22: Follow the Leader P23: Ways to Travel P25: Kick Hard P26: Keep It Up	
P22: Follow the Leader P23: Ways to Travel P25: Kick Hard P26: Keep It Up	
P23: Ways to Travel P25: Kick Hard P26: Keep It Up	
P25: Kick Hard P26: Keep It Up	
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 3.CC.2.2. Describe general features (color, size, objects included) of	a piece of
art work. (3.2)	
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	
LL24: Lemonade	
LL25: What's for Snack?	
LL26: Searching the Web	
LL27: Writing Poems	
LL29: Making My Name	
LL30: Knowing Our Friends	
LL32: Describing Art	
LL35: Fruit Salad	
LL36: Salsa	
LL37: Roll-Ups	
LL38: Hummus	
LL39: My Daily Journal	
LL40: What Was for Breakfast?	
LL41: Our Names, Our Things	
LL42: Daily Sign-In	
LL43: Introducing New Vocabulary	
LL45: Observational Drawing	
LL46: Storyboard	
LL49: Vegetable Soup	
LL53: We're Going on a Trip	
LL54: Asking Questions	
LL56: Find the Matching Letter	
LL57: Photo Writing	
LL62: Retelling Wordless Books	
LL63: Investigating & Recording	
M01: Dinnertime	
M02: Counting & Comparing	
M03: Seek & Find	
M06: Tallying	
M07: Ice Cubes	

	SE21: Sunshine Message Board SE26: Making A Mural
	SE21: Sunshine Message Board
TI .	SE20: Cleanup Time
	SE15: Making Choices
	SE07: Good-Byes
	SE06: Talk About Feelings
	SE05: Character Feelings
	SE04: Actively Listening to Children
	SE02: Look Who's Here!
	SE01: Site Visits
	P26: Keep It Up P33: Obstacle Course
	P23: Ways to Travel P25: Kick Hard
	P22: Follow the Leader
	P15: Dribble Kick
	P10: Jumping Rope
	P09: Up and Away
	P07: Balloon Catch
	P01: Let's Sew
	M76: Orange Banana Yogurt Pops
	M75: Sugar Cookies
	M74: Vegetable Stir Fry
	M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies
	M71: Flat Bread
	M70: Egg Salad
	M69: Cream Cheese & Strawberry Snacks
	M68: Trail Mix
	M67: Fruit Smoothies
	M66: OobECk
	M65: Cornbread
	M64: Five-Layer Dip
	M62: How Big Around? M63: Fishing Trip
	M60: Morning, Noon, and Night
	M59: More or Fewer Towers
	M57: Yogurt Fruit Dip
	M56: Where's the Beanbag?
	M54: Gingerbread Cookies
	M53: Black Bean Corn Salad
	M52: Modeling Clay
	M51: Can You Find It?
	M48: Wash Day
	M47: My Shadow and I
	M43: Pancakes M45: Picture Patterns
	M40: Cube Trains
	M38: Patterns Under Cover
	M36: We're Going on an Adventure
	M34: Cover Up
	M33: Apple Oat Muffins
	M31: Lining It Up
	M29: Apple Bread
	M27: Peach Cobbler M28: Applesauce
	M25: The Long and Short of It
	M24: Matzo Balls
	M17: Guessing Jar
	M16: Show Me Five
	M14: Patterns
	M11: Graphing M13: Nursery Rhyme Count
	M08: Baggie Ice Cream

		techniques through individual and group art activities. (3.3)
		Intentional Teaching Cards
		LL04: Bookmaking
		LL07: Letters, Letters
		LL13: Shaving Cream Letters LL39: My Daily Journal
		LL40: What Was for Breakfast?
		LL45: Observational Drawing
		LL46: Storyboard
		LL57: Photo Writing
		LL58: Our Super Duper Writing Box
		LL59: Question Basket
		LL60: Writing with Wordless Books
		LL63: Investigating & Recording
		M07: Ice Cubes M15: Play Dough
		M34: Cover Up
		M42: Straw Shapes
		M45: Picture Patterns
		M60: Morning, Noon, and Night
		M78: Math Collage
		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
		-
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE CREATIVE THINKING AND EXPRESSION (CC)
	3.CC.3.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY GRADE LEVEL		COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE CREATIVE THINKING AND EXPRESSION (CC)
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.3.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE CREATIVE THINKING AND EXPRESSION (CC) Explore roles and experiences through dramatic art and play. Observe and/or engage in a variety of dramatic performances (e.g.,
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.3.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE CREATIVE THINKING AND EXPRESSION (CC) Explore roles and experiences through dramatic art and play. Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater). (3.1) Intentional Teaching Cards LL05: Jumping Beans
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.3.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE CREATIVE THINKING AND EXPRESSION (CC) Explore roles and experiences through dramatic art and play. Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater). (3.1) Intentional Teaching Cards LL05: Jumping Beans LL17: Walk a Letter
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.3.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE CREATIVE THINKING AND EXPRESSION (CC) Explore roles and experiences through dramatic art and play. Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater). (3.1) Intentional Teaching Cards LL05: Jumping Beans LL17: Walk a Letter LL30: Knowing Our Friends
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.3.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE CREATIVE THINKING AND EXPRESSION (CC) Explore roles and experiences through dramatic art and play. Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater). (3.1) Intentional Teaching Cards LL05: Jumping Beans LL17: Walk a Letter LL30: Knowing Our Friends LL31: I Went Shopping
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.3.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE CREATIVE THINKING AND EXPRESSION (CC) Explore roles and experiences through dramatic art and play. Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater). (3.1) Intentional Teaching Cards LL05: Jumping Beans LL17: Walk a Letter LL30: Knowing Our Friends LL31: I Went Shopping LL46: Storyboard
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.3.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE CREATIVE THINKING AND EXPRESSION (CC) Explore roles and experiences through dramatic art and play. Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater). (3.1) Intentional Teaching Cards LL05: Jumping Beans LL17: Walk a Letter LL30: Knowing Our Friends LL31: I Went Shopping LL46: Storyboard LL52: Tap It, Clap It, Stomp It, Jump It
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.3.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE CREATIVE THINKING AND EXPRESSION (CC) Explore roles and experiences through dramatic art and play. Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater). (3.1) Intentional Teaching Cards LL05: Jumping Beans LL17: Walk a Letter LL30: Knowing Our Friends LL31: I Went Shopping LL46: Storyboard
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GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.3.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE CREATIVE THINKING AND EXPRESSION (CC) Explore roles and experiences through dramatic art and play. Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater). (3.1) Intentional Teaching Cards LL05: Jumping Beans LL17: Walk a Letter LL30: Knowing Our Friends LL31: I Went Shopping LL46: Storyboard LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember M01: Dinnertime M15: Play Dough M35: Action Patterns
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.3.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE CREATIVE THINKING AND EXPRESSION (CC) Explore roles and experiences through dramatic art and play. Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater). (3.1) Intentional Teaching Cards LL05: Jumping Beans LL17: Walk a Letter LL30: Knowing Our Friends LL31: I Went Shopping LL46: Storyboard LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember M01: Dinnertime M15: Play Dough M35: Action Patterns M36: We're Going on an Adventure
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.3.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE CREATIVE THINKING AND EXPRESSION (CC) Explore roles and experiences through dramatic art and play. Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater). (3.1) Intentional Teaching Cards LL05: Jumping Beans LL17: Walk a Letter LL30: Knowing Our Friends LL31: I Went Shopping LL46: Storyboard LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember M01: Dinnertime M15: Play Dough M35: Action Patterns M36: We're Going on an Adventure M37: Secret Numbers
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.3.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE CREATIVE THINKING AND EXPRESSION (CC) Explore roles and experiences through dramatic art and play. Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater). (3.1) Intentional Teaching Cards LL05: Jumping Beans LL17: Walk a Letter LL30: Knowing Our Friends LL31: I Went Shopping LL46: Storyboard LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember M01: Dinnertime M15: Play Dough M35: Action Patterns M36: We're Going on an Adventure M37: Secret Numbers M39: Let's Go Fishing
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.3.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE CREATIVE THINKING AND EXPRESSION (CC) Explore roles and experiences through dramatic art and play. Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater). (3.1) Intentional Teaching Cards LL05: Jumping Beans LL17: Walk a Letter LL30: Knowing Our Friends LL31: I Went Shopping LL46: Storyboard LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & 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
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.3.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE CREATIVE THINKING AND EXPRESSION (CC) Explore roles and experiences through dramatic art and play. Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater). (3.1) Intentional Teaching Cards LL05: Jumping Beans LL17: Walk a Letter LL30: Knowing Our Friends LL31: I Went Shopping LL46: Storyboard LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & 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
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.3.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE CREATIVE THINKING AND EXPRESSION (CC) Explore roles and experiences through dramatic art and play. Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater). (3.1) Intentional Teaching Cards LL05: Jumping Beans LL17: Walk a Letter LL30: Knowing Our Friends LL31: I Went Shopping LL46: Storyboard LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & 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
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GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.3.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE CREATIVE THINKING AND EXPRESSION (CC) Explore roles and experiences through dramatic art and play. Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater). (3.1) Intentional Teaching Cards LL05: Jumping Beans LL17: Walk a Letter LL30: Knowing Our Friends LL31: I Went Shopping LL46: Storyboard LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & 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 P12: Exploring Pathways P13: Punting P14: Moving Through the Forest
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.3.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE CREATIVE THINKING AND EXPRESSION (CC) Explore roles and experiences through dramatic art and play. Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater). (3.1) Intentional Teaching Cards LL05: Jumping Beans LL17: Walk a Letter LL30: Knowing Our Friends LL31: I Went Shopping LL46: Storyboard LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & 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 P12: Exploring Pathways P13: Punting P14: Moving Through the Forest P20: Body Shapes & Sizes
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.CC.3.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE CREATIVE THINKING AND EXPRESSION (CC) Explore roles and experiences through dramatic art and play. Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater). (3.1) Intentional Teaching Cards LL05: Jumping Beans LL17: Walk a Letter LL30: Knowing Our Friends LL31: I Went Shopping LL46: Storyboard LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & 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 P12: Exploring Pathways P13: Punting P14: Moving Through the Forest

		SE04: Actively Listening to Children
		SE05: Character Feelings SE08: Group Problem Solving
		SE09: Big Rule, Little Rule
		SE24: I Don't Like That!
INDICATOR	3.CC.3.2.	With prompting and support, role play or use puppets to act out stories. (3.2)
		Intentional Teaching Cards LL05: Jumping Beans LL17: Walk a Letter LL30: Knowing Our Friends LL31: I Went Shopping LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember M01: Dinnertime M15: Play Dough M35: Action Patterns M36: We're Going on an Adventure M37: Secret Numbers M39: Let's Go Fishing M47: My Shadow and I M50: The Farmer Builds a Fence M55: Stepping Stones M63: Fishing Trip P13: Punting P14: Moving Through the Forest P20: Body Shapes & Sizes P23: Ways to Travel P27: Galloping SE04: Actively Listening to Children SE05: Character Feelings SE08: Group Problem Solving
		SE09: Big Rule, Little Rule SE24: I Don't Like That!
INDICATOR	3.CC.3.3.	Recreate real-life experiences (that may reflect their home culture or language) through pretend play. (3.3) Intentional Teaching Cards LL53: We're Going on a Trip
		M36: We're Going on an Adventure
INDICATOR	3.CC.3.4.	Use one object to represent another object. (3.4) Intentional Teaching Cards LL53: We're Going on a Trip
		M36: We're Going on an Adventure
BENCHMARK / GLE GLE / PROFICIENCY	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities.
INDICATOR	3.CM.1.1.	Verbally counts by ones to 10. (3.1) 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
INDICATOR	3.CM.1.2.	With prompting and support, count up to 5 and then backwards from 5. (3.2) 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
INDICATOR	3.CM.1.3.	Tell "how many" after counting a set of five or fewer items (e.g., fingers, blocks, crayons). (3.3) Intentional Teaching Cards M16: Show Me Five
INDICATOR	3.CM.1.4.	Counts one to five objects (actual objects or pictures of objects) with one-to-one correspondence or when doing simple routines. (3.4) Intentional Teaching Cards M16: Show Me Five
INDICATOR	3.CM.1.5.	Identify some written numerals but not in sequence. (3.5) Intentional Teaching Cards M04: Number Cards M37: Secret Numbers M41: Making Numerals M63: Fishing Trip M79: Ping-Pong Pick-Up
INDICATOR	3.CM.1.6.	With prompting and support, match four or five numerals with the correct number of objects. (3.6) Intentional Teaching Cards M04: Number Cards
INDICATOR	3.CM.1.7.	Count two sets of objects and identify which set has more/less/fewer. (3.7) Intentional Teaching Cards LL49: Vegetable Soup M02: Counting & Comparing M03: Seek & Find M59: More or Fewer Towers
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.2.	Understand basic patterns, concepts, and operations.
INDICATOR	3.CM.2.1.	Copy a simple repeating pattern (e.g., stringing beads, placing blocks in a row, clapping a rhythm). (3.1) Intentional Teaching Cards LL31: I Went Shopping

INDICATOR	3.CM.2.2.	M14: Patterns M35: Action Patterns M38: Patterns Under Cover M40: Cube Trains M45: Picture Patterns Sort and classify five or more objects by one feature into two or more groups based on observable/physical characteristics (e.g., group toy animals into piles of bears, cats, and dogs) and explain or label each group. (3.2)
		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
INDICATOR	3.CM.2.3.	Use objects to demonstrate adding and subtracting of one or two objects to a group of objects that total 3 or fewer. (3.3) Intentional Teaching Cards M01: Dinnertime M13: Nursery Rhyme Count M22: Story Problems M63: Fishing Trip M77: Board Games M78: Math Collage
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.3.	Understand attributes and relative properties of objects as related to size, capacity, and area.
INDICATOR	3.CM.3.1.	Describe some measurable attributes (length and weight) of objects and materials (e.g. big/little, long/short, heavy/not heavy). (3.1) Intentional Teaching Cards M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M25: The Long and Short of It M26: Huff & Puff M31: Lining It Up M32: Which Container Holds More? M44: Musical Water M49: Balancing Act M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M62: How Big Around? P32: Math Journal
INDICATOR	3.CM.3.2.	Compare the size or weight of more than two objects and describe which one is longer/taller/shorter/ heavier/lighter. (3.2) Intentional Teaching Cards M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M25: The Long and Short of It M26: Huff & Puff M31: Lining It Up M32: Which Container Holds More? M44: Musical Water

INDICATOR	3.CM.3.4.	M49: Balancing Act M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M62: How Big Around? P32: Math Journal Participate in measurement activities using standard measurement tools (e.g., measure the length of their body, weigh an apple, or measure one cup of flour during a cooking activity). (3.4) Intentional Teaching Cards
		M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M26: Huff & Puff
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.4.	Understand shapes, their properties, and how objects are related to one another in space.
INDICATOR	3.CM.4.1.	Recognize basic shapes in the environment in two- and three-dimension forms. (3.1) 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
INDICATOR	3.CM.4.4.	Create representations of everyday objects by combining basic shapes (e.g., pictures, tangrams, or block structures to represent a house). (3.4) Intentional Teaching Cards M30: Buried Shapes
INDICATOR	3.CM.4.5.	With prompting and support, combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to make a square, take two halves of a rectangle apart and recognize that pieces are two other shapes). (3.5) Intentional Teaching Cards M30: Buried Shapes
INDICATOR	3.CM.4.6.	Identify positions of objects, self and other people in space (e.g., in/on, over/under, up/down, and inside/outside. (3.6) Intentional Teaching Cards M01: Dinnertime M36: We're Going on an Adventure M47: My Shadow and I M51: Can You Find It? M55: Stepping Stones M56: Where's the Beanbag?
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.1.	Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).
INDICATOR	3.CS.1.1.	Use all five senses to observe living things, objects, materials, changes that take place, and relationships. (3.1)
		Intentional Teaching Cards LL15: Textured Letters

INDICATOR	3.CS.1.2.	LL24: Lemonade LL35: Fruit Salad LL37: Roll-Ups LL38: Hummus LL45: Observational Drawing LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL61: Color Hunt LL63: Investigating & Recording M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M07: Ice Cubes M08: Baggie Ice Cream M09: Bigger Than, Smaller Than, Equal To M10: Biscuits M11: Graphing M12: Measure & Compare M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M33: Apple Oat Muffins M43: Pancakes M44: Musical Water M45: Picture Patterns M49: Balancing Act M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M58: Missing Lids M65: Cornbread M66: OobECk M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P01: Let's Sew P02: Play Dough Weaving SE01: Site Visits Describe what they see, hear, and are able to touch in the
INDICATOR	3.CS.1.2.	Describe what they see, hear, and are able to touch in the environment and group materials/objects according to observed features. (3.2) Intentional Teaching Cards LL15: Textured Letters LL21: Buried Treasures LL45: Observational Drawing M45: Picture Patterns
INDICATOR	3.CS.1.3.	Use simple tools to investigate and gather information on living things, objects, materials, and changes that take place (e.g., magnifying glass, sifter, magnets). (3.3) Intentional Teaching Cards

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		LL07: Letters, Letters
		LL24: Lemonade
		LL25: What's for Snack?
		LL35: Fruit Salad LL36: Salsa
		LL37: Roll-Ups
		LL38: Hummus
		LL49: Vegetable Soup
		LL50: Making Shiny Paint
		LL51: Pizza
		LL61: Color Hunt
		LL63: Investigating & Recording
		M02: Counting & Comparing
		M03: Seek & Find
		M05: Sorting & Classifying
		M07: Ice Cubes
		M08: Baggie Ice Cream
		M09: Bigger Than, Smaller Than, Equal To
		M10: Biscuits
		M12: Measure & Compare
		M15: Play Dough
		M18: Bounce & Count
		M24: Matzo Balls
		M25: The Long and Short of It
		M26: Huff & Puff
		M27: Peach Cobbler
		M28: Applesauce
		M29: Apple Bread
		M32: Which Container Holds More?
		M33: Apple Oat Muffins
		M34: Cover Up
		M43: Pancakes
		M44: Musical Water
		M45: Picture Patterns
		M49: Balancing Act M52: Modeling Clay
		M53: Black Bean Corn Salad
		M54: Gingerbread Cookies
		M58: Missing Lids
		M65: Cornbread
		M66: OobECk
		M67: Fruit Smoothies
		M68: Trail Mix
		M69: Cream Cheese & Strawberry Snacks
		M70: Egg Salad
		M71: Flat Bread
		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
INDICATOR	3.CS.1.4.	Show an understanding of cause and effect relationships that are
		observed immediately. (3.4)
		Intentional Tasaking Cond-
		Intentional Teaching Cards
		M26: Huff & Puff
INDICATOR	3.CS.1.5.	With prompting and support, talk about cause and effect
		relationships that are not immediately observable (e.g., that a plant
		wilted because it was not watered). (3.5)

		Intentional Teaching Cards M26: Huff & Puff
INDICATOR	3.CS.1.6.	Ask why and how questions and offer ideas about living creatures, objects, materials and changes they see, hear and/or feel. (3.6)
		Intentional Teaching Cards
		LL15: Textured Letters
		LL21: Buried Treasures
		LL45: Observational Drawing
		LL54: Asking Questions M45: Picture Patterns
		SE01: Site Visits
INDICATOR	3.CS.1.7.	Participate in simple scientific investigations. (3.7)
		Intentional Teaching Cards
		LL07: Letters, Letters
		LL24: Lemonade LL25: What's for Snack?
		LL35: Fruit Salad
		LL36: Salsa
		LL37: Roll-Ups
		LL38: Hummus
		LL49: Vegetable Soup
		LL50: Making Shiny Paint LL51: Pizza
		LL61: Color Hunt
		LL63: Investigating & Recording
		M02: Counting & Comparing
		M03: Seek & Find
		M05: Sorting & Classifying
		M07: Ice Cubes M08: Baggie Ice Cream
		M09: Bigger Than, Smaller Than, Equal To
		M10: Biscuits
		M12: Measure & Compare
		M15: Play Dough
		M18: Bounce & Count M24: Matzo Balls
		M25: The Long and Short of It
		M26: Huff & Puff
		M27: Peach Cobbler
		M28: Applesauce
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		M58: Missing Lids
		M65: Cornbread
		M66: OobECk
		M67: Fruit Smoothies
		M68: Trail Mix
		M69: Cream Cheese & Strawberry Snacks
		M70: Egg Salad M71: Flat Bread
		M72: Macaroni & Cheese
		M73: Oatmeal Raisin Cookies

