

Alignment of

The Creative Curriculum[®] for Preschool



WITH

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

This document aligns the content in *Maryland Model for School Readiness (MMSR) Framework and Standards for Prekindergarten* with the goals and ideals of *The Creative Curriculum*[®] *for Preschool. The Creative Curriculum*[®] *for Preschool* is a comprehensive, research-based curriculum designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.

References

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

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Balls Study State: Maryland Model for School Readiness

Subject: Early Childhood Education Grade: Ages 3-5

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STRAND / TOPIC / STANDARD	MD.PSD.	Personal and Social Development
TOPIC / INDICATOR	PSD.1.	PERSONAL SELF-REGULATIONS: Students will demonstrate effective personal functioning in group settings and as individuals.
INDICATOR / PROFICIENCY LEVEL	1.A.	Self Concept and Control
OBJECTIVE	1.A.2.	Uses coping skills with help from others
EXPECTATION	1.A.2.a.	Relate needs, wants, and feelings to others 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
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TOPIC / INDICATOR	PSD.1.	PERSONAL SELF-REGULATIONS: Students will demonstrate
	1 00.11	effective personal functioning in group settings and as individuals.
INDICATOR / PROFICIENCY LEVEL	1.A.	Self Concept and Control
OBJECTIVE	1.A.4.	Follow simple classroom rules and routines with guidance
EXPECTATION	1.A.4.a.	Generate and follow classroom rules
		Balls Study
		p. 52 Investigation 4 Day 2 Large Group
		p. 83 Celebrating Learning Outdoor Experience
EXPECTATION	1.A.4.b.	Plan routine activities in the classroom with guidance
		Balls Study p. 52 Investigation 4 Day 2 Large Group
		p. 83 Celebrating Learning Outdoor Experience
TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	2.A.1.	Initiate and maintain relationships with peers and adults
EXPECTATION	2.A.1.a.	Initiate conversation with peers and adults
		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
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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
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EXPECTATION	2.A.1.b.	Take turns when working in groups with guidance
		Balls Study
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		p. 15 Exploring the Topic Day 1 Large-Group Roundup
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TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	2.A.2.	Participate cooperatively in group activities
	2.A.2.a.	Listen to directions from peers and responds to simple tasks 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
EXPECTATION	2.A.2.b.	Understand rules of group activities with guidance <u>Balls Study</u> p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience
EXPECTATION	2.A.2.c.	Speak of individual contributions and group accomplishments <u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud

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TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.1.	Show eagerness and curiosity as a learner
EXPECTATION	3.A.1.b.	Ask some questions about new things and experiences <u>Balls Study</u> p. 16 Exploring the Topic Day 2 Choice Time p. 17 Exploring the Topic Day 2 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 44 Investigation 3 Day 1 Large Group p. 52 Investigation 4 Day 2 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group p. 67 Investigation 5 Day 3 Small Group
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.2.	Attend to learning tasks with guidance
	3.A.2.b.	Listen to simple directions specific to the tasks <u>Balls Study</u> p. 27 Investigation 1 Outdoor Experiences p. 35 Investigation 2 Outdoor Experiences p. 39 Investigation 2 Day 2 Choice Time p. 41 Investigation 2 Day 3 Mighty Minutes p. 43 Investigation 3 Outdoor Experiences p. 49 Investigation 4 Outdoor Experience p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Mighty Minutes p. 61 Investigation 5 Outdoor Experiences p. 69 Investigation 5 Day 4 Small Group p. 83 Celebrating Learning Outdoor Experience
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.3.	Use some learning strategies when approaching new tasks
EXPECTATION	3.A.3.b.	Ask questions to seek ideas for new tasks <u>Balls Study</u> p. 16 Exploring the Topic Day 2 Choice Time p. 17 Exploring the Topic Day 2 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 44 Investigation 3 Day 1 Large Group p. 52 Investigation 4 Day 2 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group

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TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.4.	Accepts responsibility for learning
EXPECTATION	3.A.4.b.	Participate in classroom activities
		Balls Study p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience
STRAND / TOPIC / STANDARD	MD.LLD.	Language and Literacy Development
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.1.	Discriminate sounds and words
EXPECTATION	1.A.1.a.	Tell whether sounds are same or different Balls Study p. 17 Exploring the Topic Day 2 Small Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group p. 41 Investigation 3 Day 2 Small Group p. 47 Investigation 4 Day 4 Choice Time p. 56 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 2 Small Group p. 67 Investigation 5 Day 3 Small Group p. 70 Investigation 5 Day 5 Choice Time
EXPECTATION	1.A.1.c.	Identify and repeat initial sounds in words 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. 33 Investigation 1 Day 2 Mighty Minutes p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 45 Investigation 3 Day 1 Mighty Minutes p. 46 Investigation 5 Day 2 Mighty Minutes p. 63 Investigation 5 Day 2 Mighty Minutes p. 65 Investigation 5 Day 2 Small Group p. 69 Investigation 5 Day 3 Large 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 5 Large Group p. 71 Investigation 5 Day 5 Mighty Minutes p. 85 Celebrating Learning Day 1 Mighty Minutes p. 68 Investigation 5 Day 4 Large Group p. 68 Investigation 5 Day 4 Large Group

EXPECTATION	1.A.1.d.	Classify words by initial sounds
		Balls Study p. 16 Exploring the Topic Day 2 Large Group p. 21 Exploring the Topic Day 5 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. 34 Investigation 2 Day 1 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 45 Investigation 3 Day 1 Mighty Minutes p. 63 Investigation 5 Day 1 Mighty Minutes p. 64 Investigation 5 Day 2 Mighty Minutes p. 65 Investigation 5 Day 3 Large 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. 72 Investigation 5 Day 5 Mighty Minutes p. 73 Investigation 5 Day 4 Mighty Minutes p. 74 Investigation 5 Day 4 Mighty Minutes p. 75 Investigation 5 Day 1 Suger Group p. 76 Investigation 5 Day 1 Mighty Minutes p. 71 Investigation 5 Day 4 Mighty Minutes p. 85 Celebrating Learning Day 1 Mighty Minutes p. 15 Exploring the Topic Day 1 Small Group p. 68 Investigation 5 Day 4 Large Group p. 68 Investigation 5 Day 4 Large Group
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.2.	Discriminate and produce rhyming words and alliteration.
EXPECTATION	1.A.2.a.	Repeat rhyming words
		Balls Studyp. 15 Exploring the Topic Day 1 Mighty Minutesp. 16 Exploring the Topic Day 2 Large Groupp. 19 Exploring the Topic Day 3 Mighty Minutesp. 21 Exploring the Topic Day 4 Small Groupp. 23 Exploring the Topic Day 5 Mighty Minutesp. 28 Investigation 1 Day 1 Large Groupp. 29 Investigation 1 Day 1 Mighty Minutesp. 29 Investigation 1 Day 1 Mighty Minutesp. 29 Investigation 1 Day 1 Mighty Minutesp. 31 Investigation 1 Day 2 Mighty Minutesp. 37 Investigation 2 Day 1 Mighty Minutesp. 37 Investigation 3 Day 2 Mighty Minutesp. 55 Investigation 4 Day 1 Mighty Minutesp. 55 Investigation 5 Day 2 Small Groupp. 65 Investigation 5 Day 2 Small Groupp. 67 Investigation 5 Day 2 Small Groupp. 67 Investigation 5 Day 2 Small Groupp. 85 Celebrating Learning Day 1 Read-Aloudp. 87 Celebrating Learning Day 2 Read-Aloudp. 87 Celebrating Learning Day 2 Mighty Minutesp. 87 Celebrating Learning Day 1 Small Groupp. 87 Celebrating Learning Day 2 Mighty Minutesp. 15 Exploring the Topic Day 1 Small Groupp. 87 Celebrating Learning Day 2 Mighty Minutesp. 15 Exploring the Topic Day 1 Small Groupp. 87 Celebrating Learning Day 2 Mighty Minutesp. 15 Exploring the Topic Day 1 Small Groupp. 87 Celebrating Learning Day 2 Mighty Minutesp. 15 Exploring the Topic Day 1 Small Groupp. 87 Celebrating Learning Day 2 Mighty Minutesp. 15 Exploring the Topic Day 1 Small Groupp. 15 Exploring the Topic Day 1 Small Groupp. 15 Exploring the Topic Day 1 Small Grou
EXPECTATION	1.A.2.b.	Repeat phrases and sentences with alliteration <u>Balls Study</u> p. 19 Exploring the Topic Day 3 Small Group p. 23 Exploring the Topic Day 5 Mighty Minutes p. 31 Investigation 1 Day 2 Mighty Minutes p. 47 Investigation 3 Day 2 Mighty Minutes p. 65 Investigation 5 Day 2 Small Group

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EXPECTATION	1.A.2.c.	Discriminate rhyming words from non-rhyming words
		Balls Study p. 15 Exploring the Topic Day 1 Mighty Minutes p. 16 Exploring the Topic Day 2 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Mighty Minutes p. 24 Exploring the Topic Day 5 Mighty Minutes p. 25 Exploring the Topic Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 31 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Read-Aloud p. 47 Investigation 3 Day 2 Mighty Minutes p. 55 Investigation 4 Day 1 Mighty Minutes p. 55 Investigation 5 Day 2 Small Group p. 67 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 2 Read-Aloud p. 87 Celebrating Learning Day 2 Mighty Minutes p. 87 Celebrating Learning Day 2 Mighty Minutes 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. 87 Celebrating Learning Day 2 Mighty Minutes p. 87 Celebr
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.3.	Blend sounds and syllables to form words
EXPECTATION	1.A.3.a.	Orally blend syllables into a whole word, such as fun-ny = funny <u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 65 Investigation 5 Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.4.	Segment sounds in spoken words and sentences
EXPECTATION	1.A.4.b.	Identify the initial sound in a word <u>Balls Study</u> p. 16 Exploring the Topic Day 2 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 23 Exploring the Topic Day 5 Mighty Minutes p. 31 Investigation 1 Day 2 Mighty Minutes p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Small Group p. 45 Investigation 3 Day 1 Mighty Minutes

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		 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
TOPIC / INDICATOR	LLD-P.1.	GENERAL READING PROCESSES - PHONICS: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.
INDICATOR / PROFICIENCY LEVEL	1.B.	Phonics
OBJECTIVE	1.B.1.	Recognize that letters have corresponding sounds
EXPECTATION	1.B.1.a.	Recognize similarities and differences in letter shapesBalls Studyp. 15 Exploring the Topic Day 1 Mighty Minutesp. 17 Exploring the Topic Day 2 Small Groupp. 17 Exploring the Topic Day 2 Mighty Minutesp. 21 Exploring the Topic Day 4 Mighty Minutesp. 23 Exploring the Topic Day 5 Mighty Minutesp. 31 Investigation 1 Day 2 Mighty Minutesp. 33 Investigation 1 Day 3 Small Groupp. 41 Investigation 2 Day 3 Small Groupp. 47 Investigation 3 Day 2 Mighty Minutesp. 54 Investigation 4 Day 3 Large Groupp. 55 Investigation 4 Day 5 Small Groupp. 63 Investigation 5 Day 1 Small Groupp. 67 Investigation 5 Day 3 Small Groupp. 71 Investigation 5 Day 5 Small Groupp. 70 Investigation 5 Day 5 Small Group
EXPECTATION	1.B.1.b.	Match familiar consonant sounds to appropriate letters, such as m, b, f, t, p <u>Balls Study</u> p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 56 Investigation 4 Day 4 Choice Time p. 63 Investigation 5 Day 1 Small Group p. 65 Investigation 5 Day 2 Small Group p. 69 Investigation 5 Day 4 Mighty Minutes p. 85 Celebrating Learning Day 1 Mighty Minutes p. 15 Exploring the Topic Day 1 Small Group p. 68 Investigation 5 Day 4 Large Group
TOPIC / INDICATOR	LLD-P.1.	GENERAL READING PROCESSES - PHONICS: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.
INDICATOR / PROFICIENCY LEVEL	1.B.	Phonics
OBJECTIVE	1.B.2.	Decode words in grade-level texts
EXPECTATION	1.B.2.a.	Identify and name some upper and lower case letters in words, especially those in the student's own name

		Balls Studyp. 15 Exploring the Topic Day 1 Mighty Minutesp. 17 Exploring the Topic Day 2 Small Groupp. 17 Exploring the Topic Day 2 Mighty Minutesp. 21 Exploring the Topic Day 4 Mighty Minutesp. 23 Exploring the Topic Day 5 Mighty Minutesp. 31 Investigation 1 Day 2 Mighty Minutesp. 33 Investigation 1 Day 3 Small Groupp. 41 Investigation 2 Day 3 Small Groupp. 47 Investigation 3 Day 2 Mighty Minutesp. 54 Investigation 4 Day 3 Large Groupp. 57 Investigation 4 Day 4 Read-Aloudp. 57 Investigation 5 Day 5 Small Groupp. 63 Investigation 5 Day 5 Small Groupp. 61 Investigation 5 Day 5 Small Groupp. 71 Investigation 5 Day 5 Mighty Minutesp. 71 Investigation 5 Day 5 Choice Time
TOPIC / INDICATOR	LLD-F.1.	GENERAL READING PROCESSES - FLUENCY: Students will read orally with accuracy and expression at a rate that sounds like speech.
INDICATOR / PROFICIENCY LEVEL	1.C.	Fluency
OBJECTIVE	1.C.1.	Engage in imitative reading at an appropriate rate
EXPECTATION	1.C.1.a.	Listen to models of fluent reading
		Balls Studyp. 15 Exploring the Topic Day 1 Read-Aloudp. 19 Exploring the Topic Day 3 Read-Aloudp. 23 Exploring the Topic Day 5 Read-Aloudp. 29 Investigation 1 Day 1 Read-Aloudp. 29 Investigation 1 Day 2 Read-Aloudp. 31 Investigation 1 Day 2 Read-Aloudp. 33 Investigation 1 Day 2 Read-Aloudp. 36 Investigation 2 Day 1 Large Groupp. 37 Investigation 2 Day 1 Read-Aloudp. 38 Investigation 2 Day 1 Read-Aloudp. 39 Investigation 2 Day 2 Read-Aloudp. 41 Investigation 2 Day 2 Read-Aloudp. 41 Investigation 3 Day 1 Read-Aloudp. 45 Investigation 3 Day 1 Read-Aloudp. 47 Investigation 4 Day 2 Read-Aloudp. 53 Investigation 4 Day 2 Read-Aloudp. 55 Investigation 4 Day 3 Read-Aloudp. 57 Investigation 4 Day 3 Read-Aloudp. 58 Investigation 5 Day 1 Read-Aloudp. 57 Investigation 5 Day 1 Read-Aloudp. 57 Investigation 5 Day 1 Read-Aloudp. 57 Investigation 5 Day 2 Read-Aloudp. 67 Investigation 5 Day 3 Read-Aloudp. 63 Investigation 5 Day 3 Read-Aloudp. 64 Investigation 5 Day 3 Read-Aloudp. 65 Investigation 5 Day 3 Read-Aloudp. 67 Investigation 5 Day 3 Read-Aloudp. 67 Investigation 5 Day 3 Read-Aloudp. 67 Investigation 5 Day 4
EXPECTATION	1.C.1.b.	Recite nursery rhymes, poems, and finger plays with expression Balls Study p. 71 Investigation 5 Day 5 Read-Aloud
	IL	P. T Investigation 5 Day 5 Near-Aloud

TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.
INDICATOR / PROFICIENCY LEVEL	1.D.	Vocabulary
OBJECTIVE	1.D.1.	Develop and apply vocabulary through exposure to a variety of texts
EXPECTATION	1.D.1.a.	Acquire new vocabulary through listening to a variety of texts on a daily basis 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 3 Read-Aloud p. 55 Investigation 4 Day 5 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud
EXPECTATION	1.D.1.b.	Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation Balls Study p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 2 Day 2 Read-Aloud p. 51 Investigation 4 Day 3 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud
EXPECTATION	1.D.1.c.	Ask questions about unknown objects and words related to topics discussed <u>Balls Study</u> p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 1 Large Group p. 39 Investigation 2 Day 1 Read-Aloud p. 38 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 1 Read-Aloud p. 41 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 3 Day 1 Small Group

		 p. 47 Investigation 3 Day 2 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 57 Investigation 4 Day 4 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 5 Day 1 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud p. 67 Investigation 5 Day 3 Read-Aloud p. 69 Investigation 5 Day 4 Read-Aloud p. 69 Investigation 5 Day 4 Read-Aloud p. 69 Investigation 5 Day 5 Read-Aloud p. 69 Investigation 5 Day 4 Read-Aloud p. 69 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud
EXPECTATION	1.D.1.d.	Listen to and identify the meaning of content-specific vocabulary <u>Balls Study</u> p. 15 Exploring the Topic Day 1 Choice Time p. 17 Exploring the Topic Day 2 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 28 Investigation 1 Day 1 Large Group
EXPECTATION	1.D.1.e.	Identify some signs, labels, and environmental print <u>Balls Study</u> p. 29 Investigation 1 Day 1 Small Group p. 41 Investigation 2 Day 3 Small Group p. 53 Investigation 4 Day 2 Large-Group Roundup p. 65 Investigation 5 Day 2 Small Group
EXPECTATION	1.D.1.f.	Collect and play with favorite words <u>Balls Study</u> p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.
INDICATOR / PROFICIENCY LEVEL	1.D.	Vocabulary
OBJECTIVE	1.D.2.	Develop a conceptual understanding of new words
EXPECTATION	1.D.2.a.	Use words to describe size, color, and shape <u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Large-Group Roundup p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Mighty Minutes

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		p. 21 Exploring the Topic Day 4 Large-Group Roundup
		p. 22 Exploring the Topic Day 5 Large Group
		p. 23 Exploring the Topic Day 5 Choice Time
		p. 29 Investigation 1 Day 1 Choice Time p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Choice Time
		p. 31 Investigation 1 Day 2 Large-Group Roundup
		p. 31 Investigation 1 Day 2 Small Group
		p. 32 Investigation 1 Day 3 Choice Time
		p. 32 Investigation 1 Day 3 Large Group
		p. 33 Investigation 1 Day 3 Large-Group Roundup
		p. 33 Investigation 1 Day 3 Small Group
		p. 36 Investigation 2 Day 1 Large Group
		p. 37 Investigation 2 Day 1 Large-Group Roundup
		p. 37 Investigation 2 Day 1 Small Group
		p. 38 Investigation 2 Day 2 Large Group
		p. 39 Investigation 2 Day 2 Choice Time
		p. 39 Investigation 2 Day 2 Large-Group Roundup
		p. 39 Investigation 2 Day 2 Small Group
		p. 40 Investigation 2 Day 3 Large Group
		p. 41 Investigation 2 Day 3 Small Group
		p. 46 Investigation 3 Day 2 Choice Time
		p. 46 Investigation 3 Day 2 Large Group
		p. 47 Investigation 3 Day 2 Small Group
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		p. 51 Investigation 4 Day 1 Choice Time
		p. 51 Investigation 4 Day 1 Small Group
		p. 52 Investigation 4 Day 2 Large Group
		p. 53 Investigation 4 Day 2 Read-Aloud
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		p. 57 Investigation 4 Day 4 Large-Group Roundup
		p. 57 Investigation 4 Day 4 Read-Aloud
		p. 57 Investigation 4 Day 4 Small Group
		p. 58 Investigation 4 Day 5 Large Group
		p. 59 Investigation 4 Day 5 Choice Time
		p. 59 Investigation 4 Day 5 Large Group Roundup
		p. 59 Investigation 4 Day 5 Small Group
		p. 61 Investigation 5 Outdoor Experiences
		p. 62 Investigation 5 Day 1 Choice Time
		p. 62 Investigation 5 Day 1 Large Group
		p. 63 Investigation 5 Day 1 Large-Group Roundup
		p. 63 Investigation 5 Day 1 Mighty Minutes
		p. 63 Investigation 5 Day 1 Small Group
		p. 64 Investigation 5 Day 2 Large Group
		p. 65 Investigation 5 Day 2 Large-Group Roundup
		p. 65 Investigation 5 Day 2 Read-Aloud
		p. 65 Investigation 5 Day 2 Small Group
		p. 66 Investigation 5 Day 3 Large Group p. 69 Investigation 5 Day 4 Choice Time
		p. 69 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 4 Large-Group Roundup
		p. 69 Investigation 5 Day 4 Small Group
		p. 70 Investigation 5 Day 5 Large Group
		p. 71 Investigation 5 Day 5 Mighty Minutes
		p. 86 Celebrating Learning Day 2 Choice Time
		p.47 Investigation 3 Day 2 Large-Group Roundup
		p.53 Investigation 4 Day 2 Small Group
		p.67 Investigation 5 Day 3 Large-Group Roundup
		p.84 Celebrating Learning Day 1 Large Groups
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will
TOPIC / INDICATOR		use a variety of strategies and opportunities to understand word
		meaning and to increase vocabulary.
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INDICATOR / PROFICIENCY LEVEL	1.D.	Vocabulary
OBJECTIVE	1.D.3.	Understand, acquire, and use new vocabulary
EXPECTATION	1.D.3.b.	Use newly learned vocabulary on multiple occasions to reinforce meaning <u>Balls Study</u> p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 2 Day 2 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.1.	Demonstrate an understanding of concepts of print to determine how print is organized and read
EXPECTATION	1.E.1.a.	Understand that speech can be written and read <u>Balls Study</u> p. 41 Investigation 2 Day 3 Small Group p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group
EXPECTATION	1.E.1.b.	Understand that print conveys meaning <u>Balls Study</u> p. 41 Investigation 2 Day 3 Small Group p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group
EXPECTATION	1.E.1.c.	Demonstrate the proper use of a book <u>Balls Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 3 Day 1 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 53 Investigation 4 Day 2 Read-Aloud p. 55 Investigation 4 Day 2 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud
EXPECTATION	1.E.1.d.	Identify the title of a book <u>Balls Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud

Balls Studyp. 17 Exploring the Topic Day 2 Small Groupp. 33 Investigation 1 Day 3 Mighty Minutesp. 36 Investigation 2 Day 1 Large Groupp. 41 Investigation 2 Day 3 Small Groupp. 57 Investigation 4 Day 4 Read-Aloudp. 57 Investigation 4 Day 4 Small Groupp. 59 Investigation 4 Day 5 Small Groupp. 65 Investigation 5 Day 2 Small Groupp. 67 Investigation 5 Day 3 Small Group			
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		p. 71 Investigation 5 Day 5 Small Group p.53 Investigation 4 Day 2 Small Group
TOPIC / INDICATOR	LLD-C.1.	p.70 Investigation 5 Day 5 Choice Time GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.2.	Use strategies to prepare for reading (before reading)
EXPECTATION	1.E.2.a.	Make connections to the text using illustrations/ photographs from prior knowledge Balls Study p. 41 Investigation 2 Day 3 Read-Aloud
EXPECTATION	1.E.2.b.	Make predictions by examining the title, cover, illustrations/photographs, and familiar author or topic 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. 55 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 56 Investigation 5 Day 1 Read-Aloud p. 59 Investigation 5 Day 2 Read-Aloud p. 56 Investigation 5 Day 2 Read-Aloud
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.3.	Use strategies to make meaning from text (during reading)
EXPECTATION	1.E.3.a.	Use illustrations to construct meaning 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. 63 Investigation 5 Day 1 Small Group
EXPECTATION	1.E.3.b.	Make and confirm predictions 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
EXPECTATION	1.E.3.c.	Connect events, characters, and actions in stories to specific life experiences <u>Balls Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 67 Investigation 5 Day 3 Read-Aloud
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.4.	Demonstrate understanding of text (after reading)
EXPECTATION	1.E.4.a.	Recall information from text Balls Study p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 2 Read-Aloud p. 17 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 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 3 Read-Aloud p. 33 Investigation 2 Day 1 Large Group p. 31 Investigation 2 Day 1 Read-Aloud p. 33 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Read-Aloud p. 38 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 3 Day 1 Read-Aloud p. 47 Investigation 3 Day 1 Read-Aloud p. 45 Investigation 4 Day 2 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 2 Read-Aloud p. 55 Investigation 4 Day 2 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 55 Investigation 5 Day 1 Read-Aloud p. 55 Inve

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		p. 69 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Small Group
		p. 85 Celebrating Learning Day 1 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud
EXPECTATION	1.E.4.b.	Respond orally to questions
		Balls Study p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 17 Exploring the Topic Day 2 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 28 Investigation 1 Day 1 Large Group p. 69 Investigation 5 Day 4 Small Group
EXPECTATION	1.E.4.c.	Respond to text in a variety of ways: Retell; Dramatize; Draw
		Balls Studyp. 15 Exploring the Topic Day 1 Read-Aloudp. 19 Exploring the Topic Day 3 Read-Aloudp. 21 Exploring the Topic Day 4 Read-Aloudp. 23 Exploring the Topic Day 5 Read-Aloudp. 29 Investigation 1 Day 1 Read-Aloudp. 33 Investigation 1 Day 3 Read-Aloudp. 37 Investigation 2 Day 1 Read-Aloudp. 39 Investigation 2 Day 2 Read-Aloudp. 51 Investigation 4 Day 1 Read-Aloudp. 55 Investigation 4 Day 3 Read-Aloudp. 55 Investigation 4 Day 5 Read-Aloudp. 59 Investigation 5 Day 5 Read-Aloudp. 71 Investigation 5 Day 5 Read-Aloudp. 85 Celebrating Learning Day 1 Read-Aloud
EXPECTATION	1.E.4.e.	Retell a story as though reading a book
		Balls Studyp. 15 Exploring the Topic Day 1 Read-Aloudp. 19 Exploring the Topic Day 3 Read-Aloudp. 23 Exploring the Topic Day 5 Read-Aloudp. 29 Investigation 1 Day 1 Read-Aloudp. 33 Investigation 1 Day 3 Read-Aloudp. 33 Investigation 2 Day 1 Read-Aloudp. 39 Investigation 2 Day 1 Read-Aloudp. 51 Investigation 4 Day 1 Read-Aloudp. 55 Investigation 4 Day 3 Read-Aloudp. 59 Investigation 5 Day 5 Read-Aloudp. 55 Investigation 5 Day 5 Read-Aloudp. 71 Investigation 5 Day 5 Read-Aloudp. 85 Celebrating Learning Day 1 Read-Aloud
TOPIC / INDICATOR	LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.
INDICATOR / PROFICIENCY LEVEL	2.A.	Comprehension of Informational Text
OBJECTIVE	2.A.1.	Develop comprehension skills by reading a variety of informational texts
EXPECTATION	2.A.1.a.	Listen to nonfiction materials: Nonfiction trade books; Magazines; Multimedia resources Balls Study p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 17 Exploring the Topic Day 2 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 28 Investigation 1 Day 1 Large Group p. 69 Investigation 5 Day 4 Small Group
EXPECTATION	2.A.1.b.	Listen to and read functional documents by following simple oral or

	1	rebus directions: Recipes; Rules; Signs; Labels; Center activities;
		Classroom schedules
		Balls Study p. 69 Investigation 5 Day 4 Small Group
EXPECTATION	2.A.1.c.	Listen to and use personal interest materials, such as books and magazines
		Balls Study p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time
		p. 17 Exploring the Topic Day 2 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 28 Investigation 1 Day 1 Large Group p. 69 Investigation 5 Day 4 Small Group
TOPIC / INDICATOR	LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.
INDICATOR / PROFICIENCY LEVEL	2.A.	Comprehension of Informational Text
OBJECTIVE	2.A.2.	Recognize and use text features to facilitate understanding of informational texts
EXPECTATION	2.A.2.b.	Recognize graphic aids: Photographs; Drawings; Maps; Graphs; Diagrams
		Balls Study
		p. 21 Exploring the Topic Day 4 Mighty Minutes p. 29 Investigation 1 Day 1 Large-Group Roundup
		p. 36 Investigation 2 Day 1 Large Group
TOPIC / INDICATOR	LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.
INDICATOR / PROFICIENCY LEVEL	2.A.	Comprehension of Informational Text
OBJECTIVE	2.A.4.	Determine important ideas and messages in informational texts
EXPECTATION	2.A.4.a.	Retell important facts from a text <u>Balls Study</u> p. 15 Exploring the Topic Day 1 Choice Time p. 17 Exploring the Topic Day 2 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 28 Investigation 1 Day 1 Large Group p. 69 Investigation 5 Day 4 Small Group
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.1.	Develop comprehension skills by listening to a variety of self- selected and assigned literary texts
EXPECTATION	3.A.1.a.	Listen to and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities <u>Balls Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 1 Day 1 Small Group p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Read-Aloud p. 38 Investigation 2 Day 2 Large Group

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EXPECTATION	3.A.2.a.	Identify and explain how the title contributes to meaning
		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. 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
EXPECTATION	3.A.2.b.	Identify and explain how text features, such as illustrations,
		punctuation, and print features, contribute to meaning
		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
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read,
		comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY	3.A.	Comprehension of Literary Text
LEVEL		
	3.A.3.	Use elements of narrative texts to facilitate understanding
EXPECTATION	3.A.3.a.	Identify the beginning and end of a story
		Balls Study
		Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud
		p. 15 Exploring the Topic Day 1 Read-Aloud
		p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud
		p. 15 Exploring the Topic Day 1 Read-Aloud
		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. 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. 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. 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. 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
EXPECTATION	3.A.3.b.	 p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud
EXPECTATION	3.A.3.b.	 p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 51 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Read-Aloud Identify the characters of a story
EXPECTATION	3.A.3.b.	p. 15 Exploring the Topic Day 1 Read-Aloudp. 19 Exploring the Topic Day 3 Read-Aloudp. 23 Exploring the Topic Day 5 Read-Aloudp. 29 Investigation 1 Day 1 Read-Aloudp. 33 Investigation 1 Day 3 Read-Aloudp. 39 Investigation 2 Day 2 Read-Aloudp. 51 Investigation 4 Day 1 Read-Aloudp. 55 Investigation 4 Day 3 Read-Aloudp. 59 Investigation 4 Day 5 Read-Aloudp. 59 Investigation 4 Day 5 Read-Aloudp. 59 Investigation 4 Day 5 Read-AloudBalls Study
EXPECTATION	3.A.3.b.	p. 15 Exploring the Topic Day 1 Read-Aloudp. 19 Exploring the Topic Day 3 Read-Aloudp. 23 Exploring the Topic Day 5 Read-Aloudp. 29 Investigation 1 Day 1 Read-Aloudp. 33 Investigation 1 Day 3 Read-Aloudp. 39 Investigation 2 Day 2 Read-Aloudp. 51 Investigation 4 Day 1 Read-Aloudp. 55 Investigation 4 Day 3 Read-Aloudp. 59 Investigation 4 Day 5 Read-AloudIdentify the characters of a storyBalls Studyp. 15 Exploring the Topic Day 1 Read-Aloud
EXPECTATION	3.A.3.b.	p. 15 Exploring the Topic Day 1 Read-Aloudp. 19 Exploring the Topic Day 3 Read-Aloudp. 23 Exploring the Topic Day 5 Read-Aloudp. 29 Investigation 1 Day 1 Read-Aloudp. 33 Investigation 1 Day 3 Read-Aloudp. 39 Investigation 2 Day 2 Read-Aloudp. 51 Investigation 4 Day 1 Read-Aloudp. 55 Investigation 4 Day 3 Read-Aloudp. 59 Investigation 4 Day 5 Read-Aloudp. 59 Investigation 4 Day 5 Read-AloudIdentify the characters of a storyBalls Studyp. 15 Exploring the Topic Day 1 Read-Aloudp. 19 Exploring the Topic Day 3 Read-Aloud
EXPECTATION	3.A.3.b.	p. 15 Exploring the Topic Day 1 Read-Aloudp. 19 Exploring the Topic Day 3 Read-Aloudp. 23 Exploring the Topic Day 5 Read-Aloudp. 29 Investigation 1 Day 1 Read-Aloudp. 33 Investigation 1 Day 3 Read-Aloudp. 39 Investigation 2 Day 2 Read-Aloudp. 51 Investigation 4 Day 1 Read-Aloudp. 55 Investigation 4 Day 3 Read-Aloudp. 59 Investigation 4 Day 5 Read-Aloudp. 59 Investigation 4 Day 5 Read-AloudIdentify the characters of a storyBalls Studyp. 15 Exploring the Topic Day 1 Read-Aloudp. 19 Exploring the Topic Day 3 Read-Aloudp. 23 Exploring the Topic Day 5 Read-Aloud
EXPECTATION	3.A.3.b.	p. 15 Exploring the Topic Day 1 Read-Aloudp. 19 Exploring the Topic Day 3 Read-Aloudp. 23 Exploring the Topic Day 5 Read-Aloudp. 29 Investigation 1 Day 1 Read-Aloudp. 33 Investigation 1 Day 3 Read-Aloudp. 39 Investigation 2 Day 2 Read-Aloudp. 51 Investigation 4 Day 1 Read-Aloudp. 55 Investigation 4 Day 3 Read-Aloudp. 59 Investigation 4 Day 5 Read-Aloudldentify the characters of a storyBalls Studyp. 15 Exploring the Topic Day 1 Read-Aloudp. 23 Exploring the Topic Day 3 Read-Aloudp. 24 Exploring the Topic Day 1 Read-Aloudp. 25 Exploring the Topic Day 1 Read-Aloudp. 26 Exploring the Topic Day 3 Read-Aloudp. 27 Exploring the Topic Day 1 Read-Aloudp. 28 Exploring the Topic Day 1 Read-Aloudp. 29 Investigation 1 Day 1 Read-Aloudp. 29 Investigation 1 Day 1 Read-Aloud
EXPECTATION	3.A.3.b.	p. 15 Exploring the Topic Day 1 Read-Aloudp. 19 Exploring the Topic Day 3 Read-Aloudp. 23 Exploring the Topic Day 5 Read-Aloudp. 29 Investigation 1 Day 1 Read-Aloudp. 33 Investigation 1 Day 3 Read-Aloudp. 39 Investigation 2 Day 2 Read-Aloudp. 51 Investigation 4 Day 1 Read-Aloudp. 55 Investigation 4 Day 3 Read-Aloudp. 59 Investigation 4 Day 5 Read-Aloudldentify the characters of a storyBalls Studyp. 15 Exploring the Topic Day 1 Read-Aloudp. 23 Exploring the Topic Day 3 Read-Aloudp. 31 Investigation 1 Day 1 Read-Aloudp. 31 Investigation 1 Day 2 Read-Aloudp. 31 Investigation 1 Day 2 Read-Aloud
EXPECTATION	3.A.3.b.	p. 15 Exploring the Topic Day 1 Read-Aloudp. 19 Exploring the Topic Day 3 Read-Aloudp. 23 Exploring the Topic Day 5 Read-Aloudp. 29 Investigation 1 Day 1 Read-Aloudp. 33 Investigation 1 Day 3 Read-Aloudp. 39 Investigation 2 Day 2 Read-Aloudp. 51 Investigation 4 Day 1 Read-Aloudp. 55 Investigation 4 Day 3 Read-Aloudp. 59 Investigation 4 Day 5 Read-Aloudldentify the characters of a storyBalls Studyp. 15 Exploring the Topic Day 1 Read-Aloudp. 23 Exploring the Topic Day 3 Read-Aloudp. 24 Exploring the Topic Day 1 Read-Aloudp. 25 Exploring the Topic Day 1 Read-Aloudp. 26 Exploring the Topic Day 3 Read-Aloudp. 27 Exploring the Topic Day 1 Read-Aloudp. 28 Exploring the Topic Day 1 Read-Aloudp. 29 Investigation 1 Day 1 Read-Aloudp. 29 Investigation 1 Day 1 Read-Aloud

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		p. 51 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud
		p. 59 Investigation 4 Day 5 Read-Aloud
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.4.	Use elements of poetry to facilitate understanding
EXPECTATION	3.A.4.a.	Identify rhyme, rhythm, and repetition in poems read to them
		Balls Study p. 29 Investigation 1 Day 1 Small Group
		p. 33 Investigation 1 Day 3 Mighty Minutes
		p. 36 Investigation 2 Day 1 Large Group
		p. 38 Investigation 2 Day 2 Large Group
		p. 53 Investigation 4 Day 2 Mighty Minutes
		p. 65 Investigation 5 Day 2 Small Group
		p. 85 Celebrating Learning Day 1 Read-Aloud
		p. 86 Celebrating Learning Day 2 Large Group
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read,
		comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.6.	Determine important ideas and messages in literary texts
EXPECTATION	3.A.6.a.	Retell the story by sequencing the main events
		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
EXPECTATION	3.A.6.b.	Identify a personal connection to the text
		Balls Study
		p. 15 Exploring the Topic Day 1 Read-Aloud
		p. 19 Exploring the Topic Day 3 Read-Aloud
		p. 23 Exploring the Topic Day 5 Read-Aloud
		p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud
		p. 39 Investigation 2 Day 2 Read-Aloud
		p. 51 Investigation 4 Day 1 Read-Aloud
		p. 55 Investigation 4 Day 3 Read-Aloud
		p. 59 Investigation 4 Day 5 Read-Aloud
		p. 67 Investigation 5 Day 3 Read-Aloud
TOPIC / INDICATOR	LLD.4.	WRITING: Students will compose in a variety of modes by
		developing content, employing specific forms and selecting
		language appropriate for a particular audience and purpose.
INDICATOR / PROFICIENCY LEVEL	4.A.	Writing
OBJECTIVE	4.A.1.	Compose texts using the prewriting and drafting strategies of effective writers and speakers
EXPECTATION	4.A.1.b.	Generate ideas by using letter-like shapes, symbols, and letters,
		dictating words and phrases, and using drawings to represent ideas
		Balls Study
		Balls Study p. 41 Investigation 2 Day 3 Small Group
	II	pi +i invosigation 2 Day 5 onian oroup