		M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P01: Let's Sew P02: Play Dough Weaving P30: Mixing Paints P31: Tie-Dyed Towels SE01: Site Visits
INDICATOR	3.CS.1.8.	With prompting and support, talk about observations and results of simple experiments verbally and/or through drawings or graphs. (3.8) Intentional Teaching Cards LL45: Observational Drawing LL57: Photo Writing
INDICATOR	3.CS.1.9.	With prompting and support, talk about the meaning of words that are related to the scientific process (e.g., "observation," "experiment"). (3.9) Intentional Teaching Cards LL43: Introducing New Vocabulary LL53: We're Going on a Trip
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL	3.CS.2.	Acquire scientific knowledge related to physical science (properties
EXPECTATION		of objects and materials).
INDICATOR	3.CS.2.3.	With prompting and support, observe and talk about sources of energy and how they affect objects and materials (e.g., lights, bells and other sources of sound, etc.). (3.3) Intentional Teaching Cards M44: Musical Water
INDICATOR	3.CS.2.4.	Watch how balls, toys and other objects move and use different strategies to change their speed of motion. (3.4) Intentional Teaching Cards P12: Exploring Pathways
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.3.	Acquire scientific knowledge related to life science (properties of living things).
INDICATOR	3.CS.3.3.	Care for living creatures and/or plants with some direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (3.3) Intentional Teaching Cards LL53: We're Going on a Trip
INDICATOR	3.CS.3.4.	Follow adults' guidance on how to act appropriately with living creatures (e.g., hold the hamster gently, observe the fish without tapping the fish bowl). (3.4) Intentional Teaching Cards LL53: We're Going on a Trip
INDICATOR	3.CS.3.5.	Observe very young plants or living creatures over an extended period of time and describe how the plant/living creature changes. (3.5) Intentional Teaching Cards M07: Ice Cubes M08: Baggie Ice Cream

BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.1.	Develop the understanding that events happened in the past and how these events relate to one's self, family, and community.
INDICATOR	3.CSS.1.3.	Describe the sequence of daily routines. (3.3)
		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
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.3.	Develop an awareness of geographic locations, maps, and landforms.
BENCHMARK / GLE GLE / PROFICIENCY GRADE LEVEL EXPECTATION INDICATOR	3.CSS.3.4. 3.CSS.4. 3.CSS.4.1.	Draw or use blocks or other materials to represent places or things he/she has seen. (3.4) 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 COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE SOCIAL STUDIES (CSS) Demonstrate awareness of culture and other characteristics of groups of people. Participate in music, dance, and other traditions from various cultures. (3.1) Intentional Teaching Cards LL14: Did You Ever See? P12: Exploring Pathways
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY	5.6.	SOCIAL STUDIES (CSS)
GRADE LEVEL	3.CSS.5.	Develop an awareness of the importance of rules and
EXPECTATION	3.033.3.	responsibilities within their community and the actions/behaviors necessary for effective citizenship.
INDICATOR	3.CSS.5.3.	Follow many rules with little support. (3.3) 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
INDICATOR	0.000 5.4	
INDICATOR	3.CSS.5.4.	Identify rules that are used at home or in the classroom. (3.4)
		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
INDICATOR	3.CSS.5.5.	Tell why rules are important. (3.5)
INDICATOR	3.000.3.3.	Tell willy fules are important. (5.5)
		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
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
BENCHMARK / GLE GLE / PROFICIENCY	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT SPEAKING AND LISTENING
GLE / PROFICIENCY GRADE LEVEL	3.LL. 3.LL.1.	
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.LL.1.	SPEAKING AND LISTENING Comprehend or understand and use language.
GLE / PROFICIENCY GRADE LEVEL		SPEAKING AND LISTENING
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.LL.1.	SPEAKING AND LISTENING Comprehend or understand and use language. Follow two-step directions. (3.1)
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.LL.1.	SPEAKING AND LISTENING Comprehend or understand and use language. Follow two-step directions. (3.1) Intentional Teaching Cards
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.LL.1.	SPEAKING AND LISTENING Comprehend or understand and use language. Follow two-step directions. (3.1) Intentional Teaching Cards LL08: Memory Games
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.LL.1.	SPEAKING AND LISTENING Comprehend or understand and use language. Follow two-step directions. (3.1) Intentional Teaching Cards
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.LL.1.	SPEAKING AND LISTENING Comprehend or understand and use language. Follow two-step directions. (3.1) Intentional Teaching Cards LL08: Memory Games LL24: Lemonade LL35: Fruit Salad
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.LL.1.	SPEAKING AND LISTENING Comprehend or understand and use language. Follow two-step directions. (3.1) Intentional Teaching Cards LL08: Memory Games LL24: Lemonade LL35: Fruit Salad LL36: Salsa
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.LL.1.	SPEAKING AND LISTENING Comprehend or understand and use language. Follow two-step directions. (3.1) Intentional Teaching Cards LL08: Memory Games LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.LL.1.	SPEAKING AND LISTENING Comprehend or understand and use language. Follow two-step directions. (3.1) Intentional Teaching Cards LL08: Memory Games LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.LL.1.	SPEAKING AND LISTENING Comprehend or understand and use language. Follow two-step directions. (3.1) Intentional Teaching Cards LL08: Memory Games LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.LL.1.	SPEAKING AND LISTENING Comprehend or understand and use language. Follow two-step directions. (3.1) Intentional Teaching Cards LL08: Memory Games LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.LL.1.	SPEAKING AND LISTENING Comprehend or understand and use language. Follow two-step directions. (3.1) Intentional Teaching Cards LL08: Memory Games LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.LL.1.	SPEAKING AND LISTENING Comprehend or understand and use language. Follow two-step directions. (3.1) Intentional Teaching Cards LL08: Memory Games LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.LL.1.	Follow two-step directions. (3.1) Intentional Teaching Cards LL08: Memory Games LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL52: Tap It, Clap It, Stomp It, Jump It
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.LL.1.	SPEAKING AND LISTENING Comprehend or understand and use language. Follow two-step directions. (3.1) Intentional Teaching Cards LL08: Memory Games LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.LL.1.	SPEAKING AND LISTENING Comprehend or understand and use language. Follow two-step directions. (3.1) Intentional Teaching Cards LL08: Memory Games LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember LL57: Photo Writing
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.LL.1.	SPEAKING AND LISTENING Comprehend or understand and use language. Follow two-step directions. (3.1) Intentional Teaching Cards LL08: Memory Games LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember LL57: Photo Writing LL58: Our Super Duper Writing Box
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.LL.1.	SPEAKING AND LISTENING Comprehend or understand and use language. Follow two-step directions. (3.1) Intentional Teaching Cards LL08: Memory Games LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.LL.1.	SPEAKING AND LISTENING Comprehend or understand and use language. Follow two-step directions. (3.1) Intentional Teaching Cards LL08: Memory Games LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books M03: Seek & Find M08: Baggie Ice Cream
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.LL.1.	SPEAKING AND LISTENING Comprehend or understand and use language. Follow two-step directions. (3.1) Intentional Teaching Cards LL08: Memory Games LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books M03: Seek & Find
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.LL.1.	SPEAKING AND LISTENING Comprehend or understand and use language. Follow two-step directions. (3.1) Intentional Teaching Cards LL08: Memory Games LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books M03: Seek & Find M08: Baggie Ice Cream M10: Biscuits M15: Play Dough
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.LL.1.	SPEAKING AND LISTENING Comprehend or understand and use language. Follow two-step directions. (3.1) Intentional Teaching Cards LL08: Memory Games LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books M03: Seek & Find M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.LL.1.	SPEAKING AND LISTENING Comprehend or understand and use language. Follow two-step directions. (3.1) Intentional Teaching Cards LL08: Memory Games LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books M03: Seek & Find M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.LL.1.	SPEAKING AND LISTENING Comprehend or understand and use language. Follow two-step directions. (3.1) Intentional Teaching Cards LL08: Memory Games LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books M03: Seek & Find M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.LL.1.	SPEAKING AND LISTENING Comprehend or understand and use language. Follow two-step directions. (3.1) Intentional Teaching Cards LL08: Memory Games LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books M03: Seek & Find M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	3.LL.1.	SPEAKING AND LISTENING Comprehend or understand and use language. Follow two-step directions. (3.1) Intentional Teaching Cards LL08: Memory Games LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books M03: Seek & Find M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce

M36: We're Going on an Adventure M37: Secret Numbers M43: Pancakes M47: My Shadow and I M51: Can You Find It? M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M55: Stepping Stones M56: Where's the Beanbag? M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M66: OobECk M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P01: Let's Sew P02: Play Dough Weaving P03: Twisted Pretzels P04: Kick High P05: Throw Hard, Throw Far P06: Catching With a Scoop P07: Balloon Catch P08: Cutting With Scissors P09: Up and Away P10: Jumping Rope P11: Jump the River P12: Exploring Pathways P13: Punting P14: Moving Through the Forest P15: Dribble Kick P16: Body Part Balance P17: Balance on a Beam P18: Dribbling a Ball P19: Bounce & Catch P20: Body Shapes & Sizes P21: Hopping P22: Follow the Leader P23: Ways to Travel P24: Swing & Jump Rope P25: Kick Hard P26: Keep It Up P27: Galloping P28: Balloon Pong P29: Stop & Go P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal P33: Obstacle Course SE01: Site Visits SE02: Look Who's Here! SE12: Classroom Jobs SE14: Playing Together SE16: "I" Statements SE20: Cleanup Time SE22: When, Then Statements SE25: What Can We Build Together?

INDICATOR	3.LL.1.2.	Demonstrate understanding of simple questions and requests. (3.2)
INDICATOR	3.LL.1.2.	Demonstrate understanding of simple questions and requests. (3.2) Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL03: Alphabet Cards LL04: Bookmaking LL18: What's Missing? LL16: Searching the Web LL27: Writing Poems LL32: Describing Art LL45: Observational Drawing LL47: The Name Game LL53: We're Going on a Trip LL54: Asking Questions M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M15: Play Dough M19: Which Has More? M25: The Long and Short of It M30: Buried Shapes M34: Cover Up M36: We're Going on an Adventure M38: Patterns Under Cover M39: Let's Go Fishing M42: Straw Shapes M47: My Shadow and I M48: Wash Day M55: Stepping Stones M61: Shake, Rattle, and Roll M63: Fishing Trip M76: Orange Banana Yogurt Pops M78: Math Collage SE01: Site Visits SE04: Actively Listening to Children SE06: Talk About Feelings SE07: Good-Byes
		SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE13: Conflict Resolution SE18: Encouragement
		SE21: Sunshine Message Board SE25: What Can We Build Together?
INDICATOR	3.LL.1.3.	Answer some simple "who", "what" and "where" questions. (3.3)
		Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL03: Alphabet Cards LL04: Bookmaking LL18: What's Missing? LL26: Searching the Web LL27: Writing Poems LL32: Describing Art LL45: Observational Drawing LL47: The Name Game LL53: We're Going on a Trip LL54: Asking Questions M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M15: Play Dough M19: Which Has More? M25: The Long and Short of It M30: Buried Shapes M34: Cover Up

M36: We're Going on an Adventure M38: Patterns Under Cover M39: Let's Go Fishing M42: Straw Shapes M47: My Shadow and I M48: Wash Day M55: Stepping Stones M61: Shake, Rattle, and Roll M63: Fishing Trip M76: Orange Banana Yogurt Pops M78: Math Collage SE01: Site Visits SE04: Actively Listening to Children SE06: Talk About Feelings SE07: Good-Byes SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE13: Conflict Resolution SE18: Encouragement SE21: Sunshine Message Board SE25: What Can We Build Together? INDICATOR 3.LL.1.4. Listen and respond attentively to simple conversations. (3.4) Intentional Teaching Cards LL01: Shared Writing LL03: Alphabet Cards LL05: Jumping Beans LL08: Memory Games LL09: Pocket Storytelling: The Mitten LL11: Rhyming Riddles LL15: Textured Letters LL17: Walk a Letter LL18: What's Missing? LL20: Baggie Books LL21: Buried Treasures LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL26: Searching the Web LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL34: Alphabet Books LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL41: Our Names, Our Things LL43: Introducing New Vocabulary LL44: Rhyming Tubs LL45: Observational Drawing LL47: The Name Game LL49: Vegetable Soup LL53: We're Going on a Trip LL54: Asking Questions LL55: Dance & Remember LL56: Find the Matching Letter LL59: Question Basket LL61: Color Hunt M01: Dinnertime M02: Counting & Comparing M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M13: Nursery Rhyme Count

M14: Patterns M16: Show Me Five M17: Guessing Jar M18: Bounce & Count M20: I'm Thinking of a Shape M21: Geoboards M25: The Long and Short of It M31: Lining It Up M32: Which Container Holds More? M34: Cover Up M36: We're Going on an Adventure M38: Patterns Under Cover M39: Let's Go Fishing M40: Cube Trains M41: Making Numerals M42: Straw Shapes M44: Musical Water M45: Picture Patterns M46: Nesting Dolls M47: My Shadow and I M48: Wash Day M49: Balancing Act M50: The Farmer Builds a Fence M53: Black Bean Corn Salad M54: Gingerbread Cookies M56: Where's the Beanbag? M58: Missing Lids M59: More or Fewer Towers M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll M62: How Big Around? M77: Board Games M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P03: Twisted Pretzels P04: Kick High P05: Throw Hard, Throw Far P06: Catching With a Scoop P07: Balloon Catch P08: Cutting With Scissors P09: Up and Away P10: Jumping Rope P11: Jump the River P12: Exploring Pathways P13: Punting P14: Moving Through the Forest P15: Dribble Kick P16: Body Part Balance P17: Balance on a Beam P18: Dribbling a Ball P19: Bounce & Catch P20: Body Shapes & Sizes P21: Hopping P22: Follow the Leader P23: Ways to Travel P24: Swing & Jump Rope P25: Kick Hard P26: Keep It Up P27: Galloping P28: Balloon Pong P29: Stop & Go P30: Mixing Paints P31: Tie-Dyed Towels

P32: Math Journal

		P33: Obstacle Course
		SE01: Site Visits
		SE02: Look Who's Here!
		SE03: Calm-Down Place
		SE04: Actively Listening to Children
		SE05: Character Feelings
		SE06: Talk About Feelings
		SE07: Good-Byes
		SE08: Group Problem Solving
		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
INDICATOR	3.LL.1.5.	Use phrases and/or simple sentences and questions. (3.5)
		Intentional Teaching Cards
		LL01: Shared Writing
		LL54: Asking Questions
		LL63: Investigating & Recording
		SE01: Site Visits
		SE10: My Turn at the Microphone
INDICATOR	3.LL.1.6.	Ask "why" questions. (3.6)
		Intentional Teaching Cards
		LL01: Shared Writing
		LL54: Asking Questions
		LL63: Investigating & Recording
		SE01: Site Visits
		SE10: My Turn at the Microphone
INDICATOR	3.LL.1.7.	With prompting and support, act out familiar stories, rhymes and
		fingerplays. (3.7)
		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
	II .	M01: Dinnertime
		livio i: Dinnerume
		M15: Play Dough
		M15: Play Dough M35: Action Patterns
		M15: Play Dough M35: Action Patterns M36: We're Going on an Adventure
		M15: Play Dough M35: Action Patterns M36: We're Going on an Adventure M37: Secret Numbers
		M15: Play Dough M35: Action Patterns M36: We're Going on an Adventure M37: Secret Numbers M39: Let's Go Fishing
		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
		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
		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
		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

		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!
INDICATOR	3.LL.1.9.	Ask questions that may incorporate expanding vocabulary. (3.9)
		Intentional Teaching Cards
		LL01: Shared Writing
		LL43: Introducing New Vocabulary
		LL53: We're Going on a Trip
		LL54: Asking Questions
		LL63: Investigating & Recording
		M06: Tallying
		M55: Stepping Stones
		SE01: Site Visits
		SE10: My Turn at the Microphone
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		LANGUAGE
GRADE LEVEL	3.LL.2.	Comprehend and use increasingly complex and varied vocabulary.
EXPECTATION		Description of the Property of
INDICATOR	3.LL.2.2.	Demonstrate an understanding of and begin using some new
		vocabulary introduced through conversations, activities, or listening
		to texts read aloud. (3.2)
		Intentional Teaching Cards
		LL06: Dramatic Story Retelling
		LL43: Introducing New Vocabulary
		LL48: D Is for Door
		LL53: We're Going on a Trip
		LL55: Dance & Remember
		M02: Counting & Comparing
		M06: Tallying
		M17: Guessing Jar
		M20: I'm Thinking of a Shape
		M26: Huff & Puff
		M30: Buried Shapes
		M36: We're Going on an Adventure
		M42: Straw Shapes
		M43: Pancakes
		M46: Nesting Dolls
		M47: My Shadow and I
		M49: Balancing Act
		M55: Stepping Stones
		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
		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
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		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 P33: Obstacle Course SE17: Supporting Children to Use Their Words SE26: Making A Mural
DENCUMARY / CLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
BENCHMARK / GLE	3.LL.	
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	3.LL.3.	Develop an interest in books and their characteristics.
INDICATOR	3.LL.3.1.	Find a specific book by looking at the cover. (3.1) Intentional Teaching Cards
		LL34: Alphabet Books SE05: Character Feelings
INDICATOR	3.LL.3.2.	Identify the front cover of a book. (3.2)
		Intentional Teaching Cards LL34: Alphabet Books SE05: Character Feelings
INDICATOR	3.LL.3.3.	Hold book properly and look at pages of a book from left to right, pretending to read. (3.3)
		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

		LL49: Vegetable Soup
		LL50: Making Shiny Paint
		LL51: Pizza
		M08: Baggie Ice Cream
		M27: Peach Cobbler
		M28: Applesauce
		•••
		M29: Apple Bread
		M33: Apple Oat Muffins
		M43: Pancakes
		M52: Modeling Clay
		M53: Black Bean Corn Salad
		M54: Gingerbread Cookies
		M57: Yogurt Fruit Dip
		M64: Five-Layer Dip
		M65: Cornbread
		M67: Fruit Smoothies
		M68: Trail Mix
		M69: Cream Cheese & Strawberry Snacks
		M70: Egg Salad
		M71: Flat Bread
		M72: Macaroni & Cheese
		M73: Oatmeal Raisin Cookies
		M74: Vegetable Stir Fry
		M75: Sugar Cookies
		M76: Orange Banana Yogurt Pops
		M77: Board Games
		M78: Math Collage
INDICATOR	3.LL.3.4.	Imitate teacher reading a story. (3.4)
		, , ,
		Intentional Teaching Cards
		LL20: Baggie Books
		LL22: Coupon Match
		LLZZ. Coupon Match
INDICATOR	3.LL.3.5.	With prompting and support, demonstrate and understand that
INDICATOR	3.LL.3.5.	With prompting and support, demonstrate and understand that people write stories and draw pictures in books. (3.5)
INDICATOR	3.LL.3.5.	
INDICATOR	3.LL.3.5.	people write stories and draw pictures in books. (3.5)
INDICATOR	3.LL.3.5.	people write stories and draw pictures in books. (3.5) Intentional Teaching Cards
INDICATOR	3.LL.3.5.	people write stories and draw pictures in books. (3.5) Intentional Teaching Cards LL02: Desktop Publishing
INDICATOR	3.LL.3.5.	people write stories and draw pictures in books. (3.5) Intentional Teaching Cards LL02: Desktop Publishing LL04: Bookmaking
INDICATOR	3.LL.3.5.	people write stories and draw pictures in books. (3.5) Intentional Teaching Cards LL02: Desktop Publishing LL04: Bookmaking LL20: Baggie Books
INDICATOR	3.LL.3.5.	people write stories and draw pictures in books. (3.5) Intentional Teaching Cards LL02: Desktop Publishing LL04: Bookmaking LL20: Baggie Books LL22: Coupon Match
INDICATOR	3.LL.3.5.	people write stories and draw pictures in books. (3.5) Intentional Teaching Cards LL02: Desktop Publishing LL04: Bookmaking LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print
INDICATOR	3.LL.3.5.	people write stories and draw pictures in books. (3.5) Intentional Teaching Cards LL02: Desktop Publishing LL04: Bookmaking LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade
INDICATOR	3.LL.3.5.	people write stories and draw pictures in books. (3.5) Intentional Teaching Cards LL02: Desktop Publishing LL04: Bookmaking LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print
INDICATOR	3.LL.3.5.	people write stories and draw pictures in books. (3.5) Intentional Teaching Cards LL02: Desktop Publishing LL04: Bookmaking LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade
INDICATOR	3.LL.3.5.	people write stories and draw pictures in books. (3.5) Intentional Teaching Cards LL02: Desktop Publishing LL04: Bookmaking LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL30: Knowing Our Friends
INDICATOR	3.LL.3.5.	Intentional Teaching Cards LL02: Desktop Publishing LL04: Bookmaking LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL30: Knowing Our Friends LL31: I Went Shopping
INDICATOR	3.LL.3.5.	Intentional Teaching Cards LL02: Desktop Publishing LL04: Bookmaking LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL30: Knowing Our Friends LL31: I Went Shopping LL35: Fruit Salad
INDICATOR	3.LL.3.5.	Intentional Teaching Cards LL02: Desktop Publishing LL04: Bookmaking LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL30: Knowing Our Friends LL31: I Went Shopping LL35: Fruit Salad LL36: Salsa
INDICATOR	3.LL.3.5.	Intentional Teaching Cards LL02: Desktop Publishing LL04: Bookmaking LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL30: Knowing Our Friends LL31: I Went Shopping LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups
INDICATOR	3.LL.3.5.	Intentional Teaching Cards LL02: Desktop Publishing LL04: Bookmaking LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL30: Knowing Our Friends LL31: I Went Shopping LL36: Salsa LL37: Roll-Ups LL46: Storyboard
INDICATOR	3.LL.3.5.	Intentional Teaching Cards LL02: Desktop Publishing LL04: Bookmaking LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL30: Knowing Our Friends LL31: I Went Shopping LL36: Salsa LL37: Roll-Ups LL46: Storyboard LL49: Vegetable Soup
INDICATOR	3.LL.3.5.	Intentional Teaching Cards LL02: Desktop Publishing LL04: Bookmaking LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL30: Knowing Our Friends LL31: I Went Shopping LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL46: Storyboard LL49: Vegetable Soup LL51: Pizza
INDICATOR	3.LL.3.5.	Intentional Teaching Cards LL02: Desktop Publishing LL04: Bookmaking LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL30: Knowing Our Friends LL31: I Went Shopping LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL46: Storyboard LL49: Vegetable Soup LL51: Pizza M27: Peach Cobbler
INDICATOR	3.LL.3.5.	Intentional Teaching Cards LL02: Desktop Publishing LL04: Bookmaking LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL30: Knowing Our Friends LL31: I Went Shopping LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL46: Storyboard LL49: Vegetable Soup LL51: Pizza M27: Peach Cobbler M28: Applesauce
INDICATOR	3.LL.3.5.	Intentional Teaching Cards LL02: Desktop Publishing LL04: Bookmaking LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL30: Knowing Our Friends LL31: I Went Shopping LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL46: Storyboard LL49: Vegetable Soup LL51: Pizza M27: Peach Cobbler M28: Applesauce
INDICATOR	3.LL.3.5.	Intentional Teaching Cards LL02: Desktop Publishing LL04: Bookmaking LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL30: Knowing Our Friends LL31: I Went Shopping LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL46: Storyboard LL49: Vegetable Soup LL51: Pizza M27: Peach Cobbler M28: Applesauce M29: Apple Bread
INDICATOR	3.LL.3.5.	Intentional Teaching Cards LL02: Desktop Publishing LL04: Bookmaking LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL30: Knowing Our Friends LL31: I Went Shopping LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL46: Storyboard LL49: Vegetable Soup LL51: Pizza M27: Peach Cobbler M28: Applesauce M29: Apple Bread M33: Apple Oat Muffins
INDICATOR	3.LL.3.5.	Intentional Teaching Cards LL02: Desktop Publishing LL04: Bookmaking LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL30: Knowing Our Friends LL31: I Went Shopping LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL46: Storyboard LL49: Vegetable Soup LL51: Pizza M27: Peach Cobbler M28: Applesauce M29: Apple Bread M33: Apple Oat Muffins M43: Pancakes
INDICATOR	3.LL.3.5.	Intentional Teaching Cards LL02: Desktop Publishing LL04: Bookmaking LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL30: Knowing Our Friends LL31: I Went Shopping LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL46: Storyboard LL49: Vegetable Soup LL51: Pizza M27: Peach Cobbler M28: Applesauce M29: Apple Bread M33: Apple Oat Muffins M43: Pancakes M52: Modeling Clay
INDICATOR	3.LL.3.5.	Intentional Teaching Cards LL02: Desktop Publishing LL04: Bookmaking LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL30: Knowing Our Friends LL31: I Went Shopping LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL46: Storyboard LL49: Vegetable Soup LL51: Pizza M27: Peach Cobbler M28: Applesauce M29: Apple Bread M33: Apple Oat Muffins M43: Pancakes M52: Modeling Clay M53: Black Bean Corn Salad
INDICATOR	3.LL.3.5.	Intentional Teaching Cards LL02: Desktop Publishing LL04: Bookmaking LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL30: Knowing Our Friends LL31: I Went Shopping LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL46: Storyboard LL49: Vegetable Soup LL51: Pizza M27: Peach Cobbler M28: Applesauce M29: Apple Bread M33: Apple Oat Muffins M43: Pancakes M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies
INDICATOR	3.LL.3.5.	Intentional Teaching Cards LL02: Desktop Publishing LL04: Bookmaking LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL30: Knowing Our Friends LL31: I Went Shopping LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL46: Storyboard LL49: Vegetable Soup LL51: Pizza M27: Peach Cobbler M28: Applesauce M29: Apple Bread M33: Apple Oat Muffins M43: Pancakes M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip
INDICATOR	3.LL.3.5.	Intentional Teaching Cards LL02: Desktop Publishing LL04: Bookmaking LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL30: Knowing Our Friends LL31: I Went Shopping LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL46: Storyboard LL49: Vegetable Soup LL51: Pizza M27: Peach Cobbler M28: Applesauce M29: Apple Bread M33: Apple Oat Muffins M43: Pancakes M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M64: Five-Layer Dip
INDICATOR	3.LL.3.5.	Intentional Teaching Cards LL02: Desktop Publishing LL04: Bookmaking LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL30: Knowing Our Friends LL31: I Went Shopping LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL46: Storyboard LL49: Vegetable Soup LL51: Pizza M27: Peach Cobbler M28: Applesauce M29: Apple Bread M33: Apple Oat Muffins M43: Pancakes M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip
INDICATOR	3.LL.3.5.	Intentional Teaching Cards LL02: Desktop Publishing LL04: Bookmaking LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL30: Knowing Our Friends LL31: I Went Shopping LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL46: Storyboard LL49: Vegetable Soup LL51: Pizza M27: Peach Cobbler M28: Applesauce M29: Apple Bread M33: Apple Oat Muffins M43: Pancakes M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M64: Five-Layer Dip
INDICATOR	3.LL.3.5.	Intentional Teaching Cards LL02: Desktop Publishing LL04: Bookmaking LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL30: Knowing Our Friends LL31: I Went Shopping LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL46: Storyboard LL49: Vegetable Soup LL51: Pizza M27: Peach Cobbler M28: Applesauce M29: Apple Bread M33: Apple Oat Muffins M43: Pancakes M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread

		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
INDICATOR	3.LL.3.6.	M76: Orange Banana Yogurt Pops Shows an interest in illustrations. (3.6)
		Intentional Teaching Cards LL05: Jumping Beans LL22: Coupon Match LL33: Clothesline Storytelling LL34: Alphabet Books LL43: Introducing New Vocabulary LL55: Dance & Remember LL60: Writing with Wordless Books LL62: Retelling Wordless Books M07: Ice Cubes M31: Lining It Up M35: Action Patterns M51: Can You Find It? M56: Where's the Beanbag? P16: Body Part Balance P31: Tie-Dyed Towels SE05: Character Feelings SE15: Making Choices SE22: When, Then Statements
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	3.LL.4.	Comprehend stories and information from books and other print materials.
INDICATOR	3.LL.4.1.	Answer simple questions about print that has been read aloud several times. (3.1) Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL19: Silly Names LL27: Writing Poems LL33: Clothesline Storytelling LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza M01: Dinnertime M08: Baggie Ice Cream M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M30: Buried Shapes M33: Apple Oat Muffins M40: Cube Trains M41: Making Numerals M43: Pancakes M52: Modeling Clay

		M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M66: OobECk M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P30: Mixing Paints P31: Tie-Dyed Towels SE05: Character Feelings
INDICATOR	3.LL.4.2.	Retell a simple story with pictures or other props to use as prompts. (3.2) Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL33: Clothesline Storytelling LL46: Storyboard LL62: Retelling Wordless Books
INDICATOR	3.LL.4.3.	With prompting and support, identify characters from a story and information from an informational text read aloud. (3.3) Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL33: Clothesline Storytelling LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL62: Retelling Wordless Books M08: Baggie Ice Cream M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Applesauce M29: Apple Bread M33: Apple Oat Muffins M41: Making Numerals M43: Pancakes M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M66: OobECk M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread

		M72: Macaroni & Cheese
		M73: Oatmeal Raisin Cookies
		M74: Vegetable Stir Fry
		M75: Sugar Cookies
		M76: Orange Banana Yogurt Pops
		SE05: Character Feelings
INDICATOR	3.LL.4.6.	Use pictures and illustrations of a text to tell a story. (3.6)
		Intentional Teaching Cards
		LL05: Jumping Beans
		LL06: Dramatic Story Retelling
		LL22: Coupon Match
		LL33: Clothesline Storytelling
		LL34: Alphabet Books
		LL43: Introducing New Vocabulary
		LL55: Dance & Remember
		LL60: Writing with Wordless Books
		LL62: Retelling Wordless Books M07: Ice Cubes
		M31: Lining It Up
		M35: Action Patterns
		M51: Can You Find It?
		M56: Where's the Beanbag?
		P16: Body Part Balance
		P31: Tie-Dyed Towels
		SE05: Character Feelings
		SE15: Making Choices
		SE22: When, Then Statements
INDICATOR	3.LL.4.7.	With prompting and support, talk about or draw a character, setting,
INDICATOR	O.L.LI.I.	event, or idea in a text read aloud. (3.7)
		(01)
		Intentional Teaching Cards
		LL06: Dramatic Story Retelling
		LL09: Pocket Storytelling: The Mitten
		LL33: Clothesline Storytelling
		LL62: Retelling Wordless Books
		SE05: Character Feelings
INDICATOR	3.LL.4.8.	Demonstrate understanding of what will happen next in familiar stories. (3.8)
		Intentional Teaching Cards
		M34: Cover Up
		SE05: Character Feelings
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	3.LL.5.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	3.LL.5.1.	With prompting and support, track across a page or along printed
	J	words from top to bottom and left to right. (3.1)
		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
	<u> </u>	LL31: I Went Shopping

		LL32: Describing Art
		LL33: Clothesline Storytelling LL35: Fruit Salad
		LL36: Salsa
		LL37: Roll-Ups
		LL38: Hummus
		LL41: Our Names, Our Things
		LL46: Storyboard
		LL47: The Name Game
		LL49: Vegetable Soup
		LL50: Making Shiny Paint LL51: Pizza
		M08: Baggie Ice Cream
		M27: Peach Cobbler
		M28: Applesauce
		M29: Apple Bread
		M33: Apple Oat Muffins
		M43: Pancakes
		M52: Modeling Clay
		M53: Black Bean Corn Salad
		M54: Gingerbread Cookies
		M57: Yogurt Fruit Dip
		M64: Five-Layer Dip M65: Cornbread
		M67: Fruit Smoothies
		M68: Trail Mix
		M69: Cream Cheese & Strawberry Snacks
		M70: Egg Salad
		M71: Flat Bread
		M72: Macaroni & Cheese
		M73: Oatmeal Raisin Cookies
		M74: Vegetable Stir Fry
		M75: Sugar Cooking
		M75: Sugar Cookies
		M76: Orange Banana Yogurt Pops
		M76: Orange Banana Yogurt Pops M77: Board Games
		M76: Orange Banana Yogurt Pops M77: Board Games M78: Math Collage
INDICATOR	3.LL.5.4.	M76: Orange Banana Yogurt Pops M77: Board Games M78: Math Collage Name at least 10 of the 52 upper- and lower-case letters of the
INDICATOR	3.LL.5.4.	M76: Orange Banana Yogurt Pops M77: Board Games M78: Math Collage
INDICATOR	3.LL.5.4.	M76: Orange Banana Yogurt Pops M77: Board Games M78: Math Collage Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4) Intentional Teaching Cards
INDICATOR	3.LL.5.4.	M76: Orange Banana Yogurt Pops M77: Board Games M78: Math Collage Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4) Intentional Teaching Cards LL02: Desktop Publishing
INDICATOR	3.LL.5.4.	M76: Orange Banana Yogurt Pops M77: Board Games M78: Math Collage Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4) Intentional Teaching Cards LL02: Desktop Publishing LL03: Alphabet Cards
INDICATOR	3.LL.5.4.	M76: Orange Banana Yogurt Pops M77: Board Games M78: Math Collage Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4) Intentional Teaching Cards LL02: Desktop Publishing LL03: Alphabet Cards LL05: Jumping Beans
INDICATOR	3.LL.5.4.	M76: Orange Banana Yogurt Pops M77: Board Games M78: Math Collage Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4) Intentional Teaching Cards LL02: Desktop Publishing LL03: Alphabet Cards LL05: Jumping Beans LL07: Letters, Letters, Letters
INDICATOR	3.LL.5.4.	M76: Orange Banana Yogurt Pops M77: Board Games M78: Math Collage Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4) Intentional Teaching Cards LL02: Desktop Publishing LL03: Alphabet Cards LL05: Jumping Beans LL07: Letters, Letters, Letters LL15: Textured Letters
INDICATOR	3.LL.5.4.	M76: Orange Banana Yogurt Pops M77: Board Games M78: Math Collage Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4) Intentional Teaching Cards LL02: Desktop Publishing LL03: Alphabet Cards LL05: Jumping Beans LL07: Letters, Letters, Letters LL15: Textured Letters LL17: Walk a Letter
INDICATOR	3.LL.5.4.	M76: Orange Banana Yogurt Pops M77: Board Games M78: Math Collage Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4) Intentional Teaching Cards LL02: Desktop Publishing LL03: Alphabet Cards LL05: Jumping Beans LL07: Letters, Letters, Letters LL15: Textured Letters LL17: Walk a Letter LL21: Buried Treasures
INDICATOR	3.LL.5.4.	M76: Orange Banana Yogurt Pops M77: Board Games M78: Math Collage Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4) Intentional Teaching Cards LL02: Desktop Publishing LL03: Alphabet Cards LL05: Jumping Beans LL07: Letters, Letters, Letters LL15: Textured Letters LL17: Walk a Letter
INDICATOR	3.LL.5.4.	M76: Orange Banana Yogurt Pops M77: Board Games M78: Math Collage Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4) Intentional Teaching Cards LL02: Desktop Publishing LL03: Alphabet Cards LL05: Jumping Beans LL07: Letters, Letters, Letters LL15: Textured Letters LL17: Walk a Letter LL21: Buried Treasures LL26: Searching the Web
INDICATOR	3.LL.5.4.	M76: Orange Banana Yogurt Pops M77: Board Games M78: Math Collage Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4) Intentional Teaching Cards LL02: Desktop Publishing LL03: Alphabet Cards LL05: Jumping Beans LL07: Letters, Letters, Letters LL15: Textured Letters LL17: Walk a Letter LL21: Buried Treasures LL26: Searching the Web LL28: Stick Letters LL31: I Went Shopping LL32: Describing Art
INDICATOR	3.LL.5.4.	M76: Orange Banana Yogurt Pops M77: Board Games M78: Math Collage Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4) Intentional Teaching Cards LL02: Desktop Publishing LL03: Alphabet Cards LL05: Jumping Beans LL07: Letters, Letters LL15: Textured Letters LL17: Walk a Letter LL21: Buried Treasures LL26: Searching the Web LL28: Stick Letters LL31: I Went Shopping LL32: Describing Art LL34: Alphabet Books
INDICATOR	3.LL.5.4.	M76: Orange Banana Yogurt Pops M77: Board Games M78: Math Collage Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4) Intentional Teaching Cards LL02: Desktop Publishing LL03: Alphabet Cards LL05: Jumping Beans LL07: Letters, Letters LL15: Textured Letters LL17: Walk a Letter LL21: Buried Treasures LL26: Searching the Web LL28: Stick Letters LL31: I Went Shopping LL32: Describing Art LL34: Alphabet Books LL39: My Daily Journal
INDICATOR	3.LL.5.4.	M76: Orange Banana Yogurt Pops M77: Board Games M78: Math Collage Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4) Intentional Teaching Cards LL02: Desktop Publishing LL03: Alphabet Cards LL05: Jumping Beans LL07: Letters, Letters LL15: Textured Letters LL17: Walk a Letter LL21: Buried Treasures LL26: Searching the Web LL28: Stick Letters LL31: I Went Shopping LL32: Describing Art LL34: Alphabet Books LL39: My Daily Journal LL40: What Was for Breakfast?
INDICATOR	3.LL.5.4.	M76: Orange Banana Yogurt Pops M77: Board Games M78: Math Collage Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4) Intentional Teaching Cards LL02: Desktop Publishing LL03: Alphabet Cards LL05: Jumping Beans LL07: Letters, Letters, Letters LL15: Textured Letters LL11: Walk a Letter LL21: Buried Treasures LL26: Searching the Web LL28: Stick Letters LL31: I Went Shopping LL32: Describing Art LL34: Alphabet Books LL39: My Daily Journal LL40: What Was for Breakfast? LL42: Daily Sign-In
INDICATOR	3.LL.5.4.	M76: Orange Banana Yogurt Pops M77: Board Games M78: Math Collage Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4) Intentional Teaching Cards LL02: Desktop Publishing LL03: Alphabet Cards LL05: Jumping Beans LL07: Letters, Letters, Letters LL15: Textured Letters LL17: Walk a Letter LL21: Buried Treasures LL26: Searching the Web LL28: Stick Letters LL31: I Went Shopping LL32: Describing Art LL34: Alphabet Books LL39: My Daily Journal LL40: What Was for Breakfast? LL42: Daily Sign-In LL47: The Name Game
INDICATOR	3.LL.5.4.	M76: Orange Banana Yogurt Pops M77: Board Games M78: Math Collage Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4) Intentional Teaching Cards LL02: Desktop Publishing LL03: Alphabet Cards LL05: Jumping Beans LL07: Letters, Letters LL15: Textured Letters LL17: Walk a Letter LL21: Buried Treasures LL26: Searching the Web LL28: Stick Letters LL31: I Went Shopping LL32: Describing Art LL34: Alphabet Books LL39: My Daily Journal LL40: What Was for Breakfast? LL42: Daily Sign-In LL47: The Name Game LL48: D Is for Door
INDICATOR	3.LL.5.4.	M76: Orange Banana Yogurt Pops M77: Board Games M78: Math Collage Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4) Intentional Teaching Cards LL02: Desktop Publishing LL03: Alphabet Cards LL05: Jumping Beans LL07: Letters, Letters LL15: Textured Letters LL17: Walk a Letter LL21: Buried Treasures LL26: Searching the Web LL28: Stick Letters LL31: I Went Shopping LL32: Describing Art LL34: Alphabet Books LL39: My Daily Journal LL40: What Was for Breakfast? LL42: Daily Sign-In LL47: The Name Game LL48: D Is for Door LL50: Making Shiny Paint
		M76: Orange Banana Yogurt Pops M77: Board Games M78: Math Collage Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4) Intentional Teaching Cards LL02: Desktop Publishing LL03: Alphabet Cards LL05: Jumping Beans LL07: Letters, Letters, Letters LL15: Textured Letters LL17: Walk a Letter LL21: Buried Treasures LL26: Searching the Web LL28: Stick Letters LL31: I Went Shopping LL32: Describing Art LL34: Alphabet Books LL39: My Daily Journal LL40: What Was for Breakfast? LL41: Daily Sign-In LL47: The Name Game LL48: D Is for Door LL50: Making Shiny Paint LL56: Find the Matching Letter
BENCHMARK / GLE	3.LL.5.4.	M76: Orange Banana Yogurt Pops M77: Board Games M78: Math Collage Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4) Intentional Teaching Cards LL02: Desktop Publishing LL03: Alphabet Cards LL05: Jumping Beans LL07: Letters, Letters, Letters LL15: Textured Letters LL17: Walk a Letter LL21: Buried Treasures LL26: Searching the Web LL28: Stick Letters LL31: I Went Shopping LL32: Describing Art LL34: Alphabet Books LL39: My Daily Journal LL40: What Was for Breakfast? LL42: Daily Sign-In LL47: The Name Game LL48: D Is for Door LL50: Making Shiny Paint LL56: Find the Matching Letter
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BENCHMARK / GLE GLE / PROFICIENCY	3.LL.	M76: Orange Banana Yogurt Pops M77: Board Games M78: Math Collage Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4) Intentional Teaching Cards LL02: Desktop Publishing LL03: Alphabet Cards LL05: Jumping Beans LL07: Letters, Letters, Letters LL15: Textured Letters LL17: Walk a Letter LL21: Buried Treasures LL26: Searching the Web LL28: Stick Letters LL31: I Went Shopping LL32: Describing Art LL34: Alphabet Books LL39: My Daily Journal LL40: What Was for Breakfast? LL41: Daily Sign-In LL47: The Name Game LL48: D Is for Door LL50: Making Shiny Paint LL56: Find the Matching Letter LANGUAGE AND LITERACY DEVELOPMENT READING: FOUNDATIONAL SKILLS