		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
TOPIC / INDICATOR	LLD.4.	WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.
INDICATOR / PROFICIENCY LEVEL	4.A.	Writing
OBJECTIVE	4.A.2.	Compose oral and visual presentations that express personal ideas
EXPECTATION	4.A.2.a.	Write to express personal ideas using letter-like shapes, symbols, and letters <u>Balls Study</u> p. 41 Investigation 2 Day 3 Small Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group
EXPECTATION	4.A.2.b.	Contribute to a shared writing experience or topic of interest <u>Balls Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 23 Exploring the Topic Day 5 Large-Group Roundup p. 45 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 4 Day 2 Choice Time p. 57 Investigation 4 Day 4 Read-Aloud p. 67 Investigation 5 Day 3 Small Group
EXPECTATION	4.A.2.c.	Use drawings, letters, or symbols to express personal ideas <u>Balls Study</u> p. 41 Investigation 2 Day 3 Small Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group
TOPIC / INDICATOR	LLD.4.	WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.
INDICATOR / PROFICIENCY LEVEL	4.A.	Writing
OBJECTIVE	4.A.4.	Identify how language choices in writing and speaking affect thoughts and feelings
EXPECTATION	4.A.4.a.	Identify and use words to communicate feelings 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

TOPIC / INDICATORLLD.SINDICATOR / PROFICIENCY DBJECTIVE5.A.1.OBJECTIVE5.A.1.EXPECTATION5.A.1.TOPIC / INDICATORLLD.SINDICATOR / PROFICIENCY EVEL5.C.1.OBJECTIVE5.C.1.EXPECTATION5.C.1.INDICATOR / PROFICIENCY EVEL5.C.1.OBJECTIVE5.C.1.INDICATOR / PROFICIENCY EXPECTATION6.A.2.INDICATOR / PROFICIENCY EXPECTATION6.A.2.EXPECTATION6.A.2.EXPECTATION6.A.2.EXPECTATION6.A.2.EXPECTATION6.A.2.		CONTROLLING LANGUAGE: Students will control language by applying the conventions of standard English in speaking and writing. Grammar Use grammar concepts and skills that strengthen oral language Use complete sentences to respond to questions Balls Study p. 35 Investigation 2 Outdoor Experiences
LEVELS.A.1.OBJECTIVE5.A.1.EXPECTATION5.A.1.FOPIC / INDICATORLLD.5INDICATOR / PROFICIENCY LEVEL5.C.1.OBJECTIVE5.C.1.EXPECTATION5.C.1.INDICATOR / PROFICIENCY LEVEL5.C.1.OBJECTIVE6.A.1.INDICATOR / PROFICIENCY LEVEL6.A.2.INDICATOR / PROFICIENCY EXPECTATION6.A.2.INDICATOR / PROFICIENCY EXPECTATION6.A.2.		Use grammar concepts and skills that strengthen oral language Use complete sentences to respond to questions Balls Study
EXPECTATION5.A.1.EXPECTATION5.A.1.TOPIC / INDICATORLLD.5INDICATOR / PROFICIENCY LEVEL5.C.1.OBJECTIVE5.C.1.EXPECTATION5.C.1.TOPIC / INDICATORLLD.6INDICATOR / PROFICIENCY LEVEL6.A.2.OBJECTIVE6.A.2.EXPECTATION6.A.2.EXPECTATION6.A.2.		Use complete sentences to respond to questions Balls Study
TOPIC / INDICATORLLD.5INDICATOR / PROFICIENCY5.C.INDICATOR / PROFICIENCY5.C.1.OBJECTIVE5.C.1.EXPECTATION5.C.1.TOPIC / INDICATORLLD.6INDICATOR / PROFICIENCY6.A.DBJECTIVE6.A.2.EXPECTATION6.A.2.EXPECTATION6.A.2.	a.	Balls Study
INDICATOR / PROFICIENCY LEVEL5.C.OBJECTIVE5.C.1.EXPECTATION5.C.1.TOPIC / INDICATORLLD.6INDICATOR / PROFICIENCY LEVEL6.A.2.OBJECTIVE6.A.2.EXPECTATION6.A.2.		 p. 35 Investigation 2 Outdoor Experiences p. 40 Investigation 2 Day 3 Choice Time p. 43 Investigation 3 Outdoor Experiences p. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group p. 52 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Small Group p. 57 Investigation 4 Day 4 Read-Aloud
LEVELOBJECTIVE5.C.1.EXPECTATION5.C.1.TOPIC / INDICATORLLD.0INDICATOR / PROFICIENCY6.A.LEVEL6.A.2.OBJECTIVE6.A.2.EXPECTATION6.A.2.		CONTROLLING LANGUAGE: Students will control language by applying the conventions of standard English in speaking and writing.
EXPECTATION5.C.1.EXPECTATION5.C.1.TOPIC / INDICATORLLD.0INDICATOR / PROFICIENCY6.A.LEVEL6.A.2.OBJECTIVE6.A.2.EXPECTATION6.A.2.		Mechanics
TOPIC / INDICATORLLD.6INDICATOR / PROFICIENCY6.A.LEVEL6.A.2.OBJECTIVE6.A.2.EXPECTATION6.A.2.		Comprehend basic punctuation and capitalization in written language
INDICATOR / PROFICIENCY 6.A. LEVEL 6.A.2. OBJECTIVE 6.A.2. EXPECTATION 6.A.2.	D.	Recognize that space is used to separate words <u>Balls Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group
LEVEL 6.A.2. OBJECTIVE 6.A.2. EXPECTATION 6.A.2.	-	LISTENING: Students will demonstrate effective listening to learn, process, and analyze information.
EXPECTATION 6.A.2.		Listening
		Comprehend and analyze what is heard
EXPECTATION 6.A.2.	a.	Determine a speaker 's general purpose <u>Balls Study</u> p. 18 Exploring the Topic Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 54 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 58 Investigation 4 Day 5 Large Group
	b.	Identify rhythms and patterns of language, including rhyme and repetition Balls Study p. 23 Exploring the Topic Day 5 Mighty Minutes p. 31 Investigation 1 Day 2 Mighty Minutes p. 45 Investigation 3 Day 1 Mighty Minutes p. 47 Investigation 3 Day 2 Mighty Minutes p. 66 Investigation 5 Day 3 Large Group p. 15 Exploring the Topic Day 1 Small Group
EXPECTATION 6.A.2.		Follow a set of two- or three-step directions Balls Study

TOPIC / INDICATOR	LLD.7.	 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 5 Outdoor Experiences p. 61 Investigation 5 Outdoor Experiences p. 69 Investigation 5 Day 4 Mighty Minutes p. 63 Celebrating Learning Outdoor Experience SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.
INDICATOR / PROFICIENCY LEVEL	7.A.	Speaking
OBJECTIVE	7.A.1.	Use organization and delivery strategies
EXPECTATION	7.A.1.a.	Speak clearly enough to be heard and understood in a variety of settings Balls Study p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group
TOPIC / INDICATOR	LLD.7.	SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.
INDICATOR / PROFICIENCY LEVEL	7.A.	Speaking
OBJECTIVE	7.A2.	Make oral presentations
EXPECTATION	7.A2.a.	Speak in a variety of situations to inform and/or relate experiences, such as retelling stories <u>Balls Study</u> p. 46 Investigation 3 Day 2 Large Group p. 71 Investigation 5 Day 5 Large-Group Roundup
EXPECTATION	7.A2.b.	Use props in situations, such as show-and-tell <u>Balls Study</u> p. 29 Investigation 1 Day 1 Small Group p. 45 Investigation 3 Day 1 Read-Aloud p. 53 Investigation 4 Day 2 Large-Group Roundup p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Choice Time p. 65 Investigation 5 Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group
STRAND / TOPIC / STANDARD	MD.MA.	Mathematics
TOPIC / INDICATOR	MA.1.	KNOWLEDGE OF ALGEBRA, PATTERNS, AND/OR FUNCTIONS: Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.
INDICATOR / PROFICIENCY LEVEL	1.A.	Patterns and Functions
OBJECTIVE	1.A.2.	Identify, copy, and extend non-numeric patterns
EXPECTATION	1.A.2.a.	Match patterns kinesthetically such as: clap/snap/clap 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
EXPECTATION	1.A.2.b.	Recognize simple patterns <u>Balls Study</u> p. 40 Investigation 2 Day 3 Choice Time p. 63 Investigation 5 Day 1 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group
EXPECTATION	1.A.2.c.	Represent simple repeating patterns using no more than 2 different objects, and different actions in the core of the pattern <u>Balls Study</u> p. 40 Investigation 2 Day 3 Choice Time p. 63 Investigation 5 Day 1 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group
EXPECTATION	1.A.2.e.	Create a simple pattern of 2 different objects when given the rule <u>Balls Study</u> p. 55 Investigation 4 Day 3 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 57 Investigation 4 Day 4 Large-Group Roundup
EXPECTATION	1.A.2.f.	Identify patterns in real-world situations <u>Balls Study</u> p. 40 Investigation 2 Day 3 Choice Time p. 63 Investigation 5 Day 1 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group
TOPIC / INDICATOR	MA.1.	KNOWLEDGE OF ALGEBRA, PATTERNS, AND/OR FUNCTIONS: Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.
INDICATOR / PROFICIENCY LEVEL	1.B.	Expression, Equations, and Inequalities
OBJECTIVE	1.B.2.	Identify inequalities
EXPECTATION	1.B.2.a.	Explore relationships by comparing groups of no more than 5 objects to determine more or less <u>Balls Study</u> p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group
TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
INDICATOR / PROFICIENCY LEVEL	2.A.	Plane Geometric Figures
OBJECTIVE	2.A.1.	Recognize and use the attributes of plane geometric figures
EXPECTATION	2.A.1.a.	Sort objects by one attribute such as: shape, color, and size <u>Balls Study</u> p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 33 Investigation 1 Day 3 Large-Group Roundup p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 64 Investigation 5 Day 2 Choice Time p. 67 Investigation 5 Day 3 Choice Time

		p. 84 Celebrating Learning Day 1 Choice Time
		p.67 Investigation 5 Day 3 Large-Group Roundup
EXPECTATION	2.A.1.b.	Name the attributes of plane figures such as: shape, color, size
		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
EXPECTATION	2.A.1.c.	Match triangles, circles, and squares
		Balls Study
		p. 14 Exploring the Topic Day 1 Large Group
		p. 15 Exploring the Topic Day 1 Choice Time
		p. 16 Exploring the Topic Day 2 Choice Time
		p. 17 Exploring the Topic Day 2 Mighty Minutes p. 18 Exploring the Topic Day 3 Choice Time
		p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group
		p. 19 Exploring the Topic Day 3 Mighty Minutes
		p. 20 Exploring the Topic Day 4 Large Group
		p. 20 Exploring the Topic Day 4 Choice Time
		p. 23 Exploring the Topic Day 5 Mighty Minutes
		p. 28 Investigation 1 Day 1 Large Group
		p. 31 Investigation 1 Day 2 Mighty Minutes
		p. 32 Investigation 1 Day 3 Choice Time
		p. 33 Investigation 1 Day 3 Large-Group Roundup
		p. 35 Investigation 2 Outdoor Experiences
		p. 37 Investigation 2 Day 1 Large-Group Roundup
		p. 37 Investigation 2 Day 1 Read-Aloud
		p. 38 Investigation 2 Day 2 Large Group
		p. 39 Investigation 2 Day 2 Choice Time
		p. 39 Investigation 2 Day 2 Large-Group Roundup p. 39 Investigation 2 Day 2 Small Group
		p. 40 Investigation 2 Day 3 Choice Time
		p. 46 Investigation 2 Day 2 Choice Time
		p. 47 Investigation 3 Day 2 Mighty Minutes
		p. 49 Investigation 4 Outdoor Experience
		p. 51 Investigation 4 Day 1 Choice Time
		p. 51 Investigation 4 Day 1 Small Group
		p. 53 Investigation 4 Day 2 Choice Time
		p. 54 Investigation 4 Day 3 Large Group
		p. 56 Investigation 4 Day 4 Large Group
		p. 57 Investigation 4 Day 4 Large-Group Roundup
		p. 58 Investigation 4 Day 5 Large Group
		p. 59 Investigation 4 Day 5 Choice Time
		p. 63 Investigation 5 Day 1 Mighty Minutes p. 69 Investigation 5 Day 4 Choice Time
		p. 69 Investigation 5 Day 4 Choice Time p. 70 Investigation 5 Day 5 Large Group
		p. 86 Celebrating Learning Day 2 Choice Time
		p.47 Investigation 3 Day 2 Large-Group Roundup
		p.53 Investigation 4 Day 2 Small Group
EXPECTATION	2.A.1.d.	Identify triangles, circles, and squares in the environment
		Balls Study
		p. 14 Exploring the Topic Day 1 Large Group
		p. 15 Exploring the Topic Day 1 Choice Time p. 16 Exploring the Topic Day 2 Choice Time
		p. 17 Exploring the Topic Day 2 Choice Time p. 17 Exploring the Topic Day 2 Mighty Minutes
		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 Choice Time
		p. 19 Exploring the Topic Day 3 Earge Group
		p. 20 Exploring the Topic Day 4 Large Group
		p. 20 Exploring the Topic Day 4 Choice Time

		 p. 28 Investigation 1 Day 1 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 32 Investigation 1 Day 3 Choice Time p. 33 Investigation 1 Day 3 Large-Group Roundup p. 35 Investigation 2 Outdoor Experiences p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Large-Group Roundup p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 46 Investigation 3 Day 2 Choice Time p. 47 Investigation 3 Day 2 Choice Time p. 41 Investigation 4 Day 1 Choice Time p. 51 Investigation 4 Day 1 Small 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. 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 Choice Time p. 69 Investigation 5 Day 4 Choice Time p. 60 Investigation 5 Day 4 Choice Time p. 60 Investigation 5 Day 4 Choice Time p. 60 Investigation 5 Day 4 Choice Time
		p.47 Investigation 3 Day 2 Large-Group Roundup p.53 Investigation 4 Day 2 Small Group
TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
INDICATOR / PROFICIENCY LEVEL	2.B.	Solid Geometric Figure
OBJECTIVE	2.B.1.	Recognize and use the attributes of solid geometric figures
	2.B.1.a. 2.B.1.b.	Sort objects by one attribute such as: size, shape, weight, length 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 Large-Group Roundup p. 63 Investigation 5 Day 1 Small Group p. 70 Investigation 5 Day 5 Large Group Find solid figures in the environment
	2.0.1.0.	Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Choice Time p. 17 Exploring the Topic Day 2 Mighty Minutes p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 4 Large Group p. 20 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Mighty Minutes p. 23 Exploring the Topic Day 5 Mighty Minutes p. 24 Investigation 1 Day 1 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes

		 p. 32 Investigation 1 Day 3 Choice Time p. 33 Investigation 1 Day 3 Large-Group Roundup p. 35 Investigation 2 Outdoor Experiences p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Read-Aloud p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Choice Time p. 39 Investigation 2 Day 2 Large-Group Roundup p. 39 Investigation 2 Day 2 Large-Group Roundup p. 39 Investigation 2 Day 2 Choice Time p. 39 Investigation 2 Day 2 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 47 Investigation 4 Outdoor Experience p. 51 Investigation 4 Day 1 Choice Time p. 53 Investigation 4 Day 2 Choice Time p. 54 Investigation 4 Day 2 Choice Time p. 55 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group p. 57 Investigation 4 Day 5 Choice Time p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 5 Day 4 Choice Time p. 49 Investigation 5 Day 4 Choice Time p. 50 Investigation 5 Day 4 Choice Time p. 51 Investigation 5 Day 4 Choice Time p. 53 Investigation 5 Day 4 Choice Time p. 54 Investigation 5 Day 4 Choice Time p. 55 Investigation 5 Day 4 Choice Time p. 56 Investigation 5 Day 4 Choice Time p. 57 Investigation 5 Day 4 Choice Time p. 57 Investigation 5 Day 4 Choice Time p. 58 Investigation 5 Day 4 Choice Time p. 47 Investigation 5 Day 4 Choice Time
TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
INDICATOR / PROFICIENCY LEVEL	2.E.	Transformations
OBJECTIVE	2.E.1.	Begin to recognize a transformation
EXPECTATION	2.E.1.a.	Tell position by using words such as: over, under, above, on, next to, below, beside, behind <u>Balls Study</u> p. 40 Investigation 2 Day 3 Choice Time p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Mighty Minutes p. 65 Investigation 5 Day 2 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group p. 71 Investigation 5 Day 5 Small Group
TOPIC / INDICATOR	MA.3.	KNOWLEDGE OF MEASUREMENT: Students will identify attributes, units or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements.
INDICATOR / PROFICIENCY LEVEL	3.A.	Measurement Units
OBJECTIVE	3.A.1.	Recognize and use measurement attributes
EXPECTATION	3.A.1.a.	Demonstrate an understanding of comparative attributes such as: bigger, smaller, longer, shorter, lighter, heavier, shorter, taller, hotter, colder 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 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group