	1	
		rhymes in familiar words or words in songs. (3.1)
		Intentional Teaching Cards
		LL01: Shared Writing
		LL02: Desktop Publishing
		LL03: Alphabet Cards
		LL04: Bookmaking
		LL07: Letters, Letters
		LL10: Rhyming Chart
		LL11: Rhyming Riddles
		LL12: Same Sound Sort
		LL14: Did You Ever See?
		LL15: Textured Letters
		LL16: Tongue Twisters
		LL17: Walk a Letter
		LL19: Silly Names LL23: Playing with Environmental Print
		LL26: Searching the Web
		LL27: Writing Poems
		LL28: Stick Letters
		LL29: Making My Name
		LL31: I Went Shopping
		LL32: Describing Art
		LL40: What Was for Breakfast?
		LL44: Rhyming Tubs
		LL47: The Name Game
		LL48: D Is for Door
		LL50: Making Shiny Paint
		LL54: Asking Questions
		LL56: Find the Matching Letter
		M13: Nursery Rhyme Count
		M19: Which Has More?
		M27: Peach Cobbler
		M37: Secret Numbers
INDICATOR	3.LL.6.2.	M37: Secret Numbers With prompting and support, segment a spoken sentence into the
INDICATOR	3.LL.6.2.	M37: Secret Numbers With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word).
INDICATOR	3.LL.6.2.	M37: Secret Numbers With prompting and support, segment a spoken sentence into the
INDICATOR	3.LL.6.2.	M37: Secret Numbers With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2)
INDICATOR	3.LL.6.2.	M37: Secret Numbers With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2) Intentional Teaching Cards
INDICATOR	3.LL.6.2.	M37: Secret Numbers With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2) Intentional Teaching Cards LL01: Shared Writing
INDICATOR	3.LL.6.2.	With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2) Intentional Teaching Cards LL01: Shared Writing LL04: Bookmaking
INDICATOR	3.LL.6.2.	With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2) Intentional Teaching Cards LL01: Shared Writing LL04: Bookmaking LL46: Storyboard
		With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2) Intentional Teaching Cards LL01: Shared Writing LL04: Bookmaking LL46: Storyboard LL50: Making Shiny Paint
INDICATOR	3.LL.6.2. 3.LL.6.3.	With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2) Intentional Teaching Cards LL01: Shared Writing LL04: Bookmaking LL46: Storyboard LL50: Making Shiny Paint With prompting and support, show an awareness of beginning
		With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2) Intentional Teaching Cards LL01: Shared Writing LL04: Bookmaking LL46: Storyboard LL50: Making Shiny Paint
		With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2) Intentional Teaching Cards LL01: Shared Writing LL04: Bookmaking LL46: Storyboard LL50: Making Shiny Paint With prompting and support, show an awareness of beginning sounds in words. (3.3)
		With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2) Intentional Teaching Cards LL01: Shared Writing LL04: Bookmaking LL46: Storyboard LL50: Making Shiny Paint With prompting and support, show an awareness of beginning sounds in words. (3.3) Intentional Teaching Cards
		With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2) Intentional Teaching Cards LL01: Shared Writing LL04: Bookmaking LL46: Storyboard LL50: Making Shiny Paint With prompting and support, show an awareness of beginning sounds in words. (3.3) Intentional Teaching Cards LL12: Same Sound Sort
		M37: Secret Numbers With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2) Intentional Teaching Cards LL01: Shared Writing LL04: Bookmaking LL46: Storyboard LL50: Making Shiny Paint With prompting and support, show an awareness of beginning sounds in words. (3.3) Intentional Teaching Cards LL12: Same Sound Sort LL16: Tongue Twisters
		M37: Secret Numbers With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2) Intentional Teaching Cards LL01: Shared Writing LL04: Bookmaking LL46: Storyboard LL50: Making Shiny Paint With prompting and support, show an awareness of beginning sounds in words. (3.3) Intentional Teaching Cards LL12: Same Sound Sort LL16: Tongue Twisters LL19: Silly Names
		M37: Secret Numbers With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2) Intentional Teaching Cards LL01: Shared Writing LL04: Bookmaking LL46: Storyboard LL50: Making Shiny Paint With prompting and support, show an awareness of beginning sounds in words. (3.3) Intentional Teaching Cards LL12: Same Sound Sort LL16: Tongue Twisters
		M37: Secret Numbers With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2) Intentional Teaching Cards LL01: Shared Writing LL04: Bookmaking LL46: Storyboard LL50: Making Shiny Paint With prompting and support, show an awareness of beginning sounds in words. (3.3) 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
		M37: Secret Numbers With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2) Intentional Teaching Cards LL01: Shared Writing LL04: Bookmaking LL46: Storyboard LL50: Making Shiny Paint With prompting and support, show an awareness of beginning sounds in words. (3.3) 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
		With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2) Intentional Teaching Cards LL01: Shared Writing LL04: Bookmaking LL46: Storyboard LL50: Making Shiny Paint With prompting and support, show an awareness of beginning sounds in words. (3.3) 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
		With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2) Intentional Teaching Cards LL01: Shared Writing LL04: Bookmaking LL46: Storyboard LL50: Making Shiny Paint With prompting and support, show an awareness of beginning sounds in words. (3.3) 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
		With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2) Intentional Teaching Cards LL01: Shared Writing LL04: Bookmaking LL46: Storyboard LL50: Making Shiny Paint With prompting and support, show an awareness of beginning sounds in words. (3.3) 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
		With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2) Intentional Teaching Cards LL01: Shared Writing LL04: Bookmaking LL46: Storyboard LL50: Making Shiny Paint With prompting and support, show an awareness of beginning sounds in words. (3.3) 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
		With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2) Intentional Teaching Cards LL01: Shared Writing LL04: Bookmaking LL46: Storyboard LL50: Making Shiny Paint With prompting and support, show an awareness of beginning sounds in words. (3.3) 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
		With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2) Intentional Teaching Cards LL01: Shared Writing LL04: Bookmaking LL46: Storyboard LL50: Making Shiny Paint With prompting and support, show an awareness of beginning sounds in words. (3.3) 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
INDICATOR	3.LL.6.3.	With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2) Intentional Teaching Cards LL01: Shared Writing LL04: Bookmaking LL46: Storyboard LL50: Making Shiny Paint With prompting and support, show an awareness of beginning sounds in words. (3.3) 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	3.LL.6.3.	With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2) Intentional Teaching Cards LL01: Shared Writing LL04: Bookmaking LL46: Storyboard LL50: Making Shiny Paint With prompting and support, show an awareness of beginning sounds in words. (3.3) 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 With prompting and support, attend to activities or word play that emphasizes beginning sounds in words. (3.4)
INDICATOR	3.LL.6.3.	With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2) Intentional Teaching Cards LL01: Shared Writing LL04: Bookmaking LL46: Storyboard LL50: Making Shiny Paint With prompting and support, show an awareness of beginning sounds in words. (3.3) 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 With prompting and support, attend to activities or word play that

		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	3.LL.6.5.	Engage in word play activities in songs and rhymes. (3.5)
		Intentional Teaching Cards LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort LL14: Did You Ever See? LL27: Writing Poems LL30: Knowing Our Friends LL31: I Went Shopping 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 M19: Which Has More? M30: Buried Shapes M36: We're Going on an Adventure M37: Secret Numbers 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
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		WRITING
GRADE LEVEL EXPECTATION	3.LL.7.	Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.
INDICATOR	3.LL.7.1.	Experiment with a variety of writing tools, materials, and surfaces. (3.1) Intentional Teaching Cards LL04: Bookmaking LL20: Baggie Books LL32: Describing Art LL39: My Daily Journal LL40: What Was for Breakfast? LL42: Daily Sign-In LL45: Observational Drawing LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording P32: Math Journal SE15: Making Choices SE19: Friendship & Love Cards
INDICATOR	3.LL.7.2.	Use early stages of writing to form shapes and letter-like symbols to
		convey ideas. (3.2)

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INDICATOR	3.LL.7.3.	Intentional Teaching Cards LL03: Alphabet Cards LL13: Shaving Cream Letters LL34: Alphabet Books LL39: My Daily Journal LL42: Daily Sign-In LL48: D Is for Door 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 Engage in tactile experiences creating letters and other forms. (3.3) Intentional Teaching Cards LL03: Alphabet Cards LL13: Shaving Cream Letters LL34: Alphabet Books LL39: My Daily Journal
		LL42: Daily Sign-In LL48: D Is for Door 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
INDICATOR	3.LL.7.4.	Imitate marks made by adult or older child (approximations). (3.4)
		Intentional Teaching Cards LL04: Bookmaking LL20: Baggie Books LL32: Describing Art LL39: My Daily Journal LL40: What Was for Breakfast? LL42: Daily Sign-In LL45: Observational Drawing LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording P32: Math Journal SE15: Making Choices SE19: Friendship & Love Cards
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	3.PM.1.	Develop large muscle control and coordinate movements in their upper and/or lower body.
INDICATOR	3.PM.1.1.	Use arms and legs for balance and motor control when walking, jumping, throwing and climbing. (3.1) 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	3.PM.1.2.	Use arms and legs for balance and motor control using objects and equipment for a wide range of physical activities. (3.2) 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
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	3.PM.2.	Develop small muscle control and coordination.
INDICATOR	3.PM.2.1.	Use hands, fingers, and wrists for a wide variety of tasks and activities. (3.1) 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
INDICATOR	3.PM.2.2.	Coordinate eye and hand movements to accomplish simple tasks (e.g., using utensils for eating, putting puzzles together, stringing large beads, using a crayon). (3.2) 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
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	3.PM.3.	Participate in a variety of physical activities to enhance strength and stamina.
INDICATOR	3.PM.3.2.	Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (3.2) Intentional Teaching Cards 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
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		HEALTH AND HYGIENE
GRADE LEVEL EXPECTATION	3.PM.4.	Develop appropriate health and hygiene skills.
INDICATOR	3.PM.4.1.	Identify foods (real or pictures) that are healthy and less healthy for the body. (3.1) Intentional Teaching Cards LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL51: Pizza
INDICATOR	3.PM.4.2.	Select from a variety of healthy foods that are offered. (3.2) Intentional Teaching Cards LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL51: Pizza
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SOCIAL RELATIONSHIPS
GRADE LEVEL EXPECTATION	3.SE.1.	Develop healthy relationships and interactions with peers and adults.
INDICATOR	3.SE.1.4.	Work or play cooperatively with other children with some direction from adults. (3.4) Intentional Teaching Cards SE10: My Turn at the Microphone
INDICATOR	3.SE.1.10.	Join in with a small group of children. (3.10) 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 LL31: I Went Shopping LL32: Describing Art LL34: Alphabet Books LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL41: Our Names, Our Things LL43: Introducing New Vocabulary

LL44: Rhyming Tubs LL45: Observational Drawing LL46: Storyboard LL47: The Name Game LL49: Vegetable Soup LL53: We're Going on a Trip LL54: Asking Questions LL55: Dance & Remember LL56: Find the Matching Letter LL59: Question Basket LL61: Color Hunt M01: Dinnertime M02: Counting & Comparing M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M14: Patterns M16: Show Me Five M17: Guessing Jar M18: Bounce & Count M20: I'm Thinking of a Shape M21: Geoboards M25: The Long and Short of It M31: Lining It Up M32: Which Container Holds More? M34: Cover Up M36: We're Going on an Adventure M38: Patterns Under Cover M39: Let's Go Fishing M40: Cube Trains M41: Making Numerals M42: Straw Shapes M44: Musical Water M45: Picture Patterns M46: Nesting Dolls M47: My Shadow and I M48: Wash Day M49: Balancing Act M50: The Farmer Builds a Fence M53: Black Bean Corn Salad M54: Gingerbread Cookies M56: Where's the Beanbag? M58: Missing Lids M59: More or Fewer Towers M60: Morning, Noon, and Night 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!

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		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
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-CONCEPT AND SELF-EFFICACY
GRADE LEVEL	3.SE.2.	Develop positive self-identify and sense of belonging.
EXPECTATION		
INDICATOR	3.SE.2.1.	Recognize self in terms of basic preferences, characteristics, and skills. (3.1)
		Intentional Teaching Cards LL41: Our Names, Our Things
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-CONCEPT AND SELF-EFFICACY
GRADE LEVEL EXPECTATION	3.SE.3.	Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.
INDICATOR	3.SE.3.3.	Make choices between two or three options (e.g., chooses milk or juice). (3.3)
		Intentional Teaching Cards SE08: Group Problem Solving
		SE09: Big Rule, Little Rule
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
	J.JE.	SELF-REGULATION
GLE / PROFICIENCY	2 CE 4	
GRADE LEVEL EXPECTATION	3.SE.4.	Regulate own emotions and behavior.
INDICATOR	3.SE.4.1.	Recognize and name basic emotions (happy, mad, sad) in self. (3.1)
		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
	<u> </u>	SE10: My Turn at the Microphone

3.SE.4.2.	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 Express own ideas, interests, and feelings through words or actions. (3.2) 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
3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
2.05.5	SELF-REGULATION
	Regulate attention, impulses, and behavior.
3.SE.5.1.	With prompting and support, follow rules and routines. (3.1) 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
	3.SE.4.2. 3.SE.5. 3.SE.5.1.

INDICATOR	3.SE.5.2.	With prompting and support, respond appropriately during teacher- guided and child- initiated activities. (3.2)
		Intentional Teaching Cards SE10: My Turn at the Microphone
INDICATOR	3.SE.5.3.	Cooperate and begin to focus attention during teacher-guided and child-initiated activities. (3.3)
		Intentional Teaching Cards SE10: My Turn at the Microphone
CONTENT STANDARD	LA.EC.4.	Four-Year-Olds
BENCHMARK / GLE	4.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL	4.AL.3.	Recognize, understand, and analyze a problem and draw on
EXPECTATION		knowledge or experience to seek solutions.
INDICATOR	4.AL.3.2.	Apply prior knowledge and experiences to learn new skills during play. (4.2)
		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	4.AL.3.3.	Use a variety of strategies to investigate possible solutions, to accomplish a task, or to solve a problem. (4.3)
		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
BENCHMARK / GLE	4.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL	4.AL.4.	Demonstrate creative thinking when using materials, solving
EXPECTATION		problems, and/or learning new information.
INDICATOR	4.AL.4.1.	Express unique ideas and approach tasks and experiences with flexibility, imagination and inventiveness. (4.1)
		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
		SE13: Connect Resolution SE14: Playing Together
INDICATOR	4.AL.4.2.	Gather information and ask complex questions in order to
		understand a new or familiar concept. (4.2)

	1	Intentional Tasakina Carl-
		Intentional Teaching Cards LL01: Shared Writing
		LL54: Asking Questions
		LL63: Investigating & Recording
		SE01: Site Visits
		SE10: My Turn at the Microphone
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL	4.CC.1.	Develop an appreciation for music and participate in music and
EXPECTATION		movement activities that represent a variety of the cultures and the home languages of the children in the classroom.
INDICATOR	4.CC.1.1.	Express thoughts and feelings through movement and musical activities. (4.1)
		Intentional Teaching Cards LL14: Did You Ever See? P12: Exploring Pathways
INDICATOR	4.CC.1.2.	Participate in different types of music activities, including songs, finger plays, and playing instruments. (4.2)
		Intentional Teaching Cards
		LL10: Rhyming Chart LL12: Same Sound Sort
		LL12: Same Sound Soft 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	4.CC.1.4.	Describe changes in tone, melody, rhythm, and tempo. (4.4)
		Intentional Teaching Cards LL14: Did You Ever See?
		P12: Exploring Pathways
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BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY	4.00.0	CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	4.CC.2.	Develop an appreciation for visual arts from different culture and create various forms of visual arts.
INDICATOR	4.CC.2.1.	Observe and/or describe what they like and do not like about various forms of art and how it makes them feel. (4.1)
		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?
		LETO. WHAT S MISSING:

LL19: Silly Names LL20: Baggie Books LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL27: Writing Poems LL29: Making My Name LL30: Knowing Our Friends LL32: Describing Art LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL39: My Daily Journal LL40: What Was for Breakfast? LL41: Our Names, Our Things LL42: Daily Sign-In LL43: Introducing New Vocabulary LL45: Observational Drawing LL46: Storyboard LL49: Vegetable Soup LL53: We're Going on a Trip LL54: Asking Questions LL56: Find the Matching Letter LL57: Photo Writing LL62: Retelling Wordless Books LL63: Investigating & Recording M01: Dinnertime M02: Counting & Comparing M03: Seek & Find M06: Tallying M07: Ice Cubes M08: Baggie Ice Cream M11: Graphing M13: Nursery Rhyme Count M14: Patterns M16: Show Me Five M17: Guessing Jar M24: Matzo Balls M25: The Long and Short of It M27: Peach Cobbler M28: Applesauce M29: Apple Bread M31: Lining It Up M33: Apple Oat Muffins M34: Cover Up M36: We're Going on an Adventure M38: Patterns Under Cover M40: Cube Trains M43: Pancakes M45: Picture Patterns M47: My Shadow and I M48: Wash Day M51: Can You Find It? M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M56: Where's the Beanbag? M57: Yogurt Fruit Dip M59: More or Fewer Towers M60: Morning, Noon, and Night M62: How Big Around? M63: Fishing Trip

M64: Five-Layer Dip

		M65: Cornbread
		M66: OobECk
		M67: Fruit Smoothies
		M68: Trail Mix
		M69: Cream Cheese & Strawberry Snacks
		M70: Egg Salad
		M71: Flat Bread
		M72: Macaroni & Cheese
		M73: Oatmeal Raisin Cookies
		M74: Vegetable Stir Fry
		M75: Sugar Cookies
		M76: Orange Banana Yogurt Pops
		P01: Let's Sew
		P07: Balloon Catch
		P09: Up and Away
		P10: Jumping Rope P15: Dribble Kick
		P22: Follow the Leader
		P23: Ways to Travel
		P25: Kick Hard
		P26: Keep It Up P33: Obstacle Course
		SE01: Site Visits
		SE02: Look Who's Here!
		SE04: Actively Listening to Children
		SE05: Character Feelings
		SE06: Talk About Feelings
		SE07: Good-Byes
		SE15: Making Choices
		SE20: Cleanup Time
		SE21: Sunshine Message Board
		SE26: Making A Mural
		The same of the sa
INDICATOR	4.CC.2.2.	Describe specific elements of a piece of art (e.g., texture, use of colors, line, perspective, position of objects included). (4.2)
INDICATOR	4.CC.2.2.	colors, line, perspective, position of objects included). (4.2)
INDICATOR	4.CC.2.2.	colors, line, perspective, position of objects included). (4.2) Intentional Teaching Cards
INDICATOR	4.CC.2.2.	colors, line, perspective, position of objects included). (4.2) Intentional Teaching Cards LL01: Shared Writing
INDICATOR	4.CC.2.2.	colors, line, perspective, position of objects included). (4.2) Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing
INDICATOR	4.CC.2.2.	colors, line, perspective, position of objects included). (4.2) Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking
INDICATOR	4.CC.2.2.	colors, line, perspective, position of objects included). (4.2) Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking LL06: Dramatic Story Retelling
INDICATOR	4.CC.2.2.	colors, line, perspective, position of objects included). (4.2) Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking LL06: Dramatic Story Retelling LL08: Memory Games
INDICATOR	4.CC.2.2.	colors, line, perspective, position of objects included). (4.2) Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking LL06: Dramatic Story Retelling LL08: Memory Games LL10: Rhyming Chart
INDICATOR	4.CC.2.2.	colors, line, perspective, position of objects included). (4.2) Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking LL06: Dramatic Story Retelling LL08: Memory Games LL10: Rhyming Chart LL11: Rhyming Riddles
INDICATOR	4.CC.2.2.	colors, line, perspective, position of objects included). (4.2) 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?
INDICATOR	4.CC.2.2.	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
INDICATOR	4.CC.2.2.	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?
INDICATOR	4.CC.2.2.	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 LL19: Silly Names
INDICATOR	4.CC.2.2.	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
INDICATOR	4.CC.2.2.	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
INDICATOR	4.CC.2.2.	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 LL24: Lemonade
INDICATOR	4.CC.2.2.	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 LL24: Lemonade LL25: What's for Snack?
INDICATOR	4.CC.2.2.	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 LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web
INDICATOR	4.CC.2.2.	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 LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL27: Writing Poems
INDICATOR	4.CC.2.2.	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 LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL27: Writing Poems LL29: Making My Name
INDICATOR	4.CC.2.2.	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 LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL27: Writing Poems LL29: Making My Name LL30: Knowing Our Friends
INDICATOR	4.CC.2.2.	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 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
INDICATOR	4.CC.2.2.	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 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
INDICATOR	4.CC.2.2.	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 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
INDICATOR	4.CC.2.2.	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 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
INDICATOR	4.CC.2.2.	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 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
INDICATOR	4.CC.2.2.	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 LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL27: Writing Poems LL29: Making My Name LL30: Knowing Our Friends LL31: Playing Art LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL39: My Daily Journal
INDICATOR	4.CC.2.2.	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 LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL27: Writing Poems LL29: Making My Name LL30: Knowing Our Friends LL31: Salsa LL37: Roll-Ups LL38: Hummus LL39: My Daily Journal LL40: What Was for Breakfast?
INDICATOR	4.CC.2.2.	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 LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL27: Writing Poems LL29: Making My Name LL30: Knowing Our Friends LL30: Salsa LL37: Roll-Ups LL38: Hummus LL39: My Daily Journal LL40: What Was for Breakfast? LL41: Our Names, Our Things
INDICATOR	4.CC.2.2.	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 LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL27: Writing Poems LL29: Making My Name LL30: Knowing Our Friends LL31: Salsa LL37: Roll-Ups LL38: Hummus LL39: My Daily Journal LL40: What Was for Breakfast?

LL45: Observational Drawing LL46: Storyboard LL49: Vegetable Soup LL53: We're Going on a Trip LL54: Asking Questions LL56: Find the Matching Letter LL57: Photo Writing LL62: Retelling Wordless Books LL63: Investigating & Recording M01: Dinnertime M02: Counting & Comparing M03: Seek & Find M06: Tallying M07: Ice Cubes M08: Baggie Ice Cream M11: Graphing M13: Nursery Rhyme Count M14: Patterns M16: Show Me Five M17: Guessing Jar M24: Matzo Balls M25: The Long and Short of It M27: Peach Cobbler M28: Applesauce M29: Apple Bread M31: Lining It Up M33: Apple Oat Muffins M34: Cover Up M36: We're Going on an Adventure M38: Patterns Under Cover M40: Cube Trains M43: Pancakes M45: Picture Patterns M47: My Shadow and I M48: Wash Day M51: Can You Find It? M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M56: Where's the Beanbag? M57: Yogurt Fruit Dip M59: More or Fewer Towers M60: Morning, Noon, and Night M62: How Big Around? M63: Fishing Trip M64: Five-Layer Dip M65: Cornbread M66: OobECk M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P01: Let's Sew P07: Balloon Catch P09: Up and Away P10: Jumping Rope P15: Dribble Kick P22: Follow the Leader P23: Ways to Travel

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INDICATOR	4.CC.2.3.	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 Create artistic works that reflect thoughts, feelings, experiences, or knowledge using different materials, tools and techniques. (4.3) 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
		LL60: Writing with Wordless Books
		LL63: Investigating & Recording
		M07: Ice Cubes M15: Play Dough
		M34: Cover Up
		M42: Straw Shapes
		M45: Picture Patterns M60: Morning, Noon, and Night
		M78: Math Collage
		P01: Let's Sew
		P02: Play Dough Weaving
		P08: Cutting With Scissors P30: Mixing Paints
		P31: Tie-Dyed Towels
		P32: Math Journal
		SE01: Site Visits SE07: Good-Byes
		SE15: Making Choices
		SE21: Sunshine Message Board
		SE26: Making A Mural
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY	4.00.2	CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	4.CC.3.	Explore roles and experiences through dramatic art and play.
INDICATOR	4.CC.3.1.	Experience, respond to, and engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, pantomime, theater). (4.1)
		Intentional Teaching Cards LL05: Jumping Beans
		LL17: Walk a Letter
		LL30: Knowing Our Friends
		LL31: I Went Shopping LL46: Storyboard
		LL52: Tap It, Clap It, Stomp It, Jump It
		LL55: Dance & 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 P12: Exploring Pathways 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!
INDICATOR	4.CC.3.2.	Role play or use puppets to act out stories or play a character. (4.2) Intentional Teaching Cards LL05: Jumping Beans LL17: Walk a Letter LL30: Knowing Our Friends LL31: I Went Shopping LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember M01: Dinnertime M15: Play Dough M35: Action Patterns M36: We're Going on an Adventure M37: Secret Numbers M39: Let's Go Fishing M47: My Shadow and I M50: The Farmer Builds a Fence M55: Stepping Stones M63: Fishing Trip P13: Punting P14: Moving Through the Forest P20: Body Shapes & Sizes P23: Ways to Travel P27: Galloping SE04: Actively Listening to Children SE05: Character Feelings SE08: Group Problem Solving SE09: Big Rule, Little Rule SE24: I Don't Like That!
INDICATOR	4.CC.3.3.	Represent fantasy and real-life experiences through pretend play. (4.3) Intentional Teaching Cards LL53: We're Going on a Trip M36: We're Going on an Adventure
INDICATOR	4.CC.3.4.	Use objects to represent other objects. (4.4) Intentional Teaching Cards LL53: We're Going on a Trip
		M36: We're Going on an Adventure
BENCHMARK / GLE	4.C.	M36: We're Going on an Adventure COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

GRADE LEVEL	4.CM.1.	Understand numbers, ways of representing numbers, and
EXPECTATION		relationships between number and quantities.
INDICATOR	4.CM.1.1.	Verbally count by ones to 20. (4.1)
		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
		M39: Let's Go Fishing
		M61: Shake, Rattle, and Roll M63: Fishing Trip
		M68: Trail Mix M77: Board Games
		M77: Board Games M78: Math Collage SE02: Look Who's Here!
INDICATOR	4.CM.1.2.	Count forward from a given number between 1 and 10, and count backward from 5. (4.2)
		Intentional Teaching Cards LL24: Lemonade LL35: Fruit Salad
		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

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		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	4.CM.1.3.	Understand that the last number named tells the number of objects
		counted for a set of 10 or fewer objects. (4.3)
		Intentional Teaching Cards
		M16: Show Me Five
INDICATOR	4.CM.1.4.	Count out a specified number of objects from a set of 10 or fewer
INDIOATOR	4.0111.1.4.	objects when asked. (4.4)
		Intentional Teaching Cards M16: Show Me Five
INDICATOR	4.CM.1.5.	Identify written numerals 0-10 in the everyday environment. (4.5)
		Intentional Teaching Cards
		M04: Number Cards
		M37: Secret Numbers
		M41: Making Numerals
		M63: Fishing Trip
		M79: Ping-Pong Pick-Up
INDICATOR	4.CM.1.6.	With prompting and support, match a number of objects with the correct written numeral from 0 – 10. (4.6)
		551750t William I amoral 11511 5 15. (4.5)
		Intentional Teaching Cards
		M04: Number Cards
INDICATOR	4.CM.1.7.	Compare sets of objects using same/different and more/less/fewer.
		(4.7)
		Intentional Tasaking Cords
		Intentional Teaching Cards LL49: Vegetable Soup
		M02: Counting & Comparing
		M03: Seek & Find
		M59: More or Fewer Towers
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL	4.CM.2.	Understand basic patterns, concepts, and operations.
EXPECTATION		onacionalia bacio pattorio, concepto, ana operationo
INDICATOR	4.CM.2.1.	Recognize, copy, and extend patterns. (4.1)
		Intentional Teaching Cards
		LL31: I Went Shopping
		M14: Patterns
		M35: Action Patterns
		M38: Patterns Under Cover
		M40: Cube Trains
		M45: Picture Patterns
INDICATOR	4.CM.2.3.	Use concrete objects to demonstrate simple addition and
		subtraction problems that total 6 or fewer. (4.3)
		·
		Intentional Teaching Cards
		M01: Dinnertime
		M13: Nursery Rhyme Count

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		M22: Story Problems M63: Fishing Trip
		M77: Board Games
		M78: Math Collage
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.3.	Understand attributes and relative properties of objects as related to size, capacity, and area.
INDICATOR	4.CM.3.1.	Describe measurable attributes (length and weight) of objects and materials, using comparative words. (4.1)
		Intentional Teaching Cards M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To
		M12: Measure & Compare
		M25: The Long and Short of It
		M26: Huff & Puff M31: Lining It Up
		M32: Which Container Holds More?
		M44: Musical Water
		M49: Balancing Act M52: Modeling Clay
		M53: Black Bean Corn Salad
		M54: Gingerbread Cookies
		M57: Yogurt Fruit Dip M62: How Big Around?
		P32: Math Journal
INDICATOR	4.CM.3.2.	Put up to six objects in order by length (seriate). (4.2)
		Intentional Teaching Cards
		M07: Ice Cubes
		M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare
		M25: The Long and Short of It
		M26: Huff & Puff
		M31: Lining It Up M62: How Big Around?
		P32: Math Journal
INDICATOR	4.CM.3.4.	Participate in measurement activities using standard measurement tools to measure the length and weight of objects and materials (ruler, scale, measuring cup). (4.4)
		Intentional Teaching Cards
		M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To
		M26: Huff & Puff
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.4.	Understand shapes, their properties, and how objects are related to one another in space.
INDICATOR	4.CM.4.1.	Identify and name at least the four basic shapes (rectangles,
		squares, circles, and triangles) when presented using different sizes and in different orientations. (4.1)
		Intentional Teaching Cards M21: Geoboards
		M23: Putting Puzzles Together
		M30: Buried Shapes
		M42: Straw Shapes M47: My Shadow and I
		M50: The Farmer Builds a Fence
		M61: Shake, Rattle, and Roll

INDICATOR	4.CM.4.4.	Combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to make a square, take two halves of a rectangle apart and recognize that pieces are two other shapes). (4.4) Intentional Teaching Cards M30: Buried Shapes
INDICATOR	4.CM.4.5.	Use and understand positions of objects, self and other people in space, including in/on, over/under, up/down, inside/outside, beside/between, and in front/behind. (4.5) Intentional Teaching Cards M01: Dinnertime M36: We're Going on an Adventure M47: My Shadow and I M51: Can You Find It? M55: Stepping Stones M56: Where's the Beanbag?
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	4.CS.1.	Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).
INDICATOR	4.CS.1.2.	Use equipment and tools to gather information and extend sensory observations of living things, objects, materials, changes that take place and relationships. (4.2) Intentional Teaching Cards LL15: Textured Letters LL24: Lemonade LL25: What's for Snack? LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL61: Color Hunt LL63: Investigating & Recording M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M07: Ice Cubes M08: Baggie Ice Cream M09: Bigger Than, Smaller Than, Equal To M10: Biscuits M11: Graphing M12: Measure & Compare M15: Play Dough M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M32: Which Container Holds More? M33: Apple Oat Muffins M34: Cover Up M43: Pancakes M44: Musical Water M45: Picture Patterns

		M49: Balancing Act M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M58: Missing Lids M65: Cornbread M66: OobECk M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P01: Let's Sew P02: Play Dough Weaving SE01: Site Visits
INDICATOR	4.CS.1.3.	Show an understanding of cause and effect relationships and use this understanding to predict what will happen as a result of an action and to solve simple problems. (4.3) Intentional Teaching Cards M26: Huff & Puff
INDICATOR	4.CS.1.4.	Use prior knowledge and experiences to generate questions, hypothesize, predict, and draw conclusions about living creatures, objects, materials and changes observed in the environment. (4.4) Intentional Teaching Cards LL54: Asking Questions SE01: Site Visits
INDICATOR	4.CS.1.5.	Intentional Teaching Cards LL07: Letters, Letters, Letters LL24: Lemonade LL25: What's for Snack? LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL61: Color Hunt LL63: Investigating & Recording M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M07: Ice Cubes M08: Baggie Ice Cream M09: Bigger Than, Smaller Than, Equal To M10: Biscuits M12: Measure & Compare M15: Play Dough M18: Bounce & Count M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread

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		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
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		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
INDICATOR	4.CS.1.7.	With prompting and support, use scientific vocabulary words to
		describe steps in the scientific process (e.g., "observation,"
		"experiment," "hypothesis," "conclusion"). (4.7)
		Intentional Teaching Cards
		LL43: Introducing New Vocabulary
		LL53: We're Going on a Trip
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	4.CS.2.	Acquire scientific knowledge related to physical science (properties of objects and materials).
INDICATOR	4.CS.2.3.	Explore and describe sources of energy such as lights, bells and other sources of sound. (4.3)
		other sources or sound. (4.0)
		Intentional Teaching Cards
		M44: Musical Water
INDICATOR	4.CS.2.4.	Experiment with balls, toys and other objects to see which objects
		move faster, what conditions make them move faster and what
		makes them move slower. (4.4)
		Intentional Teaching Cards
		P12: Exploring Pathways
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL	4.CS.3.	Acquire scientific knowledge related to life science (properties of
EXPECTATION		living things).
INDICATOR	4.CS.3.3.	Carry out classroom routines to care for living creatures and/or
		plants with limited direction from adults (e.g., feed the fish or
		hamster, water plants in the classroom). (4.3)
		Intentional Teaching Cards
		LL53: We're Going on a Trip
INDICATOR	4.CS.3.4.	Describe and follow guidelines for how to interact with living
		creatures appropriately (e.g., hold the hamster gently, observe the
		fish without tapping the fish bowl). (4.4)
		Intentional Tasaking Conda
		Intentional Teaching Cards LL53: We're Going on a Trip
I		

INDICATOR	4.CS.3.5.	Describe plants' and living creatures' life cycles. (4.5)
		Intentional Teaching Cards LL24: Lemonade
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY	4.6.	
	4.000.0	SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.3.	Develop an awareness of geographic locations, maps, and landforms.
INDICATOR	4.CSS.3.2.	Create representations of places, landforms, and roads he/she has seen through drawings and play activities. (4.2) Intentional Teaching Cards LL04: Bookmaking LL13: Shaving Cream Letters LL39: My Daily Journal LL40: What Was for Breakfast? LL45: Observational Drawing LL46: Storyboard LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording M07: Ice Cubes M34: Cover Up M42: Straw Shapes M45: Picture Patterns P02: Play Dough Weaving P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal SE01: Site Visits SE07: Good-Byes SE15: Making Choices SE21: Sunshine Message Board
INDICATOR	4.CSS.3.5.	With guidance and support, create a simple drawing that shows the relative location of specific objects and/or features in a familiar environment such as a classroom or playground. (4.5) Intentional Teaching Cards LL04: Bookmaking LL13: Shaving Cream Letters LL39: My Daily Journal LL40: What Was for Breakfast? LL45: Observational Drawing LL46: Storyboard LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording M07: Ice Cubes M34: Cover Up M42: Straw Shapes M45: Picture Patterns P02: Play Dough Weaving P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal SE01: Site Visits SE07: Good-Byes SE15: Making Choices SE21: Sunshine Message Board

BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.4.	Demonstrate awareness of culture and other characteristics of groups of people.
INDICATOR	4.CSS.4.1.	Explore music, dance, dress, foods, and traditions of own family and other cultures. (4.1) Intentional Teaching Cards LL14: Did You Ever See? P12: Exploring Pathways
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY	4.0.	SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.5.	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
INDICATOR	4.CSS.5.3.	Follow rules that have been established. (4.3) 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
INDICATOR	4.CSS.5.4.	Participate in conversations about the importance of rules/ consequences, rights of self, and rights of others. (4.4) 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
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		SPEAKING AND LISTENING
GRADE LEVEL EXPECTATION	4.LL.1.	Comprehend or understand and use language.
INDICATOR	4.LL.1.1.	Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos. (4.1) 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

INDICATOR	4.LL.1.2.	LL53: We're Going on a Trip LL54: Asking Questions M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M15: Play Dough M19: Which Has More? M25: The Long and Short of It M30: Buried Shapes M34: Cover Up M36: We're Going on an Adventure M38: Patterns Under Cover M39: Let's Go Fishing M42: Straw Shapes M47: My Shadow and I M48: Wash Day M55: Stepping Stones M61: Shake, Rattle, and Roll M63: Fishing Trip M76: Orange Banana Yogurt Pops M78: Math Collage SE01: Site Visits SE04: Actively Listening to Children SE06: Talk About Feelings SE07: Good-Byes SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE13: Conflict Resolution SE18: Encouragement SE21: Sunshine Message Board SE25: What Can We Build Together? Listen and respond attentively to conversations. (4.2) Intentional Teaching Cards LL11: Rhyming Riddles M13: Nursery Rhyme Count
		P29: Stop & Go
		SE01: Site Visits SE04: Actively Listening to Children
		SE10: My Turn at the Microphone
INDICATOR	4.LL.1.3.	With guidance and support from adults, follow agreed upon rules for discussions (e.g. listening to others, and taking turns speaking about topics and print under discussion). (4.3)
		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?
INDICATOR	4.LL.1.4.	Actively participate in role-playing, creative dramatics, fingerplays, nursery rhymes, and choral speaking. (4.4)
		Intentional Teaching Cards LL05: Jumping Beans LL17: Walk a Letter

		LL30: Knowing Our Friends LL31: I Went Shopping LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember M01: Dinnertime M15: Play Dough M35: Action Patterns M36: We're Going on an Adventure M37: Secret Numbers M39: Let's Go Fishing M47: My Shadow and I M50: The Farmer Builds a Fence M55: Stepping Stones M63: Fishing Trip P13: Punting P14: Moving Through the Forest P20: Body Shapes & Sizes P23: Ways to Travel P27: Galloping SE04: Actively Listening to Children SE05: Character Feelings SE08: Group Problem Solving SE09: Big Rule, Little Rule SE24: I Don't Like That!
INDICATOR	4.LL.1.5.	Speak audibly and use words, phrases, and/or sentences to express a complete thought that can be clearly understood by most people. (4.5) Intentional Teaching Cards
INDICATOR	4.LL.1.6.	LL14: Did You Ever See…? Ask questions about a specific topic, activity, and/or text read aloud. (4.6)
		Intentional Teaching Cards LL01: Shared Writing LL54: Asking Questions LL63: Investigating & Recording SE01: Site Visits SE10: My Turn at the Microphone
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		LANGUAGE
GRADE LEVEL EXPECTATION	4.LL.2.	Comprehend and use increasingly complex and varied vocabulary.
INDICATOR	4.LL.2.1.	Demonstrate understanding of a variety of concepts, such as opposites, positions, and comparisons. (4.1) Intentional Teaching Cards M44: Musical Water M46: Nesting Dolls M48: Wash Day M49: Balancing Act M58: Missing Lids M59: More or Fewer Towers
INDICATOR	4.LL.2.2.	Use new vocabulary acquired through conversations, activities, or listening to texts read aloud. (4.2) 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: Weff & Going on an Adventure M32: Straw Shapes M34: Pancakes M34: Pancakes M34: Pancakes M35: Nosting Dolls M37: My Shadow and I M39: Balancing Act M39: Stepping Stones M36: Where's the Beambag? M36: Where's the Beambag? M36: Where's the Beambag? M36: Where's the Beambag? M37: My Shadow and I M39: Missing Lids M39: More or Fewer Towers M39: More or Grew Towers M39: More or Grew Towers M39: More or Grew Towers M39: More of Tewer Tower M39			
P32: Math Journal P33: Obstacle Course SE17: Supporting Children to Use Their Words SE26: Making A Mural BENCHMARK / GLE 4.LL. LANGUAGE AND LITERACY DEVELOPMENT GLE / PROFICIENCY READING: LITERATURE AND INFORMATION IN PRINT GRADE LEVEL EXPECTATION INDICATOR 4.LL.3. Dewelop an interest in books and their characteristics. Demonstrates how books are read, such as front-to-back and one page at a time. (4.1) Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking LL04: Soilly Names			M17: Guessing Jar M20: I'm Thinking of a Shape M26: Huff & Puff M30: Buried Shapes M36: We're Going on an Adventure M42: Straw Shapes M43: Pancakes M46: Nesting Dolls M47: My Shadow and I M49: Balancing Act M55: Stepping Stones M56: Where's the Beanbag? M58: Missing Lids M59: More or Fewer Towers M50: 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
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 BENCHMARK / GLE 4.LL. LANGUAGE AND LITERACY DEVELOPMENT GLE / PROFICIENCY READING: LITERATURE AND INFORMATION IN PRINT GRADE LEVEL EXPECTATION INDICATOR 4.LL.3. Demonstrates how books are read, such as front-to-back and one page at a time. (4.1) Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking LL19: Silly Names			P13: Punting P14: Moving Through the Forest P15: Dribble Kick P16: Body Part Balance P17: Balance on a Beam
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 BENCHMARK / GLE 4.LL. LANGUAGE AND LITERACY DEVELOPMENT GLE / PROFICIENCY READING: LITERATURE AND INFORMATION IN PRINT GRADE LEVEL EXPECTATION INDICATOR 4.LL.3. Demonstrates how books and their characteristics. EXPECTATION LODGE AND LODGE AND LITERACY DEVELOPMENT LEXPECTATION LITERATURE AND INFORMATION IN PRINT Develop an interest in books and their characteristics. LITERATURE AND INFORMATION IN PRINT Demonstrates how books are read, such as front-to-back and one page at a time. (4.1) Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL02: Desktop Publishing LL04: Bookmaking LL04: Bookmaking LL04: Silly Names			P19: Bounce & Catch P20: Body Shapes & Sizes P21: Hopping P22: Follow the Leader P23: Ways to Travel
P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal P33: Obstacle Course SE17: Supporting Children to Use Their Words SE26: Making A Mural BENCHMARK / GLE 4.LL. LANGUAGE AND LITERACY DEVELOPMENT GLE / PROFICIENCY READING: LITERATURE AND INFORMATION IN PRINT GRADE LEVEL EXPECTATION INDICATOR 4.LL.3. Dewolop an interest in books and their characteristics. EXPECTATION Demonstrates how books are read, such as front-to-back and one page at a time. (4.1) Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL02: Desktop Publishing LL04: Bookmaking LL09: Silly Names			P25: Kick Hard P26: Keep It Up P27: Galloping P28: Balloon Pong
GLE / PROFICIENCY GRADE LEVEL EXPECTATION 4.LL.3. Develop an interest in books and their characteristics. Demonstrates how books are read, such as front-to-back and one page at a time. (4.1) Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking LL19: Silly Names			P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal P33: Obstacle Course SE17: Supporting Children to Use Their Words
GRADE LEVEL EXPECTATION 4.LL.3. Develop an interest in books and their characteristics. Demonstrates how books are read, such as front-to-back and one page at a time. (4.1) Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking LL19: Silly Names	BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
INDICATOR 4.LL.3.1. Demonstrates how books are read, such as front-to-back and one page at a time. (4.1) Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking LL19: Silly Names	GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
page at a time. (4.1) Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking LL19: Silly Names		4.LL.3.	Develop an interest in books and their characteristics.
LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking LL19: Silly Names	INDICATOR	4.LL.3.1.	page at a time. (4.1)
I I 20: Bannie Books			LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking