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		p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group
EXPECTATION	2 4 1 h	
EXPECTATION	3.A.1.b.	Compare and describe objects according to a single attribute <u>Balls Study</u> p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Large-Group Roundup p. 40 Investigation 2 Day 3 Choice Time p. 45 Investigation 3 Day 1 Choice Time p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group
		p. 63 Investigation 5 Day 1 Mighty Minutes
		p. 69 Investigation 5 Day 4 Small Group
		p. 70 Investigation 5 Day 5 Large Group
TOPIC / INDICATOR	MA.3.	KNOWLEDGE OF MEASUREMENT: Students will identify attributes, units or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements.
INDICATOR / PROFICIENCY LEVEL	3.B.	Measurement Tools
OBJECTIVE	3.B.1.	Measure in non-standard units
EXPECTATION	3.B.1.a.	Measure length of objects Balls Study p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group
EXPECTATION	3.B.1.b.	Explore the capacity of containers
		Balls Study p. 69 Investigation 5 Day 4 Small Group
EXPECTATION	3.B.1.c.	Explore the weight of objects <u>Balls Study</u> p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Large-Group Roundup
TOPIC / INDICATOR	MA.6.	KNOWLEDGE OF NUMBER RELATIONSHIPS AND
		COMPUTATION/ARITHMETIC: Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil, or technology.
INDICATOR / PROFICIENCY LEVEL	6.A.	Knowledge of number
OBJECTIVE	6.A.1.	Apply knowledge of whole numbers
EXPECTATION	6.A.1.b.	Show an understanding of quantity
		Balls Study p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group
EXPECTATION	6.A.1.c.	Construct relationships based on quantity
		Balls Study p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group
EXPECTATION	6.A.1.d.	Use classroom experiences to indicate same, more, or less
		Balls Study p. 37 Investigation 2 Day 1 Large-Group Roundup

		p. 37 Investigation 2 Day 1 Small Group
EXPECTATION	6.A.1.e.	Count and discuss quantity
		Balls Study p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 3 Mighty Minutes p. 41 Investigation 3 Day 1 Large-Group Roundup p. 44 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Large-Group Roundup p. 51 Investigation 4 Day 2 Mighty Minutes p. 53 Investigation 4 Day 1 Mighty Minutes p. 54 Investigation 4 Day 2 Mighty Minutes p. 55 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 Mighty Minutes p. 59 Investigation 5 Day 2 Large Group p. 64 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 5 Read-Aloud p. 71 Investigation 5 Day 5 Small Group p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 1
		p.68 Investigation 5 Day 4 Large Group
	6.A.1.g.	Match a numeral to a set 0 to 5 <u>Balls Study</u> p. 85 Celebrating Learning Day 1 Small Group Count to 10
		Balls Studyp. 21 Exploring the Topic Day 4 Small Groupp. 23 Exploring the Topic Day 5 Small Groupp. 33 Investigation 1 Day 3 Mighty Minutesp. 36 Investigation 2 Day 1 Large Groupp. 37 Investigation 2 Day 1 Large-Group Roundupp. 37 Investigation 2 Day 1 Small Groupp. 38 Investigation 2 Day 2 Large Groupp. 39 Investigation 2 Day 2 Large-Group Roundupp. 41 Investigation 2 Day 3 Mighty Minutesp. 44 Investigation 3 Day 1 Large-Group Roundupp. 53 Investigation 4 Day 3 Large Groupp. 45 Investigation 3 Day 1 Large-Group Roundupp. 54 Investigation 4 Day 2 Mighty Minutesp. 54 Investigation 4 Day 4 Large-Group Roundupp. 57 Investigation 4 Day 4 Large-Group Roundupp. 57 Investigation 4 Day 4 Large-Group Roundupp. 57 Investigation 4 Day 5 Mighty Minutesp. 64 Investigation 5 Day 2 Large Groupp. 69 Investigation 5 Day 4 Small Groupp. 71 Investigation 5 Day 5 Small Groupp. 85 Celebrating Learning Day 1 Small Groupp. 86 Celebrating Learning Day 2 Large Groupp. 86 Investigation 5 Day 4 Large Group
TOPIC / INDICATOR	MA.7.	PROCESSES OF MATHEMATICS: Students demonstrate the process of mathematics by making connections and applying reasoning to solve and to communicate their findings.
INDICATOR / PROFICIENCY LEVEL	7.C.	Communication

OBJECTIVE	7.C.1.	Present mathematical ideas using words, symbols, visual displays,
EXPECTATION	7.C.1.a.	or technology Use multiple representations to express concepts or solutions
		Balls Study
		p. 71 Investigation 5 Day 5 Small Group
STRAND / TOPIC / STANDARD	MD.SC.	Science
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.A.	Constructing Knowledge
OBJECTIVE	1.A.1.	Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.
EXPECTATION	1.A.1.a.	Describe what can be learned about things by just observing those things carefully and adding information by sometimes doing something to the things and noting what happens
		Balls Studyp. 27 Investigation 1 Outdoor Experiencesp. 31 Investigation 1 Day 2 Small Groupp. 35 Investigation 2 Outdoor Experiencesp. 36 Investigation 2 Day 1 Choice Timep. 37 Investigation 2 Day 1 Small Groupp. 39 Investigation 2 Day 2 Choice Timep. 43 Investigation 3 Outdoor Experiencesp. 45 Investigation 3 Day 1 Small Groupp. 46 Investigation 3 Day 2 Choice Timep. 47 Investigation 3 Day 2 Choice Timep. 47 Investigation 3 Day 2 Read-Aloudp. 57 Investigation 4 Day 5 Choice Timep. 59 Investigation 4 Day 5 Small Groupp. 61 Investigation 5 Outdoor Experiencesp. 62 Investigation 5 Day 1 Choice Timep. 63 Investigation 5 Day 1 Choice Timep. 64 Investigation 5 Day 2 Choice Timep. 64 Investigation 5 Day 3 Large Groupp. 66 Investigation 5 Day 3 Large Groupp. 66 Investigation 5 Day 3 Large Groupp. 67 Investigation 5 Day 4 Choice Timep. 69 Investigation 5 Day 4 Choice Time
EXPECTATION	1.A.1.b.	D. 09 Investigation 3 Day 4 Choice Time Seek information through reading, observation, exploration, and investigations Balls Study p. 27 Investigation 1 Outdoor Experiences p. 31 Investigation 1 Day 2 Small Group p. 35 Investigation 2 Outdoor Experiences p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 3 Outdoor Experiences p. 43 Investigation 3 Outdoor Experiences p. 45 Investigation 3 Day 2 Choice Time p. 45 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Choice Time p. 47 Investigation 3 Day 2 Read-Aloud p. 57 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 59 Investigation 5 Outdoor Experiences 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 Mighty Minutes
		p. 64 Investigation 5 Day 2 Choice Time
		p. 64 Investigation 5 Day 2 Large Group
		p. 66 Investigation 5 Day 3 Large Group
		p. 67 Investigation 5 Day 3 Choice Time
		p. 69 Investigation 5 Day 4 Choice Time
EXPECTATION	1.A.1.c.	Use tools such as thermometers, magnifiers, rulers, or balances to
		extend their senses and gather data
		Balls Study
		p. 31 Investigation 1 Day 2 Small Group
		p. 36 Investigation 2 Day 1 Choice Time
		p. 37 Investigation 2 Day 1 Small Group
		p. 39 Investigation 2 Day 2 Choice Time
		p. 40 Investigation 2 Day 3 Choice Time
		p. 40 Investigation 2 Day 3 Large Group
		p. 45 Investigation 3 Day 1 Small Group
		p. 59 Investigation 4 Day 5 Choice Time
		p. 69 Investigation 5 Day 4 Choice Time
		p. 69 Investigation 5 Day 4 Small Group
EXPECTATION	1.A.1.d.	Explain that when a science investigation is done the way it was
		done before, we expect to get a very similar result
		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 3 Outdoor Experiences
		p. 45 Investigation 3 Day 1 Small Group
		p. 46 Investigation 3 Day 2 Choice Time
		p. 47 Investigation 3 Day 2 Read-Aloud
		p. 47 Investigation 3 Day 2 Small Group
		p. 59 Investigation 4 Day 5 Choice Time
		p. 61 Investigation 5 Outdoor Experiences
		p. 64 Investigation 5 Day 2 Choice Time
		p. 64 Investigation 5 Day 2 Large Group
		p. 66 Investigation 5 Day 3 Large Group
		p. 67 Investigation 5 Day 3 Choice Time p. 69 Investigation 5 Day 4 Choice Time
		p. 69 Investigation 5 Day 4 Small Group
EXPECTATION	1.A.1.e.	Participate in multiple experiences to verify that science
		investigations generally work the same way in different places
		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 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. 47 Investigation 3 Day 2 Small Group

		 p. 59 Investigation 4 Day 5 Choice Time p. 61 Investigation 5 Outdoor Experiences p. 64 Investigation 5 Day 2 Choice Time p. 64 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Choice Time p. 69 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 4 Small Group
EXPECTATION	1.A.1.f.	Suggest things that you could do to find answers to questions raised by observing objects and/or phenomena (events such as water disappearing from the classroom aquarium or a pet's water bowl)
		Balls Studyp. 27 Investigation 1 Outdoor Experiencesp. 31 Investigation 1 Day 2 Small Groupp. 35 Investigation 2 Outdoor Experiencesp. 36 Investigation 2 Day 1 Choice Timep. 37 Investigation 2 Day 1 Small Groupp. 39 Investigation 2 Day 2 Choice Timep. 43 Investigation 3 Outdoor Experiencesp. 45 Investigation 3 Day 1 Small Groupp. 46 Investigation 3 Day 2 Choice Timep. 47 Investigation 3 Day 2 Read-Aloudp. 57 Investigation 4 Day 5 Choice Timep. 59 Investigation 5 Outdoor Experiencesp. 61 Investigation 5 Day 1 Choice Timep. 62 Investigation 5 Day 1 Choice Timep. 62 Investigation 5 Day 1 Choice Timep. 63 Investigation 5 Day 1 Large Groupp. 64 Investigation 5 Day 2 Choice Timep. 64 Investigation 5 Day 2 Choice Timep. 64 Investigation 5 Day 3 Large Groupp. 66 Investigation 5 Day 3 Large Groupp. 67 Investigation 5 Day 3 Choice Timep. 66 Investigation 5 Day 3 Choice Timep. 66 Investigation 5 Day 3 Large Groupp. 67 Investigation 5 Day 3 Choice Timep. 69 Investigation 5 Day 4 Choice Time
EXPECTATION	1.A.1.g.	Use whole numbers and simple, everyday fractions in ordering, counting, identifying, measuring, and describing things and experiences Balls Study p. 84 Celebrating Learning Day 1 Choice Time p. 86 Celebrating Learning Day 2 Choice Time
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.B.	Applying Evidence and Reasoning
OBJECTIVE	1.B.1.	People are more likely to believe your ideas if you can give good reasons for them
EXPECTATION	1.B.1.a.	Provide reasons for accepting or rejecting ideas examined <u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 30 Investigation 1 Day 2 Large Group

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		 p. 31 Investigation 1 Day 2 Choice Time p. 32 Investigation 1 Day 3 Large Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 1 Large Group p. 38 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 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 Choice Time p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 3 Day 1 Choice Time p. 44 Investigation 3 Day 1 Choice Time p. 45 Investigation 3 Day 1 Choice Time p. 46 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 47 Investigation 3 Day 2 Large Group p. 47 Investigation 3 Day 2 Choice Time p. 56 Investigation 4 Day 2 Choice Time p. 56 Investigation 4 Day 4 Choice Time p. 57 Investigation 4 Day 4 Choice Time p. 58 Investigation 4 Day 5 Large Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Large Group p. 64 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2
EXPECTATION	1.B.1.b.	p.70 Investigation 5 Day 5 Choice Time Develop reasonable explanations for observation made, investigations completed, and information gained by sharing ideas and listening to others' ideas
		Balls Studyp. 14 Exploring the Topic Day 1 Large Groupp. 15 Exploring the Topic Day 2 Choice Timep. 16 Exploring the Topic Day 3 Choice Timep. 18 Exploring the Topic Day 3 Large Groupp. 20 Exploring the Topic Day 4 Choice Timep. 23 Exploring the Topic Day 5 Choice Timep. 23 Exploring the Topic Day 5 Small Groupp. 27 Investigation 1 Outdoor Experiencesp. 30 Investigation 1 Day 2 Large Groupp. 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 Earge-Group Roundup
		p. 70 Investigation 5 Day 5 Large Group p. 84 Celebrating Learning Day 1 Choice Time
		p. 86 Celebrating Learning Day 1 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
EXPECTATION	1.B.1.c.	Explain why it is important to make some fresh observations when
		people give different descriptions of the same thing
		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

	1	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 Choice Time p. 39 Investigation 2 Day 2 Large-Group Roundup
		p. 39 Investigation 2 Day 2 Small Group
		p. 40 Investigation 2 Day 3 Choice Time
		p. 40 Investigation 2 Day 3 Large Group
		p. 41 Investigation 2 Day 3 Large-Group Roundup
		p. 43 Investigation 3 Outdoor Experiences
		p. 44 Investigation 3 Day 1 Large Group
		p. 45 Investigation 3 Day 1 Choice Time
		p. 45 Investigation 3 Day 1 Small Group
		p. 46 Investigation 3 Day 2 Choice Time
		p. 46 Investigation 3 Day 2 Large Group
		p. 47 Investigation 3 Day 2 Small Group
		p. 51 Investigation 4 Day 1 Choice Time
		p. 53 Investigation 4 Day 2 Choice Time
		p. 56 Investigation 4 Day 4 Choice Time
		p. 57 Investigation 4 Day 4 Small Group
		p. 58 Investigation 4 Day 5 Large Group
		p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group
		p. 62 Investigation 4 Day 5 Sman Group
		p. 62 Investigation 5 Day 1 Large Group
		p. 63 Investigation 5 Day 1 Mighty Minutes
		p. 64 Investigation 5 Day 2 Choice Time
		p. 64 Investigation 5 Day 2 Large Group
		p. 65 Investigation 5 Day 2 Large-Group Roundup
		p. 66 Investigation 5 Day 3 Large Group
		p. 67 Investigation 5 Day 3 Choice Time
		p. 69 Investigation 5 Day 4 Choice Time
		p. 69 Investigation 5 Day 4 Large-Group Roundup
		p. 69 Investigation 5 Day 4 Small Group
		p. 70 Investigation 5 Day 5 Large Group
		p. 84 Celebrating Learning Day 1 Choice Time
		p. 86 Celebrating Learning Day 2 Choice Time
		p.47 Investigation 3 Day 2 Large-Group Roundup
		p.53 Investigation 4 Day 2 Small Group
		p.67 Investigation 5 Day 3 Large-Group Roundup
		p.70 Investigation 5 Day 5 Choice Time
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking
		and acting inherent in the practice of science – Prekindergarten –
		Grade 2
INDICATOR / PROFICIENCY	1.C.	Communicating Scientific Information
LEVEL		
OBJECTIVE	1.C.1.	Ask, "How do you know?" in appropriate situations and attempt
		reasonable answers when others ask them the same question
EXPECTATION	1.C.1.a.	Describe things as accurately as possible and compare
		observations with those of others
		Balls Study
		p. 14 Exploring the Topic Day 1 Large Group
		p. 15 Exploring the Topic Day 1 Choice Time

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		p. 16 Exploring the Topic Day 2 Choice Time
		p. 18 Exploring the Topic Day 3 Choice Time
		p. 18 Exploring the Topic Day 3 Large Group
		p. 20 Exploring the Topic Day 4 Choice Time
		p. 23 Exploring the Topic Day 5 Choice Time
		p. 23 Exploring the Topic Day 5 Small Group
		p. 27 Investigation 1 Outdoor Experiences
		p. 29 Investigation 1 Day 1 Choice Time
		p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Choice Time
		p. 31 Investigation 1 Day 2 Small Group
		p. 32 Investigation 1 Day 3 Choice Time
		p. 32 Investigation 1 Day 3 Large Group
		p. 33 Investigation 1 Day 3 Large-Group Roundup
		p. 33 Investigation 1 Day 3 Small Group
		p. 35 Investigation 2 Outdoor Experiences
		p. 36 Investigation 2 Day 1 Choice Time
		p. 36 Investigation 2 Day 1 Large Group
		p. 37 Investigation 2 Day 1 Large-Group Roundup
		p. 37 Investigation 2 Day 1 Small Group
		p. 38 Investigation 2 Day 2 Large Group
		p. 39 Investigation 2 Day 2 Choice Time
		p. 39 Investigation 2 Day 2 Large-Group Roundup
		p. 39 Investigation 2 Day 2 Small Group
		p. 40 Investigation 2 Day 3 Choice Time
		p. 40 Investigation 2 Day 3 Large Group
		p. 41 Investigation 2 Day 3 Large-Group Roundup
		p. 43 Investigation 3 Outdoor Experiences
		p. 44 Investigation 3 Day 1 Large Group
		p. 45 Investigation 3 Day 1 Choice Time
		p. 45 Investigation 3 Day 1 Small Group
		p. 46 Investigation 3 Day 2 Choice Time
		p. 46 Investigation 3 Day 2 Large Group
		p. 47 Investigation 3 Day 2 Small Group
		p. 51 Investigation 4 Day 1 Choice Time p. 53 Investigation 4 Day 2 Choice Time
		p. 56 Investigation 4 Day 4 Choice Time
		p. 57 Investigation 4 Day 4 Small Group
		p. 58 Investigation 4 Day 5 Large Group
		p. 59 Investigation 4 Day 5 Choice Time
		p. 59 Investigation 4 Day 5 Small Group
		p. 62 Investigation 5 Day 1 Choice Time
		p. 62 Investigation 5 Day 1 Large Group
		p. 63 Investigation 5 Day 1 Mighty Minutes
		p. 64 Investigation 5 Day 2 Choice Time
		p. 64 Investigation 5 Day 2 Large Group
		p. 65 Investigation 5 Day 2 Large-Group Roundup
		p. 66 Investigation 5 Day 3 Large Group
		p. 67 Investigation 5 Day 3 Choice Time
		p. 69 Investigation 5 Day 4 Choice Time
		p. 69 Investigation 5 Day 4 Large-Group Roundup
		p. 69 Investigation 5 Day 4 Small Group
		p. 70 Investigation 5 Day 5 Large Group p. 84 Celebrating Learning Day 1 Choice Time
		p. 86 Celebrating Learning Day 2 Choice Time
		p.47 Investigation 3 Day 2 Large-Group Roundup
		p.53 Investigation 4 Day 2 Small Group
		p.67 Investigation 5 Day 3 Large-Group Roundup
		p.70 Investigation 5 Day 5 Choice Time
EXPECTATION		
	1.C.1.b.	Describe and compare things in terms of number, shape, texture,
	1.C.1.b.	Describe and compare things in terms of number, shape, texture, size, weight, color, and motion
	1.C.1.b.	size, weight, color, and motion
	1.C.1.b.	size, weight, color, and motion Balls Study
	1.C.1.b.	size, weight, color, and motion

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		p. 16 Exploring the Topic Day 2 Choice Time
		p. 18 Exploring the Topic Day 3 Choice Time
		p. 18 Exploring the Topic Day 3 Large Group
		p. 20 Exploring the Topic Day 4 Choice Time
		p. 23 Exploring the Topic Day 5 Choice Time
		p. 23 Exploring the Topic Day 5 Small Group
		p. 27 Investigation 1 Outdoor Experiences
		p. 29 Investigation 1 Day 1 Choice Time
		p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Choice Time
		p. 31 Investigation 1 Day 2 Small Group
		p. 32 Investigation 1 Day 3 Choice Time
		p. 32 Investigation 1 Day 3 Large Group
		p. 33 Investigation 1 Day 3 Large-Group Roundup
		p. 33 Investigation 1 Day 3 Small Group
		p. 35 Investigation 2 Outdoor Experiences
		p. 36 Investigation 2 Day 1 Choice Time
		p. 36 Investigation 2 Day 1 Large Group
		p. 37 Investigation 2 Day 1 Large-Group Roundup
		p. 37 Investigation 2 Day 1 Small Group
		p. 38 Investigation 2 Day 2 Large Group
		p. 39 Investigation 2 Day 2 Choice Time
		p. 39 Investigation 2 Day 2 Large-Group Roundup
		p. 39 Investigation 2 Day 2 Small Group
		p. 40 Investigation 2 Day 3 Choice Time
		p. 40 Investigation 2 Day 3 Large Group
		p. 41 Investigation 2 Day 3 Large-Group Roundup
		p. 43 Investigation 3 Outdoor Experiences
		p. 44 Investigation 3 Day 1 Large Group
		p. 45 Investigation 3 Day 1 Choice Time
		p. 45 Investigation 3 Day 1 Small Group
		p. 46 Investigation 3 Day 2 Choice Time
		p. 46 Investigation 3 Day 2 Large Group
		p. 47 Investigation 3 Day 2 Small Group
		p. 51 Investigation 4 Day 1 Choice Time
		p. 53 Investigation 4 Day 2 Choice Time
		p. 56 Investigation 4 Day 4 Choice Time
		p. 57 Investigation 4 Day 4 Small Group
		p. 58 Investigation 4 Day 5 Large Group
		p. 59 Investigation 4 Day 5 Choice Time
		p. 59 Investigation 4 Day 5 Small Group
		p. 62 Investigation 5 Day 1 Choice Time
		p. 62 Investigation 5 Day 1 Large Group
		p. 63 Investigation 5 Day 1 Mighty Minutes
		p. 64 Investigation 5 Day 2 Choice Time
		p. 64 Investigation 5 Day 2 Large Group
		p. 65 Investigation 5 Day 2 Large-Group Roundup
		p. 66 Investigation 5 Day 3 Large Group
		p. 67 Investigation 5 Day 3 Choice Time
		p. 69 Investigation 5 Day 4 Choice Time
		p. 69 Investigation 5 Day 4 Large-Group Roundup
		p. 69 Investigation 5 Day 4 Small Group
		p. 70 Investigation 5 Day 5 Large Group
		p. 84 Celebrating Learning Day 1 Choice Time
		p. 86 Celebrating Learning Day 2 Choice Time
		p.47 Investigation 3 Day 2 Large-Group Roundup
		p.53 Investigation 4 Day 2 Small Group
		p.67 Investigation 5 Day 3 Large-Group Roundup
		p.70 Investigation 5 Day 5 Choice Time
EXPECTATION	1.C.1.c.	Draw pictures that correctly portray at least some features of the
	1.0.1.0.	thing being described and sequence of events (seasons, seed
		growth)
		3. • • • • • •
		Balls Study
		p. 57 Investigation 4 Day 4 Small Group
1	11	p

		 p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 61 Investigation 5 Outdoor Experiences p. 69 Investigation 5 Day 4 Read-Aloud
EXPECTATION	1.C.1.d.	Have opportunities to work with a team, share findings with others, and recognize that all team members should reach their own conclusions about what the findings mean <u>Balls Study</u> p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Choice Time
		p. 59 Investigation 4 Day 5 Small Group p. 61 Investigation 5 Outdoor Experiences
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.D.	Technology
OBJECTIVE	1.D.1.	Design and make things with simple tools and a variety of materials.
EXPECTATION	1.D.1.a.	Make something out of paper, cardboard, wood, plastic, metal, or existing objects that can actually be used to perform a task
		Balls Study p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 84 Celebrating Learning Day 1 Choice Time p.70 Investigation 5 Day 5 Choice Time
EXPECTATION	1.D.1.b.	Recognize that tools are used to do things better or more easily and to do some things that could not otherwise be done at all <u>Balls Study</u> p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 84 Celebrating Learning Day 1 Choice Time p.70 Investigation 5 Day 5 Choice Time
EXPECTATION	1.D.1.c.	Assemble, describe, take apart and reassemble constructions using interlocking blocks, erector sets and the like <u>Balls Study</u> p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 84 Celebrating Learning Day 1 Choice Time p.70 Investigation 5 Day 5 Choice Time
EXPECTATION	1.D.1.d.	Recognize that some kinds of materials are better than others for making any particular thing, for example, materials that are better in some ways (such as stronger and cheaper) may be worse in other ways (such as heavier and harder to cut) <u>Balls Study</u> p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 84 Celebrating Learning Day 1 Choice Time p.70 Investigation 5 Day 5 Choice Time
EXPECTATION	1.D.1.e.	Explain that sometimes it is not possible to make or do everything that is designed Balls Study p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 84 Celebrating Learning Day 1 Choice Time p.70 Investigation 5 Day 5 Choice Time

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

		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 3 Outdoor Experiences p. 44 Investigation 3 Day 1 Small Group p. 45 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Choice Time p. 47 Investigation 3 Day 2 Choice Time p. 47 Investigation 3 Day 2 Read-Aloud p. 47 Investigation 3 Day 2 Small Group p. 59 Investigation 5 Outdoor Experiences p. 64 Investigation 5 Day 2 Choice Time p. 61 Investigation 5 Day 2 Choice Time p. 64 Investigation 5 Day 2 Choice Time p. 64 Investigation 5 Day 3 Large Group p. 64 Investigation 5 Day 3 Large Group p. 66 Investigation 5 Day 3 Choice Time p. 67 Investigation 5 Day 3 Choice Time p. 67 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 4 Choice
TOPIC / INDICATOR	SC.3.	LIFE SCIENCE: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.
INDICATOR / PROFICIENCY LEVEL	3.A.	Diversity of Life
OBJECTIVE	3.A.1.	Observe a variety of familiar plants and animals to describe how they are alike and how they are different
EXPECTATION	3.A.1.a.	Gather information about how some animals are alike in the way they look and in the things they do. <u>Balls Study</u> p. 58 Investigation 4 Day 5 Large Group p. 62 Investigation 5 Day 1 Large Group
EXPECTATION	3.A.1.d.	Identify some of the things that all animals do, such as eat, move around and explain how their features (observable parts) help them do these things. Balls Study p. 58 Investigation 4 Day 5 Large Group p. 62 Investigation 5 Day 1 Large Group
TOPIC / INDICATOR	SC.3.	LIFE SCIENCE: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.
INDICATOR / PROFICIENCY LEVEL	3.C.	Genetics
OBJECTIVE	3.C.1.	Observe, describe and compare different kinds of animals and their offspring
EXPECTATION	3.C.1.b.	Describe how offspring are very much, but not exactly, like their parents and like one another <u>Balls Study</u> p. 58 Investigation 4 Day 5 Large Group p. 62 Investigation 5 Day 1 Large Group
TOPIC / INDICATOR	SC.4.	CHEMISTRY: Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.
INDICATOR / PROFICIENCY	4.A.	Structure of Matter

LEVEL		
OBJECTIVE	4.A.1.	Use evidence from investigations to describe the observable
		properties of a variety of objects.
EXPECTATION	4.A.1.a.	properties of a variety of objects.Examine and describe a variety of familiar objects, in terms of the materials from which they are made (clay, cloth, paper, etc.).Balls Studyp. 14 Exploring the Topic Day 1 Large Groupp. 16 Exploring the Topic Day 2 Choice Timep. 18 Exploring the Topic Day 3 Large Groupp. 20 Exploring the Topic Day 5 Choice Timep. 23 Exploring the Topic Day 5 Choice Timep. 24 Exploring the Topic Day 5 Choice Timep. 25 Investigation 1 Day 1 Choice Timep. 31 Investigation 1 Day 3 Large Groupp. 32 Investigation 1 Day 3 Choice Timep. 33 Investigation 1 Day 3 Large Groupp. 33 Investigation 2 Day 1 Choice Timep. 34 Investigation 2 Day 1 Small Groupp. 35 Investigation 2 Day 2 Large Groupp. 38 Investigation 2 Day 2 Large Groupp. 39 Investigation 2 Day 3 Choice Timep. 40 Investigation 2 Day 3 Choice Timep. 40 Investigation 2 Day 3 Large Groupp. 44 Investigation 3 Day 1 Large Groupp. 45 Investigation 3 Day 1 Choice Timep. 47 Investigation 3 Day 1 Choice Timep. 47 Investigation 4 Day 5 Choice Timep. 47 Investigation 4 Day 5 Large Groupp. 58 Investigation 4 Day 5 Large Groupp. 59 Investigation 4 Day 5 Large Groupp. 59 Investigation 4 Day 5 Large Groupp. 59 Investigation 5 Day 1 Large Groupp. 61 Investigation 5 Day 1 Large Groupp. 61 Investigation 5 Day 1 Large Groupp. 62 Investigation 5 Day 1 Large Groupp. 63 Investigation 5 Day 1 Large Groupp. 64 Investigation 5 Day 1 Large Group<
EXPECTATION	4.A.1.b.	 Based on data gathered, describe the observable properties of familiar objects (size, shape, color, and texture). Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Choice Time p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 3 Choice Time p. 32 Investigation 1 Day 3 Choice Time p. 33 Investigation 1 Day 3 Choice Time p. 37 Investigation 2 Day 1 Small Group p. 47 Investigation 4 Day 1 Choice Time p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group

	1	p. 61 Investigation 5 Outdoor Experiences
		 p. 61 Investigation 5 Outdoor Experiences p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Mighty Minutes p. 64 Investigation 5 Day 2 Choice Time p. 64 Investigation 5 Day 2 Large Group p. 67 Investigation 5 Day 3 Choice Time p. 69 Investigation 5 Day 4 Small Group
STRAND / TOPIC / STANDARD	MD.SS.	Social Studies
TOPIC / INDICATOR	SS.1.	POLITICAL SCIENCE: (Prek – 3 Standard) Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.
INDICATOR / PROFICIENCY LEVEL	1.A.	The Foundation and Function of Government
OBJECTIVE	1.A.1.	Identify the importance of rules
EXPECTATION	1.A.1.a.	Recognize why people have rules at home and at school. Balls Study p. 52 Investigation 4 Day 2 Large Group
		p. 83 Celebrating Learning Outdoor Experience
EXPECTATION	1.A.1.b.	Generate and follow classroom rules, such as taking turns, walking inside, and forming a line that promote order and safety in the classroom. Balls Study
		p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience
TOPIC / INDICATOR	SS.6.	SKILLS AND PROCESSES: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
INDICATOR / PROFICIENCY LEVEL	6.C.	Ask Social Studies Questions
OBJECTIVE	6.C.1.	Identify a topic that requires further study
EXPECTATION	6.C.1.a.	Identify prior knowledge about the topic. Balls Study p.70 Investigation 5 Day 5 Choice Time
STRAND / TOPIC / STANDARD	MD.FA-M.	Fine Arts - Music
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.1.	Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment
EXPECTATION	1.A.1.c.	Respond to changes heard in music: fast/slow, loud/soft (quiet), long/short, high/low <u>Balls Study</u> p. 29 Investigation 1 Day 1 Small Group
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.2.	Experience performance through singing, playing instruments, and

		listening to performances of others
EXPECTATION	1.A.2.a.	Sing songs that use the voice in a variety of ways
	1.A.2.d.	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. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Mighty Minutes p. 30 Investigation 1 Day 2 Large Group p. 33 Investigation 2 Day 1 Large Group p. 34 Investigation 2 Day 2 Large Group p. 38 Investigation 2 Day 2 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 3 Large Group p. 44 Investigation 2 Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 44 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 3 Large Group p. 58 Investigation 4 Day 3 Large Group p. 58 Investigation 4 Day 3 Large Group p. 54 Investigation 5 Day 1 Large Group p. 55 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 2 Large Group p. 61 Investiga
EXPECTATION	1.A.2.b.	Listen to examples of adult male voices, adult female voices, and children's voices <u>Balls Study</u> p. 29 Investigation 1 Day 1 Small Group
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.3.	Respond to music through movement
EXPECTATION	1.A.3.a.	Express music through movement, developing the concept of personal space ("bubble space") Balls Study p. 46 Investigation 3 Day 2 Large Group
EXPECTATION	1.A.3.b.	Respond to steady beat through locomotor and body movement Balls Study p. 46 Investigation 3 Day 2 Large Group
EXPECTATION	1.A.3.c.	Listen for simple directions or verbal cues in singing games
<u> </u>		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 Large Group
		p. 29 Investigation 1 Day 1 Small Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 32 Investigation 1 Day 3 Large Group
		p. 36 Investigation 2 Day 1 Large Group
		p. 38 Investigation 2 Day 2 Large Group
		p. 39 Investigation 2 Day 2 Mighty Minutes
		p. 40 Investigation 2 Day 3 Large Group
		p. 44 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 2 Large Group
		p. 50 Investigation 4 Day 1 Large Group
		p. 52 Investigation 4 Day 2 Large Group
		p. 54 Investigation 4 Day 3 Large Group
		p. 55 Investigation 4 Day 3 Mighty Minutes
		p. 56 Investigation 4 Day 4 Large Group
		p. 58 Investigation 4 Day 5 Large Group
		p. 62 Investigation 5 Day 1 Large Group
		p. 64 Investigation 5 Day 2 Large Group
		p. 65 Investigation 5 Day 2 Mighty Minutes p. 65 Investigation 5 Day 2 Small Group
		p. 66 Investigation 5 Day 3 Large Group
		p. 69 Investigation 5 Day 4 Mighty Minutes
		p. 70 Investigation 5 Day 5 Large Group
		p. 85 Celebrating Learning Day 1 Mighty Minutes
		p. 85 Celebrating Learning Day 1 Small Group
		p. 86 Celebrating Learning Day 2 Large Group
		p. 87 Celebrating Learning Day 2 Mighty Minutes
		p.15 Exploring the Topic Day 1 Small Group p.68 Investigation 5 Day 4 Large Group
		p.84 Celebrating Learning Day 1 Large Groups
EXPECTATION	1.A.3.d.	Explore a variety of locomotor and nonlocomotor movements to
		show meter
		Balls Study
		p. 46 Investigation 3 Day 2 Large Group
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will
		demonstrate an understanding of music as an essential aspect of
		history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.1.	Develop the ability to recognize music as a form of individual and
		cultural expression through experiencing music as both personal
		and societal expression
EXPECTATION	2.B.1.a.	Explore music used in daily living
		Balls Study
		p. 29 Investigation 1 Day 1 Small Group
EXPECTATION	2.B.1.b.	Sing songs representative of different activities, holidays, and seasons in a variety of world cultures
		Palla Study
		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

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		 p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large Group p. 40 Investigation 2 Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 1 Large Group p. 50 Investigation 4 Day 1 Large Group p. 50 Investigation 4 Day 2 Large Group p. 51 Investigation 4 Day 3 Large Group p. 52 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 5 Large Group p. 62 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. 66 Investigation 5 Day 2 Large Group p. 66 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 5 Large Group p. 85 Celebrating Learning Day 1 Mighty Minutes p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Mighty Minutes p. 87 Celebrating Learning Day 1 Large Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Large Group p. 88 Celebrating Learning Day 1 Large Group p. 84 Celebrating Learning Day 1 Large Group
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.2.	Become acquainted with the roles of music in the lives of people
EXPECTATION	2.B.2.a.	Explore a rich repertoire of music representing its roles in the lives of people, such as lullabies <u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 20 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 Mighty Minutes p. 29 Investigation 1 Day 2 Large Group p. 30 Investigation 1 Day 3 Large Group p. 32 Investigation 2 Day 3 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large Group p. 40 Investigation 2 Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 1 Large Group p. 50 Investigation 4 Day 3 Large Group p. 50 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 3 Mighty Minutes p. 56 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 5 Large Group p. 58 Investigation 4 Day 5 Large Group

		 p. 65 Investigation 5 Day 2 Mighty Minutes p. 65 Investigation 5 Day 2 Small Group p. 66 Investigation 5 Day 3 Large Group p. 69 Investigation 5 Day 4 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group p. 85 Celebrating Learning Day 1 Mighty Minutes p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes p. 15 Exploring the Topic Day 1 Small Group p. 68 Investigation 5 Day 4 Large Group p. 84 Celebrating Learning Day 1 Large Groups
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.3.	Explore the relationship of music to dance, theatre, the visual arts, and other disciplines
	2.B.3.a.	Explore creative expression through music, dance, creative dramatics, and the visual arts Balls 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. 22 Exploring the Topic Day 4 Large Group p. 22 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 30 Investigation 2 Day 2 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large Group p. 40 Investigation 3 Day 1 Large Group p. 40 Investigation 3 Day 1 Large Group p. 50 Investigation 4 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. 52 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 p. 56 Investigation 4 Day 3 Large Group p. 58 Investigation 4 Day 3 Large Group p. 58 Investigation 5 Day 2 Large Group p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 3 Large Group p. 65 Investigation 5 Day 3 Large Group p. 65 Investigation 5 Day 3 Large Group p. 65 Investigation 5 Day 4 Mighty Minutes p. 70 Investigation 5 Day 4 Large Group p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 1 Small Group p. 88 Celebrating Learning Day 1 Small Group p. 88 Investigation 5 Day 4 Large Group p. 84 Cele
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY	2.B.	Historical, Cultural, and Social Context

LEVEL		
OBJECTIVE	2.B.4.	Develop knowledge of a wide variety of styles and genres through the study of music history
EXPECTATION	2.B.4.a.	Listen to two versions of the same piece and identify them as same or different, such as a vocal version and a strictly instrumental version Balls Study p. 29 Investigation 1 Day 1 Small Group
TOPIC / INDICATOR	FA-M.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize musical ideas and sounds creatively.
INDICATOR / PROFICIENCY LEVEL	3.D.	Aesthetics and Criticism
OBJECTIVE	3.D.1.	Express preferences about selected musical compositions
EXPECTATION	3.D.1.a.	Verbalize or use visual representation for at least one reason for musical experience Balls Study p. 29 Investigation 1 Day 1 Small Group
STRAND / TOPIC / STANDARD	MD.FA-V.	Fine Arts - Visual Arts
TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.1.	Identify, describe, and interpret observed form
EXPECTATION	1.A.1.a.	Identify colors, lines, and shapes found in the environment 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
EXPECTATION	1.A.1.b.	Use colors, lines, and shapes to communicate ideas about the observed world <u>Balls Study</u> p. 18 Exploring the Topic Day 3 Choice Time p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Read-Aloud
TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.
INDICATOR / PROFICIENCY	1.A.	Aesthetic Education