		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: Apple Bread M33: Apple Oat Muffins M43: Pancakes M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops M77: Board Games M78: Math Collage
INDICATOR	4.LL.3.2.	With prompting and support, describe the role of the author and illustrator of a text. (4.2) Intentional Teaching Cards LL34: Alphabet Books LL38: Hummus SE05: Character Feelings
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY	7.55.	READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL	4.LL.4.	Comprehend stories and information from books and other print
EXPECTATION		materials.
INDICATOR	4.LL.4.1.	With prompting and support, ask and answer questions about print that is read aloud. (4.1) Intentional Teaching Cards LL09: Pocket Storytelling: The Mitten
INDICATOR	4.LL.4.2.	With prompting and support, retell parts of a favorite story in sequence (first, next, and last). (4.2)
		Intentional Teaching Cards

		LL06: Dramatic Story Retelling LL33: Clothesline Storytelling LL62: Retelling Wordless Books
INDICATOR	4.LL.4.3.	With prompting and support, identify characters and some events from a story and several pieces of information from a text read aloud. (4.3)
		Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL33: Clothesline Storytelling LL62: Retelling Wordless Books SE05: Character Feelings
INDICATOR	4.LL.4.5.	Listen to stories or text read aloud and use new vocabulary words in follow-up conversations and activities. (4.5)
		Intentional Teaching Cards LL43: Introducing New Vocabulary LL53: We're Going on a Trip M06: Tallying M55: Stepping Stones
INDICATOR	4.LL.4.7.	With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts. (4.7)
		Intentional Teaching Cards LL05: Jumping Beans LL22: Coupon Match LL33: Clothesline Storytelling LL34: Alphabet Books LL43: Introducing New Vocabulary LL55: Dance & Remember LL60: Writing with Wordless Books LL62: Retelling Wordless Books M07: Ice Cubes M31: Lining It Up M35: Action Patterns M51: Can You Find It? M56: Where's the Beanbag? P16: Body Part Balance P31: Tie-Dyed Towels SE05: Character Feelings SE15: Making Choices SE22: When, Then Statements
INDICATOR	4.LL.4.8.	With prompting and support, discuss basic similarities and differences in print read aloud, including characters, settings, events, and ideas. (4.8) Intentional Teaching Cards M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M34: Cover Up M56: Where's the Beanbag? M62: How Big Around? M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry
INDICATOR	4.LL.4.9.	Based on the title and/or pictures/ illustrations, predict what might happen in a story before it is read. (4.9) Intentional Teaching Cards

		M34: Cover Up SE05: Character Feelings
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	4.LL.5.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	4.LL.5.1.	With prompting and support, demonstrate that print is read left to right and top to bottom. (4.1) Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL104: Bookmaking LL19: Silly Names LL20: Baggie Books LL22: Coupon Match LL23: Playing with Environmental Print LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL33: Clothesline Storytelling LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL41: Our Names, Our Things LL46: Storyboard LL47: The Name Game LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza M08: Baggie Ice Cream M27: Peach Cobbler M28: Applesauce M29: Apple Bread M33: Apple Oat Muffins M43: Pancakes M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M77: Sugar Cookies M77: Board Games M78: Math Collage
INDICATOR	4.LL.5.2.	With limited guidance, track across a page or along printed words from top to bottom and left to right. (4.2) 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
		M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread
		M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad
		M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry
		M75: Sugar Cookies M76: Orange Banana Yogurt Pops M77: Board Games M78: Math Collage
INDICATOR	4.LL.5.4.	With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper- and lower-case letters). (4.4)
		Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL03: Alphabet Cards LL04: Bookmaking LL05: Jumping Beans
		LL07: Letters, Letters LL15: Textured Letters LL17: Walk a Letter LL21: Buried Treasures LL26: Searching the Web
		LL28: Stick Letters LL31: I Went Shopping LL32: Describing Art

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		LL34: Alphabet Books
		LL39: My Daily Journal
		LL40: What Was for Breakfast?
		LL42: Daily Sign-In LL46: Storyboard
		LL47: The Name Game
		LL48: D Is for Door
		LL50: Making Shiny Paint
		LL56: Find the Matching Letter
INDICATOR	4.LL.5.5.	Name at least 26 of the 52 upper-and/or lower-case letters of the
INDICATOR	4.LL.5.5.	alphabet. (4.5)
		Intentional Teaching Cards
		LL02: Desktop Publishing
		LL03: Alphabet Cards
		LL05: Jumping Beans
		LL07: Letters, Letters
		LL15: Textured Letters LL17: Walk a Letter
		LL21: Buried Treasures
		LL26: Searching the Web
		LL28: Stick Letters
		LL31: I Went Shopping
		LL32: Describing Art
		LL34: Alphabet Books
		LL39: My Daily Journal
		LL40: What Was for Breakfast?
		LL42: Daily Sign-In
		LL47: The Name Game
		LL48: D Is for Door
		LL50: Making Shiny Paint
		LL56: Find the Matching Letter
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY	4.LL.	READING: FOUNDATIONAL SKILLS
GLE / PROFICIENCY GRADE LEVEL	4.LL. 4.LL.6.	READING: FOUNDATIONAL SKILLS Demonstrate understanding of different units of sound in language
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GLE / PROFICIENCY GRADE LEVEL		READING: FOUNDATIONAL SKILLS Demonstrate understanding of different units of sound in language (words, syllables, phonemes). With prompting and support, recognize and produce rhyming words.
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	4.LL.6.	READING: FOUNDATIONAL SKILLS Demonstrate understanding of different units of sound in language (words, syllables, phonemes).
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	4.LL.6.	READING: FOUNDATIONAL SKILLS Demonstrate understanding of different units of sound in language (words, syllables, phonemes). With prompting and support, recognize and produce rhyming words. (4.1)
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	4.LL.6.	READING: FOUNDATIONAL SKILLS Demonstrate understanding of different units of sound in language (words, syllables, phonemes). With prompting and support, recognize and produce rhyming words. (4.1) Intentional Teaching Cards
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	4.LL.6.	READING: FOUNDATIONAL SKILLS Demonstrate understanding of different units of sound in language (words, syllables, phonemes). With prompting and support, recognize and produce rhyming words. (4.1) Intentional Teaching Cards LL10: Rhyming Chart
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	4.LL.6.	READING: FOUNDATIONAL SKILLS Demonstrate understanding of different units of sound in language (words, syllables, phonemes). With prompting and support, recognize and produce rhyming words. (4.1) Intentional Teaching Cards LL10: Rhyming Chart LL11: Rhyming Riddles
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	4.LL.6.	READING: FOUNDATIONAL SKILLS Demonstrate understanding of different units of sound in language (words, syllables, phonemes). With prompting and support, recognize and produce rhyming words. (4.1) Intentional Teaching Cards LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	4.LL.6.	READING: FOUNDATIONAL SKILLS Demonstrate understanding of different units of sound in language (words, syllables, phonemes). With prompting and support, recognize and produce rhyming words. (4.1) Intentional Teaching Cards LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort LL14: Did You Ever See?
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	4.LL.6.	READING: FOUNDATIONAL SKILLS Demonstrate understanding of different units of sound in language (words, syllables, phonemes). With prompting and support, recognize and produce rhyming words. (4.1) Intentional Teaching Cards LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	4.LL.6.	READING: FOUNDATIONAL SKILLS Demonstrate understanding of different units of sound in language (words, syllables, phonemes). With prompting and support, recognize and produce rhyming words. (4.1) Intentional Teaching Cards LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort LL14: Did You Ever See? LL27: Writing Poems
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	4.LL.6.	READING: FOUNDATIONAL SKILLS Demonstrate understanding of different units of sound in language (words, syllables, phonemes). With prompting and support, recognize and produce rhyming words. (4.1) 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
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	4.LL.6.	READING: FOUNDATIONAL SKILLS Demonstrate understanding of different units of sound in language (words, syllables, phonemes). With prompting and support, recognize and produce rhyming words. (4.1) 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?
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	4.LL.6.	READING: FOUNDATIONAL SKILLS Demonstrate understanding of different units of sound in language (words, syllables, phonemes). With prompting and support, recognize and produce rhyming words. (4.1) 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
GLE / PROFICIENCY GRADE LEVEL EXPECTATION	4.LL.6.	READING: FOUNDATIONAL SKILLS Demonstrate understanding of different units of sound in language (words, syllables, phonemes). With prompting and support, recognize and produce rhyming words. (4.1) 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?
GLE / PROFICIENCY GRADE LEVEL EXPECTATION INDICATOR	4.LL.6. 4.LL.6.1.	READING: FOUNDATIONAL SKILLS Demonstrate understanding of different units of sound in language (words, syllables, phonemes). With prompting and support, recognize and produce rhyming words. (4.1) 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
GLE / PROFICIENCY GRADE LEVEL EXPECTATION INDICATOR	4.LL.6. 4.LL.6.1.	READING: FOUNDATIONAL SKILLS Demonstrate understanding of different units of sound in language (words, syllables, phonemes). With prompting and support, recognize and produce rhyming words. (4.1) 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 With prompting and support, count, pronounce, blend, and segment
GLE / PROFICIENCY GRADE LEVEL EXPECTATION INDICATOR	4.LL.6. 4.LL.6.1.	READING: FOUNDATIONAL SKILLS Demonstrate understanding of different units of sound in language (words, syllables, phonemes). With prompting and support, recognize and produce rhyming words. (4.1) 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 With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2) Intentional Teaching Cards
GLE / PROFICIENCY GRADE LEVEL EXPECTATION INDICATOR	4.LL.6. 4.LL.6.1.	READING: FOUNDATIONAL SKILLS Demonstrate understanding of different units of sound in language (words, syllables, phonemes). With prompting and support, recognize and produce rhyming words. (4.1) 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 With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2) Intentional Teaching Cards LL07: Letters, Letters, Letters
GLE / PROFICIENCY GRADE LEVEL EXPECTATION INDICATOR	4.LL.6. 4.LL.6.1.	READING: FOUNDATIONAL SKILLS Demonstrate understanding of different units of sound in language (words, syllables, phonemes). With prompting and support, recognize and produce rhyming words. (4.1) 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 With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2) Intentional Teaching Cards LL07: Letters, Letters, Letters LL10: Rhyming Chart
GLE / PROFICIENCY GRADE LEVEL EXPECTATION INDICATOR	4.LL.6. 4.LL.6.1.	READING: FOUNDATIONAL SKILLS Demonstrate understanding of different units of sound in language (words, syllables, phonemes). With prompting and support, recognize and produce rhyming words. (4.1) 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 With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2) Intentional Teaching Cards LL07: Letters, Letters, Letters LL10: Rhyming Chart LL11: Rhyming Riddles
GLE / PROFICIENCY GRADE LEVEL EXPECTATION INDICATOR	4.LL.6. 4.LL.6.1.	READING: FOUNDATIONAL SKILLS Demonstrate understanding of different units of sound in language (words, syllables, phonemes). With prompting and support, recognize and produce rhyming words. (4.1) 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 With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2) Intentional Teaching Cards LL07: Letters, Letters, Letters LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort
GLE / PROFICIENCY GRADE LEVEL EXPECTATION INDICATOR	4.LL.6. 4.LL.6.1.	READING: FOUNDATIONAL SKILLS Demonstrate understanding of different units of sound in language (words, syllables, phonemes). With prompting and support, recognize and produce rhyming words. (4.1) 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 With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2) Intentional Teaching Cards LL07: Letters, Letters, Letters LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort LL16: Tongue Twisters
GLE / PROFICIENCY GRADE LEVEL EXPECTATION INDICATOR	4.LL.6. 4.LL.6.1.	READING: FOUNDATIONAL SKILLS Demonstrate understanding of different units of sound in language (words, syllables, phonemes). With prompting and support, recognize and produce rhyming words. (4.1) 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 With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2) Intentional Teaching Cards LL07: Letters, Letters, Letters LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort LL16: Tongue Twisters LL30: Knowing Our Friends
GLE / PROFICIENCY GRADE LEVEL EXPECTATION INDICATOR	4.LL.6. 4.LL.6.1.	READING: FOUNDATIONAL SKILLS Demonstrate understanding of different units of sound in language (words, syllables, phonemes). With prompting and support, recognize and produce rhyming words. (4.1) 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 With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2) Intentional Teaching Cards LL07: Letters, Letters, Letters LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort LL16: Tongue Twisters LL30: Knowing Our Friends LL47: The Name Game
GLE / PROFICIENCY GRADE LEVEL EXPECTATION INDICATOR	4.LL.6. 4.LL.6.1.	READING: FOUNDATIONAL SKILLS Demonstrate understanding of different units of sound in language (words, syllables, phonemes). With prompting and support, recognize and produce rhyming words. (4.1) 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 With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2) Intentional Teaching Cards LL07: Letters, Letters, Letters LL10: Rhyming Chart LL11: Rhyming Riddles LL12: Same Sound Sort LL16: Tongue Twisters LL30: Knowing Our Friends

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		LL57: Photo Writing
		LL58: Our Super Duper Writing Box LL59: Question Basket
		LL60: Writing with Wordless Books
		LL63: Investigating & Recording
INDICATOR	4.LL.6.3.	With prompting and support, orally blend onset and rime in single syllable spoken words. (4.3)
		Intentional Teaching Cards
		LL07: Letters, Letters
		LL10: Rhyming Chart
		LL11: Rhyming Riddles
		LL12: Same Sound Sort
		LL16: Tongue Twisters LL30: Knowing Our Friends
		LL47: The Name Game
		LL50: Making Shiny Paint
		LL52: Tap It, Clap It, Stomp It, Jump It
		LL57: Photo Writing
		LL58: Our Super Duper Writing Box
		LL59: Question Basket
		LL60: Writing with Wordless Books
		LL63: Investigating & Recording
INDICATOR	4.LL.6.4.	Repeat alliteration during word play in order to recognize words with a common initial (first) sound. (4.4)
		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
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		WRITING
GRADE LEVEL	4.LL.7.	Develop familiarity with writing implements, conventions, and
EXPECTATION		emerging skills to communicate through written representations,
		symbols, and letters.
INDICATOR	4.LL.7.1.	Use a variety of writing tools in an appropriate manner showing increasing muscular control. (4.1)
		Intentional Teaching Cards
		LL03: Alphabet Cards
		LL13: Shaving Cream Letters
		LL34: Alphabet Books
		LL39: My Daily Journal
		LL42: Daily Sign-In
		LL48: D Is for Door LL56: Find the Matching Letter
		LL55: Photo Writing
		LL58: Our Super Duper Writing Box
		LL59: Question Basket
		LL60: Writing with Wordless Books
		LL63: Investigating & Recording
INDICATOR	4.LL.7.2.	Use a combination of drawing, dictating, and/or writing in response
		to a text read aloud, or to tell a story about a life experience or event. (4.2)

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		Intentional Teaching Cards LL04: Bookmaking LL20: Baggie Books LL32: Describing Art LL39: My Daily Journal LL40: What Was for Breakfast? LL42: Daily Sign-In LL45: Observational Drawing LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording P32: Math Journal SE15: Making Choices SE19: Friendship & Love Cards
BENCHMARK / GLE	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	4.PM.1.	Develop large muscle control and coordinate movements in their upper and/or lower body.
INDICATOR	4.PM.1.2.	Use the whole body for balance and motor control when walking, jumping, throwing and climbing. (4.1) 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 Use the whole body for balance and motor control using objects and equipment for a wide range of physical activities. (4.2) 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
BENCHMARK / GLE	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	4.PM.2.	Develop small muscle control and coordination.
INDICATOR	4.PM.2.1.	Use hands, fingers, and wrists to manipulate large and small objects with strength and good control of small muscles. (4.1) 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
INDICATOR	4.PM.2.2.	Coordinate eye and hand movements to perform complex tasks

		(dressing and undressing) or to use everyday tools (e.g., pitchers for pouring or scissors for cutting along a line).(4.2)
		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
BENCHMARK / GLE	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	4.PM.3.	Participate in a variety of physical activities to enhance strength and stamina.
INDICATOR	4.PM.3.2.	Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (4.2)
		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
BENCHMARK / GLE	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		HEALTH AND HYGIENE
GRADE LEVEL	4.PM.4.	Develop appropriate health and hygiene skills.
EXPECTATION		
INDICATOR	4.PM.4.1.	Identify different foods and the corresponding food group according to "My Plate". (4.1)
		Intentional Teaching Cards
		LL35: Fruit Salad
		LL36: Salsa LL37: Roll-Ups
		LL38: Hummus
		LL49: Vegetable Soup
		LL51: Pizza
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SOCIAL RELATIONSHIPS
GRADE LEVEL EXPECTATION	4.SE.1.	Develop healthy relationships and interactions with peers and adults.
INDICATOR	4.SE.1.5.	Play cooperatively with small group of peers for a sustained time. (4.5)
		Intentional Teaching Cards SE10: My Turn at the Microphone
INDICATOR	4.SE.1.6.	Demonstrate cooperation with peers by sharing, taking turns, etc. (4.6)
		Intentional Teaching Cards SE10: My Turn at the Microphone
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-CONCEPT AND SELF-EFFICACY
GRADE LEVEL	4.SE.2.	Develop positive self-identify and sense of belonging.
EXPECTATION		

INDICATOR	4.SE.2.1.	Describe self, referring to characteristics, preferences, thoughts, and feelings. (4.1) Intentional Teaching Cards LL41: Our Names, Our Things
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-CONCEPT AND SELF-EFFICACY
GRADE LEVEL EXPECTATION	4.SE.3.	Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.
INDICATOR	4.SE.3.3.	Make choices or decisions from a range of options. (4.3) Intentional Teaching Cards SE08: Group Problem Solving SE09: Big Rule, Little Rule
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	4.SE.4.	Regulate own emotions and behavior.
INDICATOR	4.SE.4.1.	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
INDICATOR	4.SE.4.2.	Express basic feelings, needs, and wants in a manner that is age-appropriate to the situation. (4.2) 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
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-REGULATION
GRADE LEVEL EXPECTATION	4.SE.5.	Regulate attention, impulses, and behavior.
INDICATOR	4.SE.5.1.	Follow rules and routines and adapt to changes in rules and routines. (4.1) 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: Louisiana's Birth to Five Early Learning & Development Standards

Subject: Early Childhood Education Grade: Ages 3-5

CONTENT STANDARD	LA.EC.3.	Three-Year-Olds
BENCHMARK / GLE	3.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	3.AL.3.	Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.
INDICATOR	3.AL.3.1.	Experiment to see if the same actions have similar effects on different objects. (3.1) Mighty Minutes MM69: The Litter Monster
INDICATOR	3.AL.3.2.	Remember and apply previously learned information to a familiar object, task or situation. (3.2) Mighty Minutes MM69: The Litter Monster
BENCHMARK / GLE	3.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY	J.AL.	REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL	3.AL.4.	Demonstrate creative thinking when using materials, solving
EXPECTATION	3.AL.4.	problems, and/or learning new information.
INDICATOR	3.AL.4.2.	Ask more complex questions for clarification and to seek meaningful information. (3.2)
		Mighty Minutes MM92: Name Cheer MM98: I Have One
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	3.CC.1.	Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.
INDICATOR	3.CC.1.1.	Listen and respond to different types of music (jazz, classical, country lullaby, etc.) through movement. (3.1)
		Mighty Minutes MM66: Musical Junk
INDICATOR	3.CC.1.2.	Participate in songs and finger plays. (3.2) 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
INDICATOR	3.CC.1.3.	MM99: Let's All Follow Use instruments, sounds/words, and/or their bodies to imitate or produce their own beat and/or rhythm. (3.3) Mighty Minutes
		MM66: Musical Junk
INDICATOR	3.CC.1.4.	Identify changes in tempo when listening to music. (3.4) Mighty Minutes MM66: Musical Junk
INDICATOR	3.CC.1.5.	Replicate changes in tempo. (3.5)
INDICATOR	3.00.1.3.	Mighty Minutes MM66: Musical Junk
INDICATOR	3.CC.1.6.	Use instruments, props, and body to respond creatively to music. (3.6) Mighty Minutes MM66: Musical Junk
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	3.CC.2.	Develop an appreciation for visual arts from different culture and create various forms of visual arts.
INDICATOR	3.CC.2.1.	With prompting and support, describe what they like and do not like about various forms of art. (3.1) Mighty Minutes MM59: Clap the Beat MM97: Shape Hunt
INDICATOR	3.CC.2.2.	Describe general features (color, size, objects included) of a piece of art work. (3.2) Mighty Minutes MM59: Clap the Beat MM97: Shape Hunt
INDICATOR	3.CC.2.3.	Create artistic works with different types of art materials, tools and techniques through individual and group art activities. (3.3) Mighty Minutes MM64: Paper Towel Rap

BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	3.CC.3.	Explore roles and experiences through dramatic art and play.
INDICATOR	3.CC.3.1.	Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater). (3.1) Mighty Minutes MM10: Words in Motion MM11: What Is My Job? MM12: Ticky Ricky MM16: Nothing, Nothing, Something MM17: Leaping Sounds MM25: Freeze MM30: Bounce, Bounce, Bounce MM32: Walk the Line MM34: The Wave MM35: My Name, Too! MM36: Body Patterns MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM41: The Imaginary Ball MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM55: There 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 MM81: Let's Make a Cake MM84: Let's Make a Cake MM84: Let's Make a Cake MM84: Let's Make a Cake MM86: Listening Story MM77: Name Cheer MM99: We Like Clapping MM90: Little Miss Muffet MM99: Name Cheer MM99: Name Cheer MM99: Name Cheer MM99: Name Cheer MM99: Let's All Follow
INDICATOR	3.CC.3.2.	With prompting and support, role play or use puppets to act out stories. (3.2) Mighty Minutes MM10: Words in Motion MM11: What Is My Job? MM12: Ticky Ricky

		MM16: Nothing, Nothing, Something
		MM17: Leaping Sounds
		MM25: Freeze
		MM30: Bounce, Bounce
		MM32: Walk the Line
		MM34: The Wave
		MM35: My Name, Too!
		MM36: Body Patterns
		MM37: Little Ball
		MM38: Spatial Patterns
		MM39: Let's Pretend
		MM40: Clap a Friend's Name
		MM41: The Imaginary Ball
		MM42: Come Play With Me
		MM43: Bouncing Big Brown Balls
		MM45: I'm a Sturdy Oak Tree
		MM49: A Tree My Size
		MM51: High in the Tree
		MM53: Three Rowdy Children
		MM57: Find the Letter Sound
		MM58: A-Hunting We Will Go
		MM59: Clap the Beat
		MM60: The Name Dance
		MM63: Going on a Journey
		MM65: People Patterns
		MM67: Let's Stick Together
		MM70: The Kids Go Marching In
		MM72: My Body Jumps
		MM73: Are You Ready?
		MM74: Jack in the Box
		MM75: Busy Bees
		MM78: Hello Friends
		MM79: Here Is the Beehive
		MM81: Humpty Dumpty
		MM83: Let's Make a Cake
		MM84: Let's Make Letters
		MM86: Listening Story
		MM87: One, Two, Buckle My Shoe
		MM89: We Like Clapping MM90: Little Miss Muffet
		MM91: Move to the Beat
		MM92: Name Cheer
		MM93: Oh, Dear! What Can the Matter Be?
		MM96: The Old Man
		MM97: Shape Hunt
		MM99: Let's All Follow
INDICATOR	3.CC.3.3.	Recreate real-life experiences (that may reflect their home culture or
		language) through pretend play. (3.3)
		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	3.CC.3.4.	Use one object to represent another object. (3.4)
		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
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL	3.CM.1.	Understand numbers, ways of representing numbers, and
EXPECTATION	2 014 4 4	relationships between number and quantities.
INDICATOR	3.CM.1.1.	Verbally counts by ones to 10. (3.1) Mighty Minutes MM05: Silly Willy Walking MM07: Hippity, Hoppity, How Many? MM10: Words in Motion MM28: Counting Calisthenics MM29: Baa, Baa, Black Sheep MM37: Little Ball MM42: Come Play With Me MM79: Here Is the Beehive MM87: One, Two, Buckle My Shoe MM89: We Like Clapping MM95: Sorting Syllables MM96: The Old Man
INDICATOR	3.CM.1.2.	With prompting and support, count up to 5 and then backwards from 5. (3.2) Mighty Minutes MM05: Silly Willy Walking MM07: Hippity, Hoppity, How Many? MM10: Words in Motion MM28: Counting Calisthenics MM29: Baa, Baa, Black Sheep MM37: Little Ball MM42: Come Play With Me MM79: Here Is the Beehive MM87: One, Two, Buckle My Shoe MM89: We Like Clapping MM95: Sorting Syllables MM96: The Old Man
INDICATOR	3.CM.1.5.	Identify some written numerals but not in sequence. (3.5) Mighty Minutes MM04: Riddle Dee Dee MM80: Hickory, Dickory Dock
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.2.	Understand basic patterns, concepts, and operations.
INDICATOR	3.CM.2.1.	Copy a simple repeating pattern (e.g., stringing beads, placing blocks in a row, clapping a rhythm). (3.1) Mighty Minutes MM26: Echo Clapping MM36: Body Patterns MM59: Clap the Beat MM65: People Patterns
INDICATOR	3.CM.2.2.	Sort and classify five or more objects by one feature into two or more groups based on observable/physical characteristics (e.g., group toy animals into piles of bears, cats, and dogs) and explain or label each group. (3.2) Mighty Minutes MM02: Just Like Mine
INDICATOR	3.CM.2.3.	Use objects to demonstrate adding and subtracting of one or two objects to a group of objects that total 3 or fewer. (3.3) Mighty Minutes

		MM42: Come Play With Me MM51: High in the Tree MM53: Three Rowdy Children
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.3.	Understand attributes and relative properties of objects as related to size, capacity, and area.
INDICATOR	3.CM.3.1.	Describe some measurable attributes (length and weight) of objects and materials (e.g. big/little, long/short, heavy/not heavy). (3.1) Mighty Minutes MM19: I Spy With My Little Eye MM49: A Tree My Size MM75: Busy Bees
INDICATOR	3.CM.3.2.	Compare the size or weight of more than two objects and describe which one is longer/taller/shorter/ heavier/lighter. (3.2) Mighty Minutes MM19: I Spy With My Little Eye MM49: A Tree My Size MM75: Busy Bees
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	3.CM.4.	Understand shapes, their properties, and how objects are related to one another in space.
INDICATOR	3.CM.4.6.	Identify positions of objects, self and other people in space (e.g., in/on, over/under, up/down, and inside/outside. (3.6) Mighty Minutes MM19: I Spy With My Little Eye MM38: Spatial Patterns MM62: Where Can He Be? MM86: Listening Story
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.1.	Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).
INDICATOR	3.CS.1.1.	Use all five senses to observe living things, objects, materials, changes that take place, and relationships. (3.1) Mighty Minutes MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM48: Feely Box MM97: Shape Hunt
INDICATOR	3.CS.1.2.	Describe what they see, hear, and are able to touch in the environment and group materials/objects according to observed features. (3.2) Mighty Minutes MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM48: Feely Box MM66: Musical Junk MM76: Describing Things MM97: Shape Hunt
INDICATOR	3.CS.1.3.	Use simple tools to investigate and gather information on living things, objects, materials, and changes that take place (e.g., magnifying glass, sifter, magnets). (3.3)

		Mighty Minutes MM66: Musical Junk
INDICATOR	3.CS.1.4.	Show an understanding of cause and effect relationships that are observed immediately. (3.4) Mighty Minutes
		MM67: Let's Stick Together
INDICATOR	3.CS.1.5.	With prompting and support, talk about cause and effect relationships that are not immediately observable (e.g., that a plant wilted because it was not watered). (3.5) Mighty Minutes
		MM67: Let's Stick Together
INDICATOR	3.CS.1.6.	Ask why and how questions and offer ideas about living creatures, objects, materials and changes they see, hear and/or feel. (3.6) Mighty Minutes MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM48: Feely Box MM66: Musical Junk MM76: Describing Things MM97: Shape Hunt
INDICATOR	3.CS.1.7.	Participate in simple scientific investigations. (3.7)
		Mighty Minutes MM66: Musical Junk
INDICATOR	3.CS.1.9.	With prompting and support, talk about the meaning of words that are related to the scientific process (e.g., "observation," "experiment"). (3.9) Mighty Minutes MM13: Simon Says MM63: Going on a Journey MM69: The Litter Monster MM71: Recycle Song
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.2.	Acquire scientific knowledge related to physical science (properties of objects and materials).
INDICATOR	3.CS.2.3.	With prompting and support, observe and talk about sources of energy and how they affect objects and materials (e.g., lights, bells and other sources of sound, etc.). (3.3) Mighty Minutes MM66: Musical Junk
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	3.CS.3.	Acquire scientific knowledge related to life science (properties of living things).
INDICATOR	3.CS.3.1.	With prompting and support, explore, observe, and describe a variety of living creatures and plants. (3.1) Mighty Minutes MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM94: Old MacDonald
INDICATOR	3.CS.3.2.	Sort living creatures and plants according to at least one characteristic (e.g., size, four-legged animals, hard/soft, etc.). (3.2)

INDICATOR	3.CS.3.5.	Mighty Minutes MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM94: Old MacDonald Observe very young plants or living creatures over an extended period of time and describe how the plant/living creature changes. (3.5) Mighty Minutes MM08: Clap the Missing Word MM10: Words in Motion MM13: Simon Says MM14: Scat Singing MM16: Nothing, Nothing, Something
		MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM56: I Had a Little Nut Tree MM63: Going on a Journey MM94: Old MacDonald
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.4.	Demonstrate awareness of culture and other characteristics of groups of people.
INDICATOR	3.CSS.4.1.	Participate in music, dance, and other traditions from various cultures. (3.1) Mighty Minutes MM10: Words in Motion MM34: The Wave MM66: Musical Junk MM67: Let's Stick Together
BENCHMARK / GLE	3.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	3.CSS.5.	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
INDICATOR	3.CSS.5.1.	Describe classroom and/or home responsibilities (e.g., "I pick up toys" or "I set the table."). (3.1) Mighty Minutes MM69: The Litter Monster
INDICATOR	3.CSS.5.2.	With prompting from adult, carry out routines and responsibilities in the classroom (e.g., cleaning up, care of plants and/or animals, setting out snack). (3.2) Mighty Minutes MM69: The Litter Monster
INDICATOR	3.CSS.5.6.	Describe the roles of various familiar community helpers/workers. (3.6) Mighty Minutes MM01: The People in Your Neighborhood MM11: What Is My Job?
INDICATOR	3.CSS.5.7.	Imitate the roles of familiar community workers. (3.7) Mighty Minutes MM01: The People in Your Neighborhood MM11: What Is My Job?

BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		SPEAKING AND LISTENING
GRADE LEVEL EXPECTATION	3.LL.1.	Comprehend or understand and use language.
INDICATOR	3.LL.1.1.	Follow two-step directions. (3.1) Mighty Minutes MM10: Words in Motion MM13: Simon Says MM28: Counting Calisthenics
INDICATOR	3.LL.1.2.	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
INDICATOR	3.LL.1.3.	Answer some simple "who", "what" and "where" questions. (3.3) 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
INDICATOR	3.LL.1.4.	Listen and respond attentively to simple conversations. (3.4) Mighty Minutes MM18: I'm Thinking Of MM21: Hully Gully, How Many? MM45: I'm a Sturdy Oak Tree MM66: Musical Junk MM68: I Have a Secret MM74: Jack in the Box MM82: Let's Clean Up! MM90: Little Miss Muffet
INDICATOR	3.LL.1.5.	Use phrases and/or simple sentences and questions. (3.5) Mighty Minutes MM92: Name Cheer MM98: I Have One
INDICATOR	3.LL.1.6.	Ask "why" questions. (3.6) Mighty Minutes MM92: Name Cheer

		MM98: I Have One
INDICATOR	3.LL.1.7.	With prompting and support, act out familiar stories, rhymes and fingerplays. (3.7)
		Mighty Minutes
		MM10: Words in Motion
		MM11: What Is My Job?
		MM12: Ticky Ricky
		MM16: Nothing, Nothing, Something MM17: Leaping Sounds
		MM25: Freeze
		MM30: Bounce, Bounce
		MM32: Walk the Line
		MM34: The Wave
		MM35: My Name, Too! MM36: Body Patterns
		MM37: Little Ball
		MM38: Spatial Patterns
		MM39: Let's Pretend
		MM40: Clap a Friend's Name
		MM41: The Imaginary Ball
		MM42: Come Play With Me MM43: Bouncing Big Brown Balls
		MM45: I'm a Sturdy Oak Tree
		MM49: A Tree My Size
		MM51: High in the Tree
		MM53: Three Rowdy Children
		MM57: Find the Letter Sound
		MM58: A-Hunting We Will Go MM59: Clap the Beat
		MM60: The Name Dance
		MM63: Going on a Journey
		MM65: People Patterns
		MM67: Let's Stick Together
		MM70: The Kids Go Marching In
		MM72: My Body Jumps MM73: Are You Ready?
		MM74: Jack in the Box
		MM75: Busy Bees
		MM78: Hello Friends
		MM79: Here Is the Beehive
		MM81: Humpty Dumpty
		MM83: Let's Make a Cake MM84: Let's Make Letters
		MM86: Listening Story
		MM87: One, Two, Buckle My Shoe
		MM89: We Like Clapping
		MM90: Little Miss Muffet
		MM91: Move to the Beat
		MM92: Name Cheer MM93: Oh, Dear! What Can the Matter Be?
		MM96: The Old Man
		MM97: Shape Hunt
		MM99: Let's All Follow
INDICATOR	3.LL.1.9.	Ask questions that may incorporate expanding vocabulary. (3.9)
		Mighty Minutes
		MM92: Name Cheer
DENOUMARY OF E		MM98: I Have One
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	3.LL.3.	Develop an interest in books and their characteristics.

INDICATOR	3.LL.3.3.	Hold book properly and look at pages of a book from left to right, pretending to read. (3.3)
		Mighty Minutes
		MM08: Clap the Missing Word
		MM37: Little Ball
		MM87: One, Two, Buckle My Shoe
INDICATOR	3.LL.3.5.	With prompting and support, demonstrate and understand that people write stories and draw pictures in books. (3.5)
		Mighty Minutes MM08: Clap the Missing Word MM10: Words in Motion
INDICATOR	3.LL.3.6.	Shows an interest in illustrations. (3.6)
		Mighty Minutes
		MM54: The Green Grass Grows
		MM88: Disappearing Rhymes
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	3.LL.4.	Comprehend stories and information from books and other print materials.
INDICATOR	3.LL.4.6.	Use pictures and illustrations of a text to tell a story. (3.6)
		Mighty Minutes
		MM54: The Green Grass Grows
		MM88: Disappearing Rhymes
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL	3.LL.5.	Demonstrate understanding of the organization and basic features
EXPECTATION		of print.
INDICATOR	3.LL.5.1.	With prompting and support, track across a page or along printed words from top to bottom and left to right. (3.1)
		Mighty Minutes
		MM08: Clap the Missing Word
		MM37: Little Ball MM87: One, Two, Buckle My Shoe
INDICATOR	3.LL.5.3.	With prompting and support, demonstrate an understanding that
INDICATOR	3.LL.5.3.	letters are combined to make words. (3.3)
		Mighty Minutes MM47: Step Up
INDICATOR	3.LL.5.4.	Name at least 10 of the 52 upper- and lower-case letters of the
		alphabet (any combination of upper- and lower-case letters). (3.4)
		Mighty Minutes MM09: Writing in the Air
DENOUMA DIVIGIE		MM47: Step Up
BENCHMARK / GLE	3.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY	211.6	READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	3.LL.6.	Demonstrate understanding of different units of sound in language (words, syllables, phonemes).
INDICATOR	3.LL.6.1.	With prompting and support, recognize matching sounds and rhymes in familiar words or words in songs. (3.1)
		Mighty Minutes MM03: Purple Pants
The second secon	- 11	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
		MM47: Step Up
		MM51: High in the Tree
		MM53: Three Rowdy Children
		MM58: A-Hunting We Will Go
		MM62: Where Can He Be?
		MM72: My Body Jumps
		MM73: Are You Ready?
		MM74: Jack in the Box
		MM79: Here Is the Beehive
		MM80: Hickory, Dickory Dock
		MM81: Humpty Dumpty
		MM82: Let's Clean Up!
		MM83: Let's Make a Cake
		MM85: Listen For Your Name
		MM87: One, Two, Buckle My Shoe MM88: Disappearing Rhymes
		MM96: The Old Man
INDICATOR	3.LL.6.3.	With prompting and support, show an awareness of beginning
		sounds in words. (3.3)
		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!
	II.	,,
The second secon		MM37: Little Ball
		MM37: Little Ball MM43: Bouncing Big Brown Balls
		MM43: Bouncing Big Brown Balls
		MM43: Bouncing Big Brown Balls MM46: Strolling Through the Park
		MM43: Bouncing Big Brown Balls MM46: Strolling Through the Park MM47: Step Up
		MM43: Bouncing Big Brown Balls MM46: Strolling Through the Park MM47: Step Up MM48: Feely Box
		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
		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
		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
		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
INDICATOR	3.LL.6.4.	MM43: Bouncing Big Brown Balls MM46: Strolling Through the Park MM47: Step Up MM48: Feely Box MM50: 1, 2, 3, What Do I See? MM55: Mr. Forgetful MM75: Busy Bees MM76: Describing Things MM88: Disappearing Rhymes MM95: Sorting Syllables
INDICATOR	3.LL.6.4.	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
INDICATOR	3.LL.6.4.	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 With prompting and support, attend to activities or word play that
INDICATOR	3.LL.6.4.	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 With prompting and support, attend to activities or word play that
INDICATOR	3.LL.6.4.	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 With prompting and support, attend to activities or word play that emphasizes beginning sounds in words. (3.4)
INDICATOR	3.LL.6.4.	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 With prompting and support, attend to activities or word play that emphasizes beginning sounds in words. (3.4) Mighty Minutes MM03: Purple Pants MM100: La, La, La
INDICATOR	3.LL.6.4.	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 With prompting and support, attend to activities or word play that emphasizes beginning sounds in words. (3.4) Mighty Minutes MM03: Purple Pants MM100: La, La, La MM16: Nothing, Nothing, Something
INDICATOR	3.LL.6.4.	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 With prompting and support, attend to activities or word play that emphasizes beginning sounds in words. (3.4) Mighty Minutes MM03: Purple Pants MM100: La, La, La MM16: Nothing, Nothing, Something MM17: Leaping Sounds
INDICATOR	3.LL.6.4.	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 With prompting and support, attend to activities or word play that emphasizes beginning sounds in words. (3.4) Mighty Minutes MM03: Purple Pants MM100: La, La, La MM16: Nothing, Nothing, Something MM17: Leaping Sounds MM18: I'm Thinking Of
INDICATOR	3.LL.6.4.	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 With prompting and support, attend to activities or word play that emphasizes beginning sounds in words. (3.4) Mighty Minutes MM03: Purple Pants MM100: La, La, La MM16: Nothing, Nothing, Something MM17: Leaping Sounds

MM25: Freeze MM27: Diddle, Diddle, Dumpling	
MM33: Thumbs Up	
MM35: My Name, Too!	
MM37: Little Ball	
MM43: Bouncing Big Brown Balls	
MM46: Strolling Through the Park	
MM47: Step Up MM48: Feely Box	
MM50: 1, 2, 3, What Do I See?	
MM55: Mr. Forgetful	
MM75: Busy Bees	
MM76: Describing Things	
MM88: Disappearing Rhymes	
MM95: Sorting Syllables	
INDICATOR 3.LL.6.5. Engage in word play activities in songs and rhymes. (3.1.1.6.5.	3.5)
Mighty Minutes	
MM01: The People in Your Neighborhood	
MM03: Purple Pants	
MM04: Riddle Dee Dee	
MM06: This Is the Way MM08: Clap the Missing Word	
MM100: Clap the Missing Word	
MM11: What Is My Job?	
MM12: Ticky Ricky	
MM14: Scat Singing	
MM15:Say It, Show It	
MM18: I'm Thinking Of	
MM20: I Can Make a Circle	
MM23: Hi-Ho, the Derry-O	
MM24: Dinky Do	
MM27: Diddle, Diddle, Dumpling	
MM29: Baa, Baa, Black Sheep MM30: Bounce, Bounce	
MM33: Thumbs Up	
MM38: Spatial Patterns	
MM39: Let's Pretend	
MM40: Clap a Friend's Name	
MM41: The Imaginary Ball	
MM43: Bouncing Big Brown Balls	
MM44: Two Plump Armadillos	
MM45: I'm a Sturdy Oak Tree	
MM46: Strolling Through the Park	
MM51: High in the Tree MM52: Walk Around the Shapes	
MM52: Walk Around the Shapes MM53: Three Rowdy Children	
MM54: The Green Grass Grows	
MM58: A-Hunting We Will Go	
MM60: The Name Dance	
MM62: Where Can He Be?	
MM64: Paper Towel Rap	
MM66: Musical Junk	
MM69: The Litter Monster	
MM70: The Kids Go Marching In	
MM71: Recycle Song MM72: My Body Jumps	
MM72: My Body Jumps MM73: Are You Ready?	
MM73. Are rou Ready?	
MM77: Hello Bingo	
MM78: Hello Friends	
MM79: Here Is the Beehive	
MM80: Hickory, Dickory Dock	
MM81: Humpty Dumpty	
MM82: Let's Clean Up!	