OBJECTIVE	1.A.2.	Identify and compare ways in which selected artworks represent what people see, feel, know, and imagine
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EXPECTATION	1.2.A.a.	Identify the subject matter of various works of art Balls Study p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 3 Small Group p. 17 Exploring the Topic Day 4 Read-Aloud p. 19 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. 23 Exploring the Topic Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Small Group p. 31 Investigation 2 Day 1 Small Group p. 35 Investigation 2 Day 1 Small Group p. 37 Investigation 2 Day 1 Small Group p. 41 Investigation 2 Day 1 Small Group p. 41 Investigation 3 Outdoor Experiences p. 43 Investigation 3 Day 1 Large Group p. 44 Investigation 4 Outdoor Experience 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 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 56 Investigation 4 Day 4 Large Group p. 56 Investigation 4 Day 4 Large Group p. 57 Investigation 4 Day 4 Choice Time p. 5
EXPECTATION	1.2.A.b.	Use color, line, and shape to represent ideas visually from observation, memory, and imagination <u>Balls Study</u> p. 18 Exploring the Topic Day 3 Choice Time p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Read-Aloud
TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.
NDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education

OBJECTIVE	1.A.3.	Experiment with elements of art elements of design to organize personally meaningful compositions
EXPECTATION	1.A.3.a.	personally meaningful compositionsExplore color, line, and shape in artworksBalls Studyp. 18 Exploring the Topic Day 3 Choice Timep. 39 Investigation 2 Day 2 Small Groupp. 52 Investigation 4 Day 2 Large Groupp. 57 Investigation 4 Day 4 Read-Aloudp. 57 Investigation 4 Day 4 Small Groupp. 58 Investigation 4 Day 5 Large Groupp. 59 Investigation 4 Day 5 Choice Timep. 59 Investigation 4 Day 5 Small Groupp. 67 Investigation 5 Day 3 Small Groupp. 69 Investigation 5 Day 4 Read-Aloud
		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 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 4 Read-Aloud
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.1.	Determine ways in which works of art express ideas about oneself, other people, places, and events
EXPECTATION	2.B.1.a.	Observe works of art and identify ideas expressed by the artists Balls Study p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 3 Small Group p. 19 Exploring the Topic Day 4 Read-Aloud p. 21 Exploring the Topic Day 4 Small Group p. 21 Exploring the Topic Day 4 Small Group p. 21 Exploring the Topic Day 5 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Small Group p. 31 Investigation 1 Day 2 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 3 Outdoor Experiences p. 43 Investigation 3 Day 1 Large Group p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 4 Day 2 Read-Aloud p. 51 Investigation 4 Day 2 Large Group p. 52 Investigation 4 Day 2 Read-Aloud p. 53 Investigation 4 Day 2 Read-Aloud p. 53 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Read-Aloud p. 53 Investigation 4 Day 3 Large Group p. 53 Investigation 4 Day 2 Read-Aloud p. 53 Investigation 4 Day 3 Large-Group Roundup <t< td=""></t<>

		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
EXPECTATION	2.B.1.b.	Use selected works of art as inspiration to express ideas visually and verbally
		Balls Study
		p. 17 Exploring the Topic Day 2 Small Group
		p. 17 Exploring the Topic Day 2 Read-Aloud
		p. 19 Exploring the Topic Day 3 Small Group
		p. 21 Exploring the Topic Day 4 Read-Aloud
		p. 21 Exploring the Topic Day 4 Small Group
		p. 23 Exploring the Topic Day 5 Small Group
		p. 28 Investigation 1 Day 1 Large Group
		p. 29 Investigation 1 Day 1 Small Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 31 Investigation 1 Day 2 Small Group
		p. 35 Investigation 2 Outdoor Experiences
		p. 37 Investigation 2 Day 1 Read-Aloud
		p. 37 Investigation 2 Day 1 Small Group p. 41 Investigation 2 Day 3 Small Group
		p. 43 Investigation 2 Day 5 Small Group
		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
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will
		demonstrate an understanding of visual arts as a basic aspect of
		history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.2.	Discuss reasons why people (including self) create and use art by studying artworks and other sources of information
EXPECTATION	2.B.2.a.	Discuss and describe artworks with common themes or similar
		ideas expressed

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		Balls Studyp. 17 Exploring the Topic Day 2 Small Groupp. 17 Exploring the Topic Day 3 Small Groupp. 21 Exploring the Topic Day 4 Read-Aloudp. 21 Exploring the Topic Day 4 Small Groupp. 23 Exploring the Topic Day 5 Small Groupp. 28 Investigation 1 Day 1 Large Groupp. 29 Investigation 1 Day 2 Large Groupp. 30 Investigation 1 Day 2 Small Groupp. 31 Investigation 1 Day 2 Small Groupp. 35 Investigation 2 Dutdoor Experiencesp. 37 Investigation 3 Day 1 Read-Aloudp. 38 Investigation 3 Day 1 Small Groupp. 44 Investigation 3 Day 1 Large Groupp. 44 Investigation 3 Day 1 Large Groupp. 45 Investigation 3 Day 1 Large Groupp. 49 Investigation 4 Day 2 Karge Groupp. 51 Investigation 4 Day 2 Large Groupp. 52 Investigation 4 Day 2 Large Groupp. 53 Investigation 4 Day 2 Large Groupp. 54 Investigation 4 Day 2 Large Groupp. 55 Investigation 4 Day 2 Large Groupp. 55 Investigation 4 Day 2 Large Groupp. 55 Investigation 4 Day 2 Large Groupp. 56 Investigation 4 Day 3 Small Groupp. 56 Investigation 4 Day 4 Large Groupp. 56 Investigation 4 Day 4 Large Groupp. 57 Investigation 4 Day 4 Large Groupp. 56 Investigation 4 Day 4 Small Groupp. 57 Investigation 5 Day 4 Small Groupp. 56 Investigation 5 Day 4 Small Groupp. 57 Investigation 5 Day 2 Small Groupp. 57 Investigation 5 Day 3 Small Groupp. 57 Investigation 5 Day 3 Small Groupp. 57 Investigation 5 Day 3 Small Groupp. 61 Investigation 5 Day 3 Small Group
EXPECTATION	2.B.2.b.	Describe and share personal artworks
		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
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.3.	Differentiate among works by artists representative of different cultures
EXPECTATION	2.B.3.a.	Discuss the subject matter of selected artworks Balls Study p. 17 Exploring the Topic Day 2 Small Group

p. 17 Exploring the Topic Day 2 Read-Aloud	
p. 19 Exploring the Topic Day 3 Small Group	
p. 21 Exploring the Topic Day 4 Read-Aloud	
p. 21 Exploring the Topic Day 4 Small Group	
p. 23 Exploring the Topic Day 5 Small Group	
p. 28 Investigation 1 Day 1 Large Group	
p. 29 Investigation 1 Day 1 Small Group	
p. 30 Investigation 1 Day 2 Large Group	
p. 31 Investigation 1 Day 2 Small Group	
p. 35 Investigation 2 Outdoor Experiences	
p. 37 Investigation 2 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	
EXPECTATION 2.B.3.b. Categorize the subject matter of artworks as the same	or difforont
EAPECTATION 2.5.5.0. Categorize the subject matter of artworks as the same	or different
Balls Study	
p. 17 Exploring the Topic Day 2 Small Group	
p. 17 Exploring the Topic Day 2 Read-Aloud	
p. 19 Exploring the Topic Day 3 Small Group	
p. 21 Exploring the Topic Day 4 Read-Aloud	
p. 21 Exploring the Topic Day 4 Small Group	
p. 23 Exploring the Topic Day 5 Small Group	
p. 28 Investigation 1 Day 1 Large Group	
p. 29 Investigation 1 Day 1 Small Group	
p. 30 Investigation 1 Day 2 Large Group	
p. 31 Investigation 1 Day 2 Small Group	
p. 35 Investigation 2 Outdoor Experiences	
p. 37 Investigation 2 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. 44 Investigation 3 Day 1 Large Group p. 49 Investigation 4 Outdoor Experience	
p. 49 Investigation 4 Outdoor Experience	
p. 49 Investigation 4 Outdoor Experience p. 51 Investigation 4 Day 1 Small Group	
p. 49 Investigation 4 Outdoor Experience p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 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. 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. 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. 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. 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	

TOPIC / INDICATOR	FA-V.2.	 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. 70 Investigation 5 Day 5 Choice Time
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.4.	Describe the processes used to interpret and express ideas in the visual arts and other disciplines
EXPECTATION	2.B.4.a.	Identify the visual qualities of works of art and the environment 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
EXPECTATION	2.B.4.b.	Explain and use a variety of visual arts processes to express ideas 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
TOPIC / INDICATOR	FA-V.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Create images and forms from observation, memory, imagination, and feelings
EXPECTATION	3.C.1.a.	Explore art media, processes, and techniques <u>Balls Study</u> p. 18 Exploring the Topic Day 3 Choice Time p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group

		p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group
		p. 67 Investigation 5 Day 3 Small Group
		p. 69 Investigation 5 Day 4 Read-Aloud
EXPECTATION	3.C.1.b.	Manipulate art media, materials and tools safely
		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
EXPECTATION	3.C.1.c.	Create artworks that explore the uses of color, line, and shape, to express ideas
		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
TOPIC / INDICATOR	FA-V.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize knowledge and ideas for
		expression in the production of art.
INDICATOR / PROFICIENCY	3.C.	Creative Expression and Production
LEVEL		
OBJECTIVE	3.C.2.	Investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know, and feel
EXPECTATION	3.C.2.a.	Explore ways images communicate ideas
		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. 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
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EXPECTATION	3.C.2.b.	Identify color, line, and shape in artworks
		Balls Study
		p. 18 Exploring the Topic Day 3 Choice Time p. 39 Investigation 2 Day 2 Small Group
		p. 52 Investigation 2 Day 2 Small 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
L		

	p. 69 Investigation 5 Day 4 Read-Aloud
FA-V.4.	AESTHETICS AND CRITICISM: Students will demonstrate the ability to identify, analyze, and apply criteria for making visual aesthetic judgments.
4.D.	Criticism and Aesthetics
4.D.1.	Develop and apply criteria to evaluate personally created artworks and the artworks of others
4.D.1.a.	Observe and respond to selected artworks Balls Study p. 17 Exploring the Topic Day 2 Small Group p. 17 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. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Small Group p. 31 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 37 Investigation 2 Day 1 Small Group p. 41 Investigation 2 Day 1 Small Group p. 41 Investigation 3 Dutdoor Experiences p. 41 Investigation 3 Day 1 Large Group p. 43 Investigation 4 Day 1 Small Group p. 44 Investigation 4 Day 2 Large Group p. 51 Investigation 4 Day 2 Large Group p. 52 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 3 Small Group p. 54 Investigation 4 Day 4 Choice Time p. 55 Investigation 4 Day 4 Kead-Aloud p. 57 Investigation 4 Day 4 Kead-Aloud p. 57 Investigatio
	Fine Arts - Theatre
	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.
1.A.	Aesthetics Education
1.A.1.	Describe ways that theatre depicts themes and stories
1.A.1.a.	Listen to and perform nursery rhymes, finger plays, and popular books and other media Balls Study
	4.D. 4.D.1. 4.D.1.a. 4.D.1.a. MD.FA-T. FA-T.1. 1.A. 1.A.

		p. 71 Investigation 5 Day 5 Read-Aloud
		p. 85 Celebrating Learning Day 1 Small Group
EXPECTATION	1.A.1.b.	Explore themes and ideas about people and events through improvisational play 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. 31 Investigation 1 Day 3 Large Group p. 33 Investigation 2 Day 1 Large Group p. 33 Investigation 2 Day 1 Large Group p. 34 Investigation 2 Day 2 Large Group p. 35 Investigation 3 Day 1 Large Group p. 36 Investigation 3 Day 1 Large Group p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 2 Large Group p. 53 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 3 Large Group p. 56 Investigation 5 Day 1 Large Group p. 66 Investigation 5 Day 1 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. 61 Investigation 5 Day 3 Large Group p. 63 Investigation 5 Day 3 Large Group p. 64 Investigation 5 Day 3 Large Group p. 65 Investigation 5 Day 3 Large Group p. 64 Investigation 5 Day 3 Large Group p. 65 Investigation 5 Day 3 Large Group p. 64 Investigation 5 Day 3 Large Group p. 65 Investigation 5 Day 3 Large Group p. 64 Investigation 5 Day 3 Large Group p. 64 Investigation 5 Day 4 Large Group p. 64 Investigation 5 Day 4 Small Group p. 64 Investigation 5 Day 4 Small Group p. 64 Celebrating
TOPIC / INDICATOR	FA-T.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.
INDICATOR / PROFICIENCY LEVEL		Aesthetics Education
OBJECTIVE	1.A.2.	Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances
EXPECTATION	1.A.2.a.	Explore expressive qualities in dance, music, theatre, and visual arts Balls Study p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Small Group p. 46 Investigation 3 Day 2 Large Group p. 47 Investigation 3 Day 2 Small Group p. 55 Investigation 4 Day 3 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 56 Investigation 4 Day 4 Large Group p. 57 Investigation 4 Day 5 Large Group p. 62 Investigation 5 Day 1 Choice Time p. 63 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 2 Choice Time

TOPIC / INDICATOR	FA-T.2. 2.B.	 p. 67 Investigation 5 Day 3 Choice Time p. 69 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group p.68 Investigation 5 Day 4 Large Group p.70 Investigation 5 Day 5 Choice Time HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: The students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic texts, and other literature of the theatre. Historical, Cultural, and Social Contexts
OBJECTIVE	2.B.1.	Express a range of responses to a variety of stimuli
EXPECTATION	2.B.1.b.	Sing and move to a variety of traditional children's songs from a variety of cultures 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. 23 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 2 Day 2 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large Group p. 40 Investigation 2 Day 2 Large Group p. 40 Investigation 3 Day 1 Large Group p. 40 Investigation 3 Day 1 Large Group p. 50 Investigation 4 Day 3 Large Group p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 2 Large Group p. 52 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 2 Large Group p. 56 Investigation 4 Day 3 Large Group p. 56 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 4 Mighty Minutes p. 70 Investigation 5 Day 4 Large Group p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Large Group p. 86 Celebrating Learning Day 2 Large Group p. 86 Investigation 5 Day 4 Large Group p. 86 Investigation 5 Day 4 Large Group p. 88 Celebrating Lear
TOPIC / INDICATOR	FA-T.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: The students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic texts, and other literature of the theatre.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Contexts
OBJECTIVE	2.B.2.	Demonstrate knowledge of theatrical conventions as performers and as an audience

		natural and human-made sounds
		natural and human-made sounds
		Balls Study
		p. 71 Investigation 5 Day 5 Read-Aloud
TOPIC / INDICATOR	FA-T.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Use a variety of theatrical elements to communicate ideas and feelings
EXPECTATION	3.C.1.a.	Pantomime characters from books or rhymes
		Balls Study p. 71 Investigation 5 Day 5 Read-Aloud
EXPECTATION	3.C.1.b.	Use sound effects, costumes, and properties to enhance the quality of dramatic activities
		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 Mighty Minutes
		p. 38 Investigation 2 Day 2 Large Group
		p. 39 Investigation 2 Day 2 Mighty Minutes p. 44 Investigation 3 Day 1 Large Group
		p. 45 Investigation 3 Day 1 Mighty Minutes
		p. 45 Investigation 3 Day 1 Read-Aloud
		p. 46 Investigation 3 Day 2 Large Group p. 53 Investigation 4 Day 2 Large-Group Roundup
		p. 53 Investigation 4 Day 2 Large-Group Roundup
		p. 54 Investigation 4 Day 3 Large Group
		p. 55 Investigation 4 Day 3 Choice Time
		p. 55 Investigation 4 Day 3 Mighty Minutes p. 56 Investigation 4 Day 4 Large Group
		p. 58 Investigation 4 Day 5 Large Group
		p. 62 Investigation 5 Day 1 Large Group
		p. 63 Investigation 5 Day 1 Small Group
		p. 65 Investigation 5 Day 2 Mighty Minutes p. 66 Investigation 5 Day 3 Large Group
		p. 67 Investigation 5 Day 3 Mighty Minutes
		p. 69 Investigation 5 Day 4 Small Group
		p. 71 Investigation 5 Day 5 Mighty Minutes p. 71 Investigation 5 Day 5 Small Group
		p. 86 Celebrating Learning Day 2 Large Group
		p. 87 Celebrating Learning Day 2 Mighty Minutes
		p.68 Investigation 5 Day 4 Large Group p.84 Celebrating Learning Day 1 Large Groups
EXPECTATION	3.C.1.c.	Explore the expressive qualities of a variety of locomotor and non- locomotor movements
		Balls Study p. 46 Investigation 3 Day 2 Large Group
EXPECTATION	3.C.1.d.	Improvise roles and behaviors associated with a variety of animals and professions
		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. 33 Investigation 1 Day 3 Mighty Minutes p. 33 Investigation 2 Day 1 Large Group p. 33 Investigation 2 Day 1 Large Group p. 37 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 2 Day 2 Large Group p. 39 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Karge Group p. 45 Investigation 3 Day 1 Read-Aloud p. 45 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Large Group p. 56 Investigation 5 Day 1 Large Group p. 58 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 3 Large Group p. 65 Investigation 5 Day 3 Large Group p. 65 Investigation 5 Day 3 Large Group p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Small Group p. 67 Investigation 5 Day 3 Small Group p. 71 Investigation 5 Day 4 Small Group p. 71 Investiga
TOPIC / INDICATOR	FA-T.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.2.	Demonstrate knowledge of theatre performance and production skills in formal and informal presentations
EXPECTATION	3.C.2.a.	Recognize that a play has characters, dialogue, setting(s), and tells a story <u>Balls Study</u> p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 55 Investigation 4 Day 3 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 56 Investigation 4 Day 4 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 58 Investigation 4 Day 5 Large Group p. 62 Investigation 5 Day 1 Choice Time p. 62 Investigation 5 Day 1 Large-Group Roundup p. 63 Investigation 5 Day 2 Choice Time p. 67 Investigation 5 Day 3 Choice Time p. 69 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 4 Large-Group Roundup p. 70 Investigation 5 Day 5 Large Group p. 70 Investigation 5 Day 5 Choice Time