	11	
		MM83: Let's Make a Cake MM84: Let's Make Letters
		MM85: Listen For Your Name
		MM87: One, Two, Buckle My Shoe
		MM88: Disappearing Rhymes
		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
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	3.PM.2.	Develop small muscle control and coordination.
INDICATOR	3.PM.2.1.	Use hands, fingers, and wrists for a wide variety of tasks and activities. (3.1)
		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	3.PM.2.2.	Coordinate eye and hand movements to accomplish simple tasks
		(e.g., using utensils for eating, putting puzzles together, stringing
		large beads, using a crayon). (3.2)
		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
BENCHMARK / GLE	3.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	3.PM.3.	Participate in a variety of physical activities to enhance strength and stamina.
INDICATOR	3.PM.3.2.	Demonstrate strength and stamina that allow for participation in
		rigorous activities (e.g., running, climbing, kicking or throwing a
		ball). (3.2)
		Mighty Minutes
		MM08: Clap the Missing Word
		MM10: Words in Motion
		MM13: Simon Says
		MM14: Scat Singing
		MM29: Baa, Baa, Black Sheep MM34: The Wave
		MM44: Two Plump Armadillos
		MM56: I Had a Little Nut Tree
		MM63: Going on a Journey
		MM67: Let's Stick Together
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY	2 05 4	SOCIAL RELATIONSHIPS
GRADE LEVEL EXPECTATION	3.SE.1.	Develop healthy relationships and interactions with peers and adults.
		J-2-3

INDICATOR	3.SE.1.9.	Describe one or two children as their friends. (3.9)
		Mighty Minutes MM78: Hello Friends
INDICATOR	3.SE.1.10.	Join in with a small group of children. (3.10)
		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 MM83: Let's Make a Cake
		MM84: Let's Make Letters
		MM90: Little Miss Muffet MM92: Name Cheer
		MM98: I Have One
BENCHMARK / GLE	3.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SELF-CONCEPT AND SELF-EFFICACY
GRADE LEVEL EXPECTATION	3.SE.3.	Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.
INDICATOR	3.SE.3.2.	Actively explore the environment and begin to try new experiences. (3.2) Mighty Minutes MM63: Going on a Journey
CONTENT STANDARD	LA.EC.4.	Four-Year-Olds
BENCHMARK / GLE	4.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	4.AL.3.	Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.
INDICATOR	4.AL.3.1.	Identify and understand cause and effect relationships. (4.1)
		Mighty Minutes MM69: The Litter Monster
BENCHMARK / GLE	4.AL.	APPROACHES TO LEARNING
GLE / PROFICIENCY		REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GRADE LEVEL EXPECTATION	4.AL.4.	Demonstrate creative thinking when using materials, solving problems, and/or learning new information.
INDICATOR	4.AL.4.2.	Gather information and ask complex questions in order to understand a new or familiar concept. (4.2) Mighty Minutes MM92: Name Cheer MM98: I Have One
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	4.CC.1.	Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the

		home languages of the children in the classroom.
INDICATOR	4.CC.1.1.	Express thoughts and feelings through movement and musical
INDICATOR	4.00.11.1	activities. (4.1)
		Mighty Minutes MM66: Musical Junk
INDICATOR	4.CC.1.2.	Participate in different types of music activities, including songs, finger plays, and playing instruments. (4.2)
		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 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	4.CC.1.3.	Use instruments, other objects and/or their bodies to imitate and produce more complex beat and rhythm patterns. (4.3)
		Mighty Minutes MM66: Musical Junk
INDICATOR	4.CC.1.4.	Describe changes in tone, melody, rhythm, and tempo. (4.4)
		Mighty Minutes MM66: Musical Junk
INDICATOR	4.CC.1.5.	Use instruments, props, and body creatively to express self through music and movement. (4.5)
		Mighty Minutes MM66: Musical Junk

BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	4.CC.2.	Develop an appreciation for visual arts from different culture and create various forms of visual arts.
INDICATOR	4.CC.2.1.	Observe and/or describe what they like and do not like about various forms of art and how it makes them feel. (4.1) Mighty Minutes MM59: Clap the Beat MM97: Shape Hunt
INDICATOR	4.CC.2.2.	Describe specific elements of a piece of art (e.g., texture, use of colors, line, perspective, position of objects included). (4.2) Mighty Minutes MM59: Clap the Beat MM97: Shape Hunt
INDICATOR	4.CC.2.3.	Create artistic works that reflect thoughts, feelings, experiences, or knowledge using different materials, tools and techniques. (4.3) Mighty Minutes MM64: Paper Towel Rap
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		CREATIVE THINKING AND EXPRESSION (CC)
GRADE LEVEL EXPECTATION	4.CC.3.	Explore roles and experiences through dramatic art and play.
INDICATOR	4.CC.3.1.	Experience, respond to, and engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, pantomime, theater). (4.1) 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 MM36: Body Patterns MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM41: The Imaginary Ball MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM51: High in the Tree MM53: Three Rowdy Children MM57: Find the Letter Sound MM58: A-Hunting We Will Go MM59: Clap the Beat MM60: The Name Dance MM63: Going on a Journey MM65: People Patterns MM67: Let's Stick Together MM70: The Kids Go Marching In MM72: My Body Jumps MM73: Are You Ready?

		MM74: Jack in the Box
		MM75: Busy Bees
		MM78: Hello Friends
		MM79: Here Is the Beehive
		MM81: Humpty Dumpty
		MM83: Let's Make a Cake
		MM84: Let's Make Letters
		MM86: Listening Story
		MM87: One, Two, Buckle My Shoe
		MM89: We Like Clapping
		MM90: Little Miss Muffet
		MM91: Move to the Beat
		MM92: Name Cheer
		MM93: Oh, Dear! What Can the Matter Be?
		MM96: The Old Man
		MM97: Shape Hunt
		MM99: Let's All Follow
INDICATOR	4.CC.3.2.	Role play or use puppets to act out stories or play a character. (4.2)
		Mighty Minutes
		MM10: Words in Motion
		MM11: What Is My Job?
		MM12: Ticky Ricky
		MM16: Nothing, Nothing, Something
		MM17: Leaping Sounds
		MM25: Freeze
		MM30: Bounce, Bounce
		MM32: Walk the Line
		MM34: The Wave
		MM35: My Name, Too!
		MM36: Body Patterns
		MM37: Little Ball
		MM38: Spatial Patterns
		MM39: Let's Pretend
		MM40: Clap a Friend's Name
		MM41: The Imaginary Ball
		MM42: Come Play With Me
		MM43: Bouncing Big Brown Balls
		MM45: I'm a Sturdy Oak Tree
		MM49: A Tree My Size
		MM51: High in the Tree
		MM53: Three Rowdy Children
		MM57: Find the Letter Sound
		MM58: A-Hunting We Will Go
		MM59: Clap the Beat
		MM60: The Name Dance
		MM63: Going on a Journey
		MM65: People Patterns
		MM67: Let's Stick Together
		MM70: The Kids Go Marching In
		MM72: My Body Jumps
		MM73: Are You Ready?
		MM74: Jack in the Box
		MM75: Busy Bees
		MM78: Hello Friends
		MM79: Here Is the Beehive
		MM81: Humpty Dumpty
		MM83: Let's Make a Cake
		MM84: Let's Make Letters
		MM86: Listening Story
		MM87: One, Two, Buckle My Shoe
		MM89: We Like Clapping
		MM90: Little Miss Muffet
		MM91: Move to the Beat
		MM92: Name Cheer

		MM93: Oh, Dear! What Can the Matter Be? MM96: The Old Man MM97: Shape Hunt MM99: Let's All Follow
INDICATOR	4.CC.3.3.	Represent fantasy and real-life experiences through pretend play. (4.3)
		Mighty Minutes MM41: The Imaginary Ball
		MM63: Going on a Journey MM83: Let's Make a Cake
		MM84: Let's Make Letters
INDICATOR	4.CC.3.4.	MM90: Little Miss Muffet Use objects to represent other objects. (4.4)
INDIOATOR	4.00.0.4.	
		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
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		MATHEMATICS (CM)
GRADE LEVEL EXPECTATION	4.CM.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities.
INDICATOR	4.CM.1.2.	Count forward from a given number between 1 and 10, and count backward from 5. (4.2)
		Mighty Minutes
		MM05: Silly Willy Walking MM07: Hippity, Hoppity, How Many?
		MM10: Words in Motion
		MM28: Counting Calisthenics
		MM29: Baa, Baa, Black Sheep MM37: Little Ball
		MM42: Come Play With Me
		MM79: Here Is the Beehive
		MM87: One, Two, Buckle My Shoe MM89: We Like Clapping
		MM95: Sorting Syllables MM96: The Old Man
INDICATOR	4.CM.1.5.	Identify written numerals 0-10 in the everyday environment. (4.5)
		Mighty Minutes MM80: Hickory, Dickory Dock
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY	4.0.	MATHEMATICS (CM)
GRADE LEVEL	4.CM.2.	Understand basic patterns, concepts, and operations.
INDICATOR	4.CM.2.1.	Recognize, copy, and extend patterns. (4.1)
INDICATOR	7. UIVI. Z. I.	
		Mighty Minutes MM19: I Spy With My Little Eye
		MM26: Echo Clapping
		MM36: Body Patterns
		MM59: Clap the Beat MM65: People Patterns
INDICATOR	4.CM.2.3.	Use concrete objects to demonstrate simple addition and
	7.011.2.3.	subtraction problems that total 6 or fewer. (4.3)
		Mighty Minutes

		MM42: Come Play With Me MM51: High in the Tree
		MM53: Three Rowdy Children
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY	7.0.	MATHEMATICS (CM)
GRADE LEVEL	4.CM.3.	Understand attributes and relative properties of objects as related to
EXPECTATION	4.CIVI.3.	size, capacity, and area.
INDICATOR	4.CM.3.1.	Describe measurable attributes (length and weight) of objects and materials, using comparative words. (4.1)
		Mighty Minutes MM19: I Spy With My Little Eye MM49: A Tree My Size
		MM75: Busy Bees
INDICATOR	4.CM.3.2.	Put up to six objects in order by length (seriate). (4.2) Mighty Minutes
		MM19: I Spy With My Little Eye MM49: A Tree My Size MM75: Busy Bees
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY	4.0.	MATHEMATICS (CM)
GRADE LEVEL	4.CM.4.	Understand shapes, their properties, and how objects are related to
EXPECTATION	4.CIVI.4.	one another in space.
INDICATOR	4.CM.4.1.	Identify and name at least the four basic shapes (rectangles, squares, circles, and triangles) when presented using different sizes and in different orientations. (4.1)
		Mighty Minutes MM52: Walk Around the Shapes MM57: Find the Letter Sound MM62: Where Can He Be? MM74: Jack in the Box MM76: Describing Things
		MM97: Shape Hunt
INDICATOR	4.CM.4.5.	Use and understand positions of objects, self and other people in space, including in/on, over/under, up/down, inside/outside, beside/between, and in front/behind. (4.5)
		Mighty Minutes MM19: I Spy With My Little Eye MM38: Spatial Patterns
		MM62: Where Can He Be? MM86: Listening Story
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL	4.CS.1.	Develop the ability to carry out the scientific inquiry process (ask
EXPECTATION		questions, predict, make observations, explain observations, and draw conclusions).
INDICATOR	4.CS.1.2.	Use equipment and tools to gather information and extend sensory observations of living things, objects, materials, changes that take place and relationships. (4.2)
		Mighty Minutes MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM48: Feely Box MM97: Shape Hunt
INDICATOR	4.CS.1.3.	Show an understanding of cause and effect relationships and use this understanding to predict what will happen as a result of an

		action and to solve simple problems. (4.3)
		Mighty Minutes MM67: Let's Stick Together
INDICATOR	4.CS.1.5.	Conduct simple scientific experiments. (4.5)
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		Mighty Minutes MM66: Musical Junk
INDICATOR	4.CS.1.7.	With prompting and support, use scientific vocabulary words to describe steps in the scientific process (e.g., "observation," "experiment," "hypothesis," "conclusion"). (4.7)
		Mighty Minutes MM13: Simon Says MM63: Going on a Journey MM69: The Litter Monster MM71: Recycle Song
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	4.CS.2.	Acquire scientific knowledge related to physical science (properties of objects and materials).
INDICATOR	4.CS.2.3.	Explore and describe sources of energy such as lights, bells and other sources of sound. (4.3)
		Mighty Minutes MM66: Musical Junk
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SCIENCE (CS)
GRADE LEVEL EXPECTATION	4.CS.3.	Acquire scientific knowledge related to life science (properties of living things).
INDICATOR	4.CS.3.1.	Explore, observe, and describe a variety of living creatures and plants. (4.1)
		Mighty Minutes MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM94: Old MacDonald
INDICATOR	4.CS.3.2.	Classify living creatures and plants into categories according to at
	110010121	least one characteristic. (4.2) Mighty Minutes
		MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size
		MM94: Old MacDonald
INDICATOR	4.CS.3.5.	Describe plants' and living creatures' life cycles. (4.5)
		Mighty Minutes MM45: I'm a Sturdy Oak Tree
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.3.	Develop an awareness of geographic locations, maps, and landforms.
INDICATOR	4.CSS.3.2.	Create representations of places, landforms, and roads he/she has seen through drawings and play activities. (4.2)
		Mighty Minutes MM64: Paper Towel Rap
INDICATOR	4.CSS.3.5.	With guidance and support, create a simple drawing that shows the
		relative location of specific objects and/or features in a familiar

		environment such as a classroom or playground. (4.5)
		Mighty Minutes MM64: Paper Towel Rap
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.4.	Demonstrate awareness of culture and other characteristics of groups of people.
INDICATOR	4.CSS.4.1.	Explore music, dance, dress, foods, and traditions of own family and other cultures. (4.1) Mighty Minutes MM10: Words in Motion MM34: The Wave MM66: Musical Junk MM67: Let's Stick Together
BENCHMARK / GLE	4.C.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE
GLE / PROFICIENCY		SOCIAL STUDIES (CSS)
GRADE LEVEL EXPECTATION	4.CSS.5.	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
INDICATOR	4.CSS.5.2.	Independently carry out specific responsibilities in the classroom (e.g., cleaning up, checking the temperature outside for the group, handing out snack, etc.). (4.2) Mighty Minutes MM69: The Litter Monster
INDICATOR	4.CSS.5.5.	Identify workers and their roles as citizens within the community. (4.5) Mighty Minutes MM01: The People in Your Neighborhood MM11: What Is My Job?
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		SPEAKING AND LISTENING
GRADE LEVEL EXPECTATION	4.LL.1.	Comprehend or understand and use language.
INDICATOR	4.LL.1.1.	Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos. (4.1) 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
INDICATOR	4.LL.1.2.	Listen and respond attentively to conversations. (4.2) Mighty Minutes MM18: I'm Thinking Of MM21: Hully Gully, How Many?

		MM66: Musical Junk
		MM74: Jack in the Box
INDICATOR	4.LL.1.4.	Actively participate in role-playing, creative dramatics, fingerplays, nursery rhymes, and choral speaking. (4.4)
		Mighty Minutes
		MM10: Words in Motion
		MM11: What Is My Job?
		MM12: Ticky Ricky
		MM16: Nothing, Nothing, Something
		MM17: Leaping Sounds MM25: Freeze
		MM30: Bounce, Bounce
		MM32: Walk the Line
		MM34: The Wave
		MM35: My Name, Too!
		MM36: Body Patterns
		MM37: Little Ball
		MM38: Spatial Patterns MM39: Let's Pretend
		MM40: Clap a Friend's Name
		MM41: The Imaginary Ball
		MM42: Come Play With Me
		MM43: Bouncing Big Brown Balls
		MM45: I'm a Sturdy Oak Tree
		MM49: A Tree My Size
		MM51: High in the Tree MM53: Three Rowdy Children
		MM57: Find the Letter Sound
		MM58: A-Hunting We Will Go
		MM59: Clap the Beat
		MM60: The Name Dance
		MM63: Going on a Journey
		MM65: People Patterns
		MM67: Let's Stick Together
		MM70: The Kids Go Marching In MM72: My Body Jumps
		MM73: Are You Ready?
		MM74: Jack in the Box
		MM75: Busy Bees
		MM78: Hello Friends
		MM79: Here Is the Beehive
		MM81: Humpty Dumpty
		MM83: Let's Make a Cake MM84: Let's Make Letters
		MM86: Listening Story
		MM87: One, Two, Buckle My Shoe
		MM89: We Like Clapping
		MM90: Little Miss Muffet
		MM91: Move to the Beat
		MM92: Name Cheer
		MM93: Oh, Dear! What Can the Matter Be? MM96: The Old Man
		MM97: Shape Hunt
		MM99: Let's All Follow
INDICATOR	4.LL.1.5.	Speak audibly and use words, phrases, and/or sentences to express
DIOAI OR	7.22.1.0.	a complete thought that can be clearly understood by most people.
		(4.5)
		Mighty Minutes
		MM89: We Like Clapping
		MM91: Move to the Beat
INDICATOR	4.LL.1.6.	Ask questions about a specific topic, activity, and/or text read aloud.
		(4.6)

		Mighty Minutes
		MM92: Name Cheer MM98: I Have One
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		LANGUAGE
GRADE LEVEL EXPECTATION	4.LL.2.	Comprehend and use increasingly complex and varied vocabulary.
INDICATOR	4.LL.2.1.	Demonstrate understanding of a variety of concepts, such as opposites, positions, and comparisons. (4.1)
		Mighty Minutes MM13: Simon Says MM75: Busy Bees
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	4.LL.3.	Develop an interest in books and their characteristics.
INDICATOR	4.LL.3.1.	Demonstrates how books are read, such as front-to-back and one page at a time. (4.1)
		Mighty Minutes MM08: Clap the Missing Word MM37: Little Ball
		MM87: One, Two, Buckle My Shoe
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: LITERATURE AND INFORMATION IN PRINT
GRADE LEVEL EXPECTATION	4.LL.4.	Comprehend stories and information from books and other print materials.
INDICATOR	4.LL.4.7.	With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts. (4.7)
		Mighty Minutes MM54: The Green Grass Grows MM88: Disappearing Rhymes
BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY		READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	4.LL.5.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	4.LL.5.1.	With prompting and support, demonstrate that print is read left to right and top to bottom. (4.1)
		Mighty Minutes MM08: Clap the Missing Word MM37: Little Ball MM87: One, Two, Buckle My Shoe
INDICATOR	4.LL.5.2.	With limited guidance, track across a page or along printed words from top to bottom and left to right. (4.2)
		Mighty Minutes MM08: Clap the Missing Word MM37: Little Ball MM87: One, Two, Buckle My Shoe
INDICATOR	4.LL.5.4.	With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper- and lower-case letters). (4.4)
		Mighty Minutes MM09: Writing in the Air

		MM47: Step Up
INDICATOR	4.LL.5.5.	Name at least 26 of the 52 upper-and/or lower-case letters of the alphabet. (4.5) Mighty Minutes MM09: Writing in the Air MM47: Step Up
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BENCHMARK / GLE	4.LL.	LANGUAGE AND LITERACY DEVELOPMENT
GLE / PROFICIENCY	411.0	READING: FOUNDATIONAL SKILLS
GRADE LEVEL EXPECTATION	4.LL.6.	Demonstrate understanding of different units of sound in language (words, syllables, phonemes).
INDICATOR	4.LL.6.1.	With prompting and support, recognize and produce rhyming words. (4.1) Mighty Minutes MM03: Purple Pants MM04: Riddle Dee Dee MM12: Ticky Ricky MM14: Scat Singing MM15:Say It, Show It MM18: I'm Thinking Of MM27: Diddle, Diddle, Dumpling MM30: Bounce, Bounce, Bounce MM33: Thumbs Up MM41: The Imaginary Ball MM44: Two Plump Armadillos MM46: Strolling Through the Park MM51: High in the Tree MM53: Three Rowdy Children MM58: A-Hunting We Will Go MM62: Where Can He Be? MM72: My Body Jumps MM73: Are You Ready? MM74: Jack in the Box MM79: Here Is the Beehive MM80: Hickory, Dickory Dock MM81: Humpty Dumpty MM82: Let's Make a Cake MM85: Listen For Your Name MM87: One, Two, Buckle My Shoe MM88: Disappearing Rhymes MM96: The Old Man
INDICATOR	4.LL.6.2.	With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2) Mighty Minutes MM100: La, La, La MM17: Leaping Sounds MM31: What's Inside the Box? MM40: Clap a Friend's Name MM50: 1, 2, 3, What Do I See? MM55: Mr. Forgetful MM59: Clap the Beat MM60: The Name Dance MM85: Listen For Your Name MM95: Sorting Syllables
INDICATOR	4.LL.6.3.	With prompting and support, orally blend onset and rime in single syllable spoken words. (4.3) Mighty Minutes MM31: What's Inside the Box? MM50: 1, 2, 3, What Do I See?

INDICATOR	4.LL.6.4.	Repeat alliteration during word play in order to recognize words with a common initial (first) sound. (4.4)
		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
BENCHMARK / GLE	4.PM.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
GLE / PROFICIENCY		MOTOR SKILLS AND PHYSICAL FITNESS
GRADE LEVEL EXPECTATION	4.PM.2.	Develop small muscle control and coordination.
INDICATOR	4.PM.2.1.	Use hands, fingers, and wrists to manipulate large and small objects with strength and good control of small muscles. (4.1) 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	4.PM.2.2.	Coordinate eye and hand movements to perform complex tasks (dressing and undressing) or to use everyday tools (e.g., pitchers for pouring or scissors for cutting along a line).(4.2) 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
BENCHMARK / GLE	4.SE.	SOCIAL-EMOTIONAL DEVELOPMENT
GLE / PROFICIENCY		SOCIAL RELATIONSHIPS
GRADE LEVEL EXPECTATION	4.SE.1.	Develop healthy relationships and interactions with peers and adults.
INDICATOR	4.SE.1.10.	Develop and maintain positive relationships with peers. (4.10)
		Mighty Minutes MM78: Hello Friends