EXDECTATION	2026	Observe and identify what abarestars do in a conjety of actify we
EXPECTATION	3.C.2.b.	Observe and identify what characters do in a variety of settings <u>Balls Study</u> p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 55 Investigation 4 Day 3 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 56 Investigation 4 Day 4 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 58 Investigation 4 Day 5 Large Group p. 62 Investigation 5 Day 1 Choice Time
		p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Large-Group Roundup p. 64 Investigation 5 Day 2 Choice Time p. 67 Investigation 5 Day 3 Choice Time
		 p. 69 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group p.68 Investigation 5 Day 4 Large Group p.70 Investigation 5 Day 5 Choice Time
EXPECTATION	3.C.2.c.	Imitate the actions of observed characters and objects
	FA-T.4.	Balls Study p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 55 Investigation 4 Day 3 Small Group p. 56 Investigation 4 Day 3 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 56 Investigation 4 Day 4 Large Group p. 57 Investigation 4 Day 5 Large Group p. 58 Investigation 5 Day 1 Choice Time p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 2 Choice Time p. 67 Investigation 5 Day 3 Choice Time p. 69 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 4 Large Group p. 70 Investigation 5 Day 5 Large Group p. 68 Investigation 5 Day 4 Large Group p. 70 Investigation 5 Day 5 Choice Time AESTHETICS AND CRITICISM: Students will demonstrate the ability
		to identify, analyze, and apply criteria for making aesthetic judgments.
INDICATOR / PROFICIENCY LEVEL	4.D.	Aesthetics and Criticism
OBJECTIVE	4.D.2.	Identify, describe, and apply criteria to assess dramatic texts and other literature of the theatre
EXPECTATION	4.D.2.a.	Identify and discuss characters in stories <u>Balls Study</u> p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 55 Investigation 4 Day 3 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 56 Investigation 4 Day 4 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 58 Investigation 4 Day 5 Large Group p. 62 Investigation 5 Day 1 Choice Time

		 p. 62 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Large-Group Roundup p. 64 Investigation 5 Day 2 Choice Time p. 67 Investigation 5 Day 3 Choice Time p. 69 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group p.68 Investigation 5 Day 4 Large Group p.70 Investigation 5 Day 5 Choice Time
STRAND / TOPIC / STANDARD	MD.FA-D.	Fine Arts - Dance
TOPIC / INDICATOR	FA-D.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, perform, and respond to dance.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.1.	Demonstrate knowledge of how elements of dance are used to communicate meaning
EXPECTATION	1.A.1.a.	Demonstrate selected locomotor and non-locomotor movements that communicate ideas, thoughts, and feelings <u>Balls Study</u> p. 46 Investigation 3 Day 2 Large Group
EXPECTATION	1.A.1.b.	Combine selected characteristics of the elements of dance, such as body parts and positions; shapes, levels, energy, fast and slow, and use sensory stimuli to create movement <u>Balls Study</u> p. 46 Investigation 3 Day 2 Large Group
TOPIC / INDICATOR	FA-D.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, perform, and respond to dance.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.2.	Demonstrate kinesthetic awareness and technical proficiency in dance movement
EXPECTATION	1.A.2.a.	Explore locomotor and non-locomotor movements using kinesthetic awareness Balls Study p. 46 Investigation 3 Day 2 Large Group
EXPECTATION	1.A.2.b.	Respond to prompts related to timing while executing locomotor and non-locomotor movements <u>Balls Study</u> p. 46 Investigation 3 Day 2 Large Group
EXPECTATION	1.A.2.c.	Perform and name selected dance movements Balls Study p. 46 Investigation 3 Day 2 Large Group
EXPECTATION	1.A.2.d.	Reproduce movement demonstrated by the teacher Balls Study p. 46 Investigation 3 Day 2 Large Group
TOPIC / INDICATOR	FA-D.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, perform, and respond to dance.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education

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

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

and tempo in performances Balls Study p. 46 Investigation 3 Day 2 Large Group STRAND / TOPIC / STANDARD DEC / INDICATOR PE.1. SKILLFULNESS: Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combing skills effectively in skill themas, and applying skills. INDICATOR / PROFICIENCY 1.A. Fundamental Movement LEVEL 1.A.1. OBJECTIVE 1.A.1. Study P.14 Exploring the Topic Day 1 Large Group P. 18 Exploring the Topic Day 3 Large Group P. 18 Exploring the Topic Day 3 Large Group P. 20 Exploring the Topic Day 3 Large Group P. 20 Exploring the Topic Day 3 Large Group P. 20 Exploring the Topic Day 3 Choice Time P. 21 Investigation 1 Day 1 Choice Time P. 21 Investigation 1 Day 1 Choice Time P. 21 Investigation 1 Day 1 Choice Time P. 21 Investigation 5 Day 3 Choice Time P. 21 Investigation 5 Day 3 Choice Time P. 21 Investigation 5 Day 3 Choice Time P. 21 Investigation 5 Day 2 Choice Time P. 21 Investigation 1 Outdoor Experiences P. 30 Investigation 1 Dudy Large Group P. 41 Investigation 3 Day 1 Choice Time P. 21 Investigation 1 Day 2 Large Group P. 41 Investigation 3 Day 2 Large Group P. 41 Investigation 3 Day 1 Large Group P. 41 Investigation 3 D			
Image: start of the s			and tempo in performances
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STANDARD PE.1. SKILLPULNESS: Students will demonstrate the ability to enhance that performance of a variety of physical skills developing fundamental movement skills. creating original skills combinations, combing skills effectively in skill themes, and applying skills. INDICATOR / PROFICIENCY 1.A. Fundamental movement skills. creating original skills combinations, combing skills. DBJECTIVE 1.A.1. Show fundamental movement skills EXPECTATION 1.A.1.a. Use general spatial awareness and self space awareness in physical activity Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 18 Exploring the Topic Day 1 Large Group p. 20 Exploring the Topic Day 1 Choice Time p. 20 Exploring the Topic Day 1 Choice Time p. 20 Exploring the Topic Day 1 Choice Time p. 21 Exploring the Topic Day 2 Choice Time p. 23 Exploring the Topic Day 2 Choice Time p. 24 Exploring the Topic Day 2 Choice Time p. 64 Investigation 5 Day 2 Choice Time p. 64 Investigation 5 Day 2 Large Group p. 64 Investigation 5 Day 2 Large Group p. 64 Investigation 5 Day 2 Large Group p. 64 Investigation 1 Outdoor Experiences p. 64 Investigation 1 Outdoor Experiences p. 64 Investigation 3 Day 2 Large Group p. 64 Investigation 3 Day 2 Large Group p. 64 Investigation 1 Outdoor Experiences p. 21 Investigation 1 Outdoor Experiences <t< td=""><td>STRAND / TOPIO /</td><td></td><td></td></t<>	STRAND / TOPIO /		
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their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combing skills effectively in skill themes, and applying skills. INDICATOR / PROFICIENCY LEVEL 1.B. Creative Movement OBJECTIVE 1.B.1. Show creative movement skills	EXPECTATION	1.A.1.c.	Balls Study p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 43 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Choice Time p. 46 Investigation 3 Day 2 Large Group
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		1.B.	Creative Movement
EXPECTATION 1.B.1.b. Demonstrate spatial concepts of big, small, tall, and short in a	OBJECTIVE	1.B.1.	Show creative movement skills
	EXPECTATION	1.B.1.b.	Demonstrate spatial concepts of big, small, tall, and short in a

	1	
		variety of movement patterns
		Balls Study
		p. 14 Exploring the Topic Day 1 Large Group
		p. 18 Exploring the Topic Day 3 Choice Time
		p. 18 Exploring the Topic Day 3 Large Group
		p. 20 Exploring the Topic Day 4 Choice Time
		p. 23 Exploring the Topic Day 5 Choice Time
		p. 29 Investigation 1 Day 1 Choice Time
		p. 31 Investigation 1 Day 2 Choice Time
		p. 46 Investigation 3 Day 2 Large Group
		p. 61 Investigation 5 Outdoor Experiences
		p. 63 Investigation 5 Day 1 Mighty Minutes p. 64 Investigation 5 Day 2 Choice Time
		p. 64 Investigation 5 Day 2 Choice Time
		p. 67 Investigation 5 Day 3 Choice Time
TOPIC / INDICATOR	PE.1.	SKILLFULNESS: Students will demonstrate the ability to enhance
		their performance of a variety of physical skills by developing
		fundamental movement skills, creating original skills combinations, combing skills effectively in skill themes, and applying skills.
INDICATOR / PROFICIENCY LEVEL	1.C.	Skill Themes
OBJECTIVE	1.C.1.	Explore and experience skill themes
EXPECTATION	1.C.1.a.	Demonstrate rolling a ball at an object
		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
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		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
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		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. 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
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		p. 63 Investigation 5 Day 1 Mighty Minutes p. 64 Investigation 5 Day 2 Choice Time
		p. 64 Investigation 5 Day 2 Choice Time
		p. 65 Investigation 5 Day 2 Large-Group Roundup
		p. 66 Investigation 5 Day 2 Large Group
		p. 67 Investigation 5 Day 3 Choice Time
		p. 69 Investigation 5 Day 4 Choice Time
		p. 69 Investigation 5 Day 4 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
EXPECTATION	1.C.1.b.	Demonstrate throwing a ball
		Palla Study
		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
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		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 Read-Aloud p. 47 Investigation 3 Day 2 Small Group

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		 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 5 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. 63 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 2 Choice Time p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 3 Large Group p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group p. 86 Celebrating Learning Day 1 Choice Time p. 86 Celebrating Learning Day 2 Choice Time p. 86 Celebrating Learning Day 2 Choice Time p. 71 Investigation 3 Day 2 Large-Group Roundup p. 70 Investigation 5 Day 5 Large Group p. 70 Investigation 5 Day 5 Large Group p. 70 Investigation 5 Day 5 Large-Group Roundup p. 70 Investigation 5 Day 5 Large-Group Roundup p. 70 Investigation 5 Day 2 Large-Group Roundup p. 70 Investigation 5 Day 3 Large-Group Roundup p. 70 Investigation 5 Day 5 Large-Group Roundup p. 70 Investigation 5 Day 5 Choice Time
EXPECTATION	1.C.1.c.	Demonstrate striking a light weight object with different body parts Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 20 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. 20 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 3 Choice Time p. 32 Investigation 1 Day 3 Choice Time p. 33 Investigation 1 Day 3 Choice Time p. 34 Investigation 1 Day 3 Choice Time p. 35 Investigation 1 Day 3 Large Group p. 35 Investigation 2 Day 1 Large Group p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 1 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. 40 Investigation 3 Day 1 Choice Time p. 44 Investigation 3 Day 1 Choice Time p. 45 Investigation 3 Day 1 Choice Time p. 46 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Choice Time p. 47 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Choice Time p. 47 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Choice Time p. 47 Investigation 3 Day 2 Choice Time p. 46 Investigati

		 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 5 Choice Time 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. 64 Investigation 5 Day 1 Large Group p. 65 Investigation 5 Day 2 Choice Time p. 64 Investigation 5 Day 2 Choice Time p. 65 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 3 Large Group p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 3 Large Group p. 61 Investigation 5 Day 3 Large Group p. 62 Investigation 5 Day 3 Large Group p. 63 Investigation 5 Day 3 Large Group p. 64 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 4 Large-Group Roundup 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
TOPIC / INDICATOR	PE.2.	BIOMECHANICAL PRINCIPLES: Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.
INDICATOR / PROFICIENCY LEVEL	2.A.	Effects on Objects
OBJECTIVE	2.A.1.	Identify ways that people and objects move
	2.A.1.a.	Show how a body moves fast and slow <u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Choice Time p. 23 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 61 Investigation 5 Outdoor Experiences p. 63 Investigation 5 Day 1 Mighty Minutes p. 64 Investigation 5 Day 2 Large Group p. 61 Investigation 5 Day 2 Large Group p. 67 Investigation 5 Day 3 Choice Time
EXPECTATION	2.A.1.b.	Show how to move a body forward, backward, and sideways in open space <u>Balls Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Choice Time p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 61 Investigation 5 Outdoor Experiences p. 63 Investigation 5 Day 1 Mighty Minutes

		p. 64 Investigation 5 Day 2 Choice Time
		p. 64 Investigation 5 Day 2 Large Group p. 67 Investigation 5 Day 3 Choice Time
TOPIC / INDICATOR	PE.2.	BIOMECHANICAL PRINCIPLES: Students will demonstrate an ability
		to use the principles of biomechanics to generate and control force
		to improve their movement effectiveness and safety.
INDICATOR / PROFICIENCY LEVEL	2.B.	Balance
OBJECTIVE	2.B.1.	Identify balance through movement
EXPECTATION	2.B.1.a.	Show the ability to balance on one or more body parts
		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
TOPIC / INDICATOR	PE.3.	MOTOR LEARNING PRINCIPLES: Students will demonstrate the
		ability to use motor skill principles to learn and develop proficiency
		through frequent practice opportunities in which skills are
		repeatedly performed correctly in a variety of situations.
INDICATOR / PROFICIENCY LEVEL	3.A.	Appropriate Practices
OBJECTIVE	3.A.1.	Recognize that skills will develop over time with appropriate practice
		and use of the correct cues.
EXPECTATION	3.A.1.a.	Show basic motor skills, using imitation, as a means for motor skill
		improvement
		Balls Study
		p. 27 Investigation 1 Outdoor Experiences
		p. 30 Investigation 1 Day 2 Large Group
		p. 32 Investigation 1 Day 3 Large Group p. 43 Investigation 3 Outdoor Experiences
		p. 44 Investigation 3 Day 1 Large Group
		p. 45 Investigation 3 Day 1 Choice Time
		p. 46 Investigation 3 Day 2 Large Group
		p. 61 Investigation 5 Outdoor Experiences
TOPIC / INDICATOR	PE.3.	MOTOR LEARNING PRINCIPLES: Students will demonstrate the
	1 2.0.	ability to use motor skill principles to learn and develop proficiency
		through frequent practice opportunities in which skills are
		repeatedly performed correctly in a variety of situations.
INDICATOR / PROFICIENCY	3.B.	Corrective Feedback
LEVEL		
OBJECTIVE	3.B.1.	Identify the importance of corrective feedback on performance
EXPECTATION	3.B.1.a.	Use verbal and visual cues to improve skill performance
		Balls Study
		p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group
		p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group
		p. 32 Investigation 1 Day 3 Large Group
		p. 44 Investigation 3 Day 1 Large Group
		p. 45 Investigation 3 Day 1 Choice Time
		p. 46 Investigation 3 Day 2 Large Group
		p. 61 Investigation 5 Outdoor Experiences
TOPIC / INDICATOR	PE.6.	SOCIAL PSYCHOLOGICAL PRINCIPLES: Students will demonstrate
		the ability to use skills essential for developing self- efficacy,
		fostering a sense of community, and working effectively with others
		in physical activity settings.
INDICATOR / PROFICIENCY	6.A.	Safety in Physical Activity
LEVEL	v.A.	

OBJECTIVE	6.A.1.	Demonstrate safety in physical activity settings
EXPECTATION	6.A.1.a.	Use person and general space safely in a physical activity setting to avoid injury
		Balls Studyp. 14 Exploring the Topic Day 1 Large Groupp. 18 Exploring the Topic Day 3 Choice Timep. 18 Exploring the Topic Day 3 Large Groupp. 20 Exploring the Topic Day 4 Choice Timep. 23 Exploring the Topic Day 5 Choice Timep. 29 Investigation 1 Day 1 Choice Timep. 31 Investigation 1 Day 2 Choice Timep. 46 Investigation 3 Day 2 Large Groupp. 61 Investigation 5 Day 1 Mighty Minutesp. 64 Investigation 5 Day 2 Choice Timep. 67 Investigation 5 Day 3 Choice Time

Beginning the Year State: Maryland Model for School Readiness

Subject: Early Childhood Education Grade: Ages 3-5

STRAND / TOPIC / STANDARD	MD.PSD.	Personal and Social Development
TOPIC / INDICATOR	PSD.1.	PERSONAL SELF-REGULATIONS: Students will demonstrate effective personal functioning in group settings and as individuals.
INDICATOR / PROFICIENCY LEVEL	1.A.	Self Concept and Control
OBJECTIVE	1.A.2.	Uses coping skills with help from others
EXPECTATION	1.A.2.a.	Relate needs, wants, and feelings to others 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. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Read-Aloud p. 38 Focus Question 3 Day 2 Large Group p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud
TOPIC / INDICATOR	PSD.1.	 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 PERSONAL SELF-REGULATIONS: Students will demonstrate effective personal functioning in group settings and as individuals.
INDICATOR / PROFICIENCY LEVEL	1.A.	Self Concept and Control
OBJECTIVE	1.A.3.	Show self-direction in familiar settings
EXPECTATION	1.A.3.b.	Care for own belongings with occasional reminders <u>Beginning the Year</u> 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. 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
TOPIC / INDICATOR	PSD.1.	PERSONAL SELF-REGULATIONS: Students will demonstrate effective personal functioning in group settings and as individuals.
INDICATOR / PROFICIENCY LEVEL	1.A.	Self Concept and Control
OBJECTIVE	1.A.4.	Follow simple classroom rules and routines with guidance
EXPECTATION	1.A.4.a.	Generate and follow classroom rules Beginning the Year
		beginning the real

		3
		p. 16 Focus Question 1 Day 1 Large Group
		p. 27 Focus Question 2 Outdoor Experiences
		p. 38 Focus Question 3 Day 2 Large Group
		p. 50 Focus Question 4 Day 2 Large Group
		p. 52 Focus Question 4 Day 3 Large Group
		p. 66 Focus Question 6 Day 1 Large Group
EXPECTATION	1.A.4.b.	Plan routine activities in the classroom with guidance
		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
TOPIC / INDICATOR	PSD.1.	PERSONAL SELF-REGULATIONS: Students will demonstrate
		effective personal functioning in group settings and as individuals.
INDICATOR / PROFICIENCY LEVEL	1.A.	Self Concept and Control
OBJECTIVE	1.A.5.	Use classroom materials appropriately
EXPECTATION	1.A.5.a.	Play with and use materials with appropriate intention and purpose
		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
EXPECTATION	1.A.5.b.	Put away classroom materials after use with occasional reminders
		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
TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective
		social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	2.A.1.	Initiate and maintain relationships with peers and adults
EXPECTATION	2.A.1.a.	Initiate conversation with peers and adults
		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
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		p. 19 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Choice Time
		p. 19 Focus Question 1 Day 2 Choice Time p. 19 Focus Question 1 Day 2 Large-Group Roundup
		p. 19 Focus Question 1 Day 2 Small Group
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p. 20 Focus Question 1 Day 3 Large Group
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p. 21 Focus Question 1 Day 3 Large-Group Roundup
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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 Choice Time
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
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p. 33 Focus Question 2 Day 3 Large-Group Roundup
p. 33 Focus Question 2 Day 3 Read-Aloud
p. 33 Focus Question 2 Day 3 Small Group
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p. 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
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p. 41 Focus Question 3 Day 3 Read-Aloud p. 41 Focus Question 3 Day 3 Small Group
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p. 43 Focus Question 3 Day 4 Large-Group Roundup
p. 43 Focus Question 3 Day 4 Small Group
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p. 45 Focus Question 3 Day Read-Aloud
p. 45 Focus Question 3 Day 5 Large-Group Roundup
p. 45 Focus Question 3 Day 5 Small Group
p. 47 Focus Question 4 Outdoor Experiences
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p. 49 Focus Question 4 Day 1 Choice Time
p. 49 Focus Question 4 Day 1 Large-Group Roundup
p. 49 Focus Question 4 Day 1 Small Group
p. 50 Focus Question 4 Day 2 Choice Time
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p. 51 Focus Question 4 Day 2 Large-Group Roundup
p. 51 Focus Question 4 Day 2 Read-Aloud
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p. 52 Focus Question 4 Day 2 Choice Time
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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
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p. 58 Focus Question 5 Day 2 Large Group
p. 59 Focus Question 5 Day 2 Large-Group Roundup
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p. 69 Focus Question 6 Day 2 Small Group
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p. 71 Focus Question 6 Day 3 Read-Aloud
p. 71 Focus Question 6 Day 3 Small Group
p. 72 Focus Question 6 Day 4 Choice Time
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p. 73 Focus Question 6 Day 4 Small Group
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p. 75 Focus Question 6 Day 5 Choice Time
p. 75 Focus Question 6 Day 5 Large-Group Roundup
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p. 85 Ministudy Day 3 Small Group
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p. 86 Ministudy Day 4 Large Group
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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
EXPECTATION	2.A.1.b.	Take turns when working in groups with guidance
		Beginning the Year
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		p. 17 Focus Question 1 Day 1 Large-Group Roundup
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		p. 23 Focus Question 1 Day 4 Small Group
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		p. 25 Focus Question 1 Day 5 Read-Aloud
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p. 81 Ministudy Day 1 Large-Group Roundup
p. 81 Ministudy Day 1 Small Group p. 82 Ministudy Day 2 Large Group
p. 83 Ministudy Day 2 Choice Time
p. 83 Ministudy Day 2 Large-Group Roundup
p. 83 Ministudy Day 2 Read-Aloud
p. 83 Ministudy Day 2 Small Group
p. 84 Ministudy Day 3 Choice Time

		 p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Large-Group Roundup p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Choice Time p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large-Group Roundup p. 87 Ministudy Day 4 Small Group p. 88 Ministudy Day 5 Choice Time p. 88 Ministudy Day 5 Large Group p. 89 Ministudy Day 5 Small Group
TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	2.A.2.	Participate cooperatively in group activities
EXPECTATION	2.A.2.a.	Listen to directions from peers and responds to simple tasks 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 Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes
EXPECTATION	2.A.2.b.	Understand rules of group activities with guidance 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
EXPECTATION	2.A.2.c.	Speak of individual contributions and group accomplishmentsBeginning the Yearp. 16 Focus Question 1 Day 1 Large Groupp. 17 Focus Question 1 Day 1 Choice Timep. 17 Focus Question 1 Day 1 Large-Group Roundupp. 17 Focus Question 1 Day 1 Small Groupp. 18 Focus Question 1 Day 2 Large Groupp. 19 Focus Question 1 Day 2 Choice Timep. 19 Focus Question 1 Day 2 Choice Timep. 19 Focus Question 1 Day 2 Choice Timep. 20 Focus Question 1 Day 3 Large-Group Roundupp. 21 Focus Question 1 Day 3 Choice Timep. 21 Focus Question 1 Day 3 Choice Timep. 21 Focus Question 1 Day 3 Small Groupp. 22 Focus Question 1 Day 4 Choice Timep. 23 Focus Question 1 Day 4 Large Groupp. 23 Focus Question 1 Day 4 Small Groupp. 23 Focus Question 1 Day 4 Small Group

p. 24 Focus Question 1 Day 5 Choice Time
p. 24 Focus Question 1 Day 5 Large Group
p. 25 Focus Question 1 Day 5 Large-Group Roundup p. 25 Focus Question 1 Day 5 Read-Aloud
p. 25 Focus Question 1 Day 5 Small Group
p. 27 Focus Question 2 Outdoor Experiences
p. 28 Focus Question 2 Day 1 Large Group
p. 29 Focus Question 2 Day 1 Choice Time
p. 29 Focus Question 2 Day 1 Large-Group Roundup
p. 29 Focus Question 2 Day 1 Read-Aloud
p. 29 Focus Question 2 Day 1 Small Group p. 30 Focus Question 2 Day 2 Large Group
p. 31 Focus Question 2 Day 2 Choice Time
p. 31 Focus Question 2 Day 2 Large-Group Roundup
p. 31 Focus Question 2 Day 2 Small Group
p. 32 Focus Question 2 Day 3 Choice Time
p. 32 Focus Question 2 Day 3 Large Group
p. 33 Focus Question 2 Day 3 Large-Group Roundup
p. 33 Focus Question 2 Day 3 Read-Aloud p. 33 Focus Question 2 Day 3 Small Group
p. 36 Focus Question 3 Day 1 Choice Time
p. 36 Focus Question 3 Day 1 Large Group
p. 37 Focus Question 3 Day 1 Large-Group Roundup
p. 37 Focus Question 3 Day 1 Read-Aloud
p. 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 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 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 Large-Group Roundup p. 59 Focus Question 5 Day 2 Small Group
P

		p. 60 Focus Question 5 Day 3 Choice Time
		p. 60 Focus Question 5 Day 3 Large Group
		p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 61 Focus Question 5 Day 3 Read-Aloud
		p. 61 Focus Question 5 Day 3 Kead-Aloud
		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 Choice Time
		p. 73 Focus Question 6 Day 4 Large-Group Roundup
		p. 73 Focus Question 6 Day 4 Small Group
		p. 74 Focus Question 6 Day 5 Large Group
		p. 75 Focus Question 6 Day 5 Choice Time
		p. 75 Focus Question 6 Day 5 Large-Group Roundup
		p. 75 Focus Question 6 Day 5 Read-Aloud
		p. 75 Focus Question 6 Day 5 Small Group
		p. 79 Ministudy Outdoor Experiences
		p. 80 Ministudy Day 1 Large Group
		p. 81 Ministudy Day 1 Choice Time
		p. 81 Ministudy Day 1 Large-Group Roundup
		p. 81 Ministudy Day 1 Small Group
		p. 82 Ministudy Day 2 Large Group
		p. 83 Ministudy Day 2 Choice Time
		p. 83 Ministudy Day 2 Large-Group Roundup
		p. 83 Ministudy Day 2 Read-Aloud
		p. 83 Ministudy Day 2 Small Group
		p. 84 Ministudy Day 3 Choice Time
		p. 84 Ministudy Day 3 Large Group
		p. 85 Ministudy Day 3 Large-Group Roundup
		p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Choice Time
		p. 86 Ministudy Day 4 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
TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective
I OF IG / INDICATOR	1 00.2.	social functioning in group settings and as individuals
	2 A	
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
	3 \ 3	Show empathy and concern for peors and adults
OBJECTIVE	3.A.3.	Show empathy and concern for peers and adults
EXPECTATION	3.A.3.a.	Understand basic feelings, such as happiness or sadness, as
		expressed by others verbally or non-verbally
		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 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 38 Focus Question 3 Day 2 Large Group p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 1 Read-Aloud p. 70 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 73 Focus Question 6 Day 5 Large Group p. 74 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 88 Ministudy Day 5 Choice Time
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.1.	Show eagerness and curiosity as a learner
	3.A.1.b.	Ask some questions about new things and experiences <u>Beginning the Year</u> p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 44 Focus Question 3 Day 5 Large Group p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Large-Group Roundup p. 60 Focus Question 5 Day 3 Large Group p. 68 Focus Question 6 Day 2 Large Group p. 73 Focus Question 6 Day 4 Small Group p. 84 Ministudy Day 3 Large Group
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.2.	Attend to learning tasks with guidance
EXPECTATION	3.A.2.b.	Listen to simple directions specific to the tasks 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 5 Outdoor Experiences p. 63 Focus Question 5 Day 4 Small Group p. 65 Focus Question 5 Day 4 Small Group p. 66 Focus Question 6 Day 1 Large Group p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes

TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.3.	Use some learning strategies when approaching new tasks
EXPECTATION	3.A.3.b.	Ask questions to seek ideas for new tasks <u>Beginning the Year</u> p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 44 Focus Question 3 Day 5 Large Group p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Large-Group Roundup p. 60 Focus Question 5 Day 3 Large Group p. 68 Focus Question 6 Day 2 Large Group p. 73 Focus Question 6 Day 4 Small Group p. 84 Ministudy Day 3 Large Group
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.4.	Accepts responsibility for learning
	3.A.4.a.	Put away materials after completing activity or task <u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Choice Time p. 17 Focus Question 1 Day 1 Small Group p. 19 Focus Question 1 Day 2 Small Group p. 21 Focus Question 1 Day 3 Small Group p. 23 Focus Question 1 Day 4 Small Group p. 25 Focus Question 1 Day 5 Small Group p. 29 Focus Question 2 Day 1 Small Group p. 31 Focus Question 2 Day 2 Small Group p. 33 Focus Question 2 Day 3 Small Group p. 37 Focus Question 3 Day 1 Small Group
	3.A.4.b.	Participate in classroom activities <u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 66 Focus Question 6 Day 1 Large Group
STRAND / TOPIC / STANDARD	MD.LLD.	Language and Literacy Development
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.1.	Discriminate sounds and words
EXPECTATION	1.A.1.a.	Tell whether sounds are same or different <u>Beginning the Year</u> p. 41 Focus Question 3 Day 3 Small Group p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group

		p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group
EXPECTATION	1.A.1.c.	Identify and repeat initial sounds in words 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
EXPECTATION	1.A.1.d.	Classify words by initial sounds Beginning the Year p. 23 Focus Question 1 Day 4 Mighty Minutes p. 31 Focus Question 2 Day 2 Mighty Minutes p. 31 Focus Question 2 Day 3 Mighty Minutes p. 41 Focus Question 3 Day 3 Small Group p. 51 Focus Question 4 Day 2 Mighty Minutes p. 58 Focus Question 5 Day 2 Large Group p. 73 Focus Question 6 Day 4 Mighty Minutes p. 74 Focus Question 6 Day 5 Large Group p. 80 Ministudy Day 1 Large Group p. 83 Ministudy Day 2 Mighty Minutes p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Mighty Minutes p. 89 Ministudy Day 5 Mighty Minutes
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.2.	Discriminate and produce rhyming words and alliteration.
EXPECTATION	1.A.2.a.	Repeat rhyming wordsBeginning the Yearp. 16 Focus Question 1 Day 1 Large Groupp. 17 Focus Question 1 Day 2 Mighty Minutesp. 19 Focus Question 1 Day 2 Mighty Minutesp. 20 Focus Question 1 Day 3 Large Groupp. 22 Focus Question 1 Day 4 Large Groupp. 25 Focus Question 1 Day 5 Mighty Minutesp. 29 Focus Question 2 Day 1 Mighty Minutesp. 30 Focus Question 2 Day 1 Mighty Minutesp. 31 Focus Question 2 Day 2 Large Groupp. 32 Focus Question 2 Day 3 Large Groupp. 33 Focus Question 2 Day 3 Large Groupp. 38 Focus Question 3 Day 3 Large Groupp. 40 Focus Question 3 Day 3 Large Groupp. 41 Focus Question 3 Day 3 Mighty Minutesp. 43 Focus Question 3 Day 4 Mighty Minutesp. 43 Focus Question 3 Day 5 Mighty Minutesp. 44 Focus Question 3 Day 5 Mighty Minutesp. 45 Focus Question 3 Day 4 Mighty Minutesp. 45 Focus Question 3 Day 5 Mighty Minutes

EXPECTATION	1.A.2.c.	 p. 48 Focus Question 4 Day 1 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 57 Focus Question 5 Day 1 Mighty Minutes p. 59 Focus Question 5 Day 2 Mighty Minutes p. 60 Focus Question 5 Day 3 Large Group p. 61 Focus Question 5 Day 3 Mighty Minutes p. 67 Focus Question 6 Day 1 Mighty Minutes p. 71 Focus Question 6 Day 3 Mighty Minutes p. 75 Focus Question 6 Day 5 Small Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Read-Aloud
		Beginning the Yearp. 16 Focus Question 1 Day 1 Large Groupp. 17 Focus Question 1 Day 2 Mighty Minutesp. 19 Focus Question 1 Day 2 Mighty Minutesp. 20 Focus Question 1 Day 4 Large Groupp. 22 Focus Question 1 Day 5 Mighty Minutesp. 29 Focus Question 2 Day 1 Mighty Minutesp. 30 Focus Question 2 Day 2 Large Groupp. 31 Focus Question 2 Day 3 Large Groupp. 33 Focus Question 2 Day 3 Large Groupp. 41 Focus Question 3 Day 2 Large Groupp. 41 Focus Question 3 Day 2 Large Groupp. 44 Focus Question 3 Day 3 Large Groupp. 45 Focus Question 3 Day 3 Large Groupp. 46 Focus Question 3 Day 3 Large Groupp. 47 Focus Question 3 Day 4 Mighty Minutesp. 48 Focus Question 3 Day 5 Mighty Minutesp. 48 Focus Question 4 Day 1 Large Groupp. 50 Focus Question 5 Day 1 Mighty Minutesp. 50 Focus Question 5 Day 2 Mighty Minutesp. 60 Focus Question 5 Day 3 Mighty Minutesp. 61 Focus Question 5 Day 3 Mighty Minutesp. 61 Focus Question 6 Day 1 Mighty Minutesp. 61 Focus Question 6 Day 1 Mighty Minutesp. 75 Focus Question 6 Day 3 Mighty Minutesp. 75 Focus Qu
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.3.	Blend sounds and syllables to form words
EXPECTATION	1.A.3.a.	Orally blend syllables into a whole word, such as fun-ny = funny 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
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.4.	Segment sounds in spoken words and sentences

EXPECTATION	1.A.4.b.	Identify the initial sound in a word
		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
TOPIC / INDICATOR	LLD-P.1.	GENERAL READING PROCESSES - PHONICS: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.
INDICATOR / PROFICIENCY LEVEL	1.B.	Phonics
OBJECTIVE	1.B.1.	Recognize that letters have corresponding sounds
EXPECTATION	1.B.1.a.	Recognize similarities and differences in letter shapes Beginning the Year p. 20 Focus Question 1 Day 3 Large Group p. 23 Focus Question 1 Day 4 Mighty Minutes p. 41 Focus Question 3 Day 3 Small Group p. 51 Focus Question 4 Day 2 Mighty Minutes p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Mighty Minutes p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 63 Focus Question 6 Day 1 Mighty Minutes p. 67 Focus Question 6 Day 1 Mighty Minutes p. 67 Focus Question 6 Day 1 Small Group p. 68 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Small Group p. 71 Focus Question 6 Day 3 Small Group p. 71 Focus Question 6 Day 3 Small Group p. 73 Focus Question 6 Day 3 Small Group p. 73 Focus Question 6 Day 3 Small Group p. 74 Ministudy Day 1 Small Group p. 75 Focus Question 6 Day 3 Small Group p. 76 Ministudy Day 1 Small Group p. 73 Focus Question 6 Day 3 Small Group p. 74 Ministudy Day 1 Small Group p. 75 Focus Question 6 Day 3 Small Group p. 76 Ministudy Day 5 Mighty Minutes p. 89 Ministudy Day 5 Mighty Minutes Match familiar consonant sounds to appropriate letters, such as m.
EXPECTATION	1.B.1.b.	Match familiar consonant sounds to appropriate letters, such as m, b, f, t, p <u>Beginning the Year</u> p. 23 Focus Question 1 Day 4 Mighty Minutes p. 31 Focus Question 2 Day 2 Mighty Minutes p. 33 Focus Question 2 Day 3 Mighty Minutes p. 58 Focus Question 5 Day 2 Large Group p. 63 Focus Question 5 Day 4 Choice Time p. 87 Ministudy Day 4 Mighty Minutes
TOPIC / INDICATOR	LLD-P.1.	GENERAL READING PROCESSES - PHONICS: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.
INDICATOR / PROFICIENCY LEVEL	1.B.	Phonics
OBJECTIVE	1.B.2.	Decode words in grade-level texts

EXPECTATION	1.B.2.a.	Identify and name some upper and lower case letters in words,
		especially those in the student's own name
		Beginning the Year
		p. 20 Focus Question 1 Day 3 Large Group
		p. 23 Focus Question 1 Day 4 Mighty Minutes
		p. 30 Focus Question 2 Day 2 Large Group p. 41 Focus Question 3 Day 3 Small Group
		p. 51 Focus Question 3 Day 3 Small Group
		p. 53 Focus Question 4 Day 23 Large-Group Roundup
		p. 56 Focus Question 5 Day 1 Large Group
		p. 58 Focus Question 5 Day 2 Large Group
		p. 59 Focus Question 5 Day 2 Mighty Minutes p. 59 Focus Question 5 Day 2 Small Group
		p. 61 Focus Question 5 Day 3 Small Group
		p. 63 Focus Question 5 Day 4 Choice Time
		p. 67 Focus Question 6 Day 1 Mighty Minutes
		p. 67 Focus Question 6 Day 1 Small Group p. 68 Focus Question 6 Day 2 Large Group
		p. 69 Focus Question 6 Day 2 Small Group
		p. 71 Focus Question 6 Day 3 Mighty Minutes
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 71 Focus Question 6 Day 3 Small Group
		p. 73 Focus Question 6 Day 4 Mighty Minutes p. 81 Ministudy Day 1 Small Group
		p. 83 Ministudy Day 2 Small Group
		p. 89 Ministudy Day 5 Mighty Minutes
TOPIC / INDICATOR	LLD-F.1.	GENERAL READING PROCESSES - FLUENCY: Students will read
		orally with accuracy and expression at a rate that sounds like
		speech.
INDICATOR / PROFICIENCY LEVEL	1.C.	Fluency
OBJECTIVE	1.C.1.	Engage in imitative reading at an appropriate rate
	1.C.1. 1.C.1.a.	Engage in imitative reading at an appropriate rate Listen to models of fluent reading
OBJECTIVE		Listen to models of fluent reading
OBJECTIVE		Listen to models of fluent reading Beginning the Year
OBJECTIVE		Listen to models of fluent reading
OBJECTIVE		Listen to models of fluent reading <u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 20 Focus Question 1 Day 3 Large Group
OBJECTIVE		Listen to models of fluent reading 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
OBJECTIVE		Listen to models of fluent reading 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
OBJECTIVE		Listen to models of fluent reading 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
OBJECTIVE		Listen to models of fluent reading 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
OBJECTIVE		Listen to models of fluent reading 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
OBJECTIVE		Listen to models of fluent reading 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
OBJECTIVE		Listen to models of fluent reading 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
OBJECTIVE		Listen to models of fluent reading 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 2 Read-Aloud p. 31 Focus Question 2 Day 3 Read-Aloud p. 33 Focus Question 3 Day 1 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud
OBJECTIVE		Listen to models of fluent reading 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 3 Day 3 Read-Aloud p. 41 Focus Question 3 Day 4 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud
OBJECTIVE		Listen to models of fluent reading 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 3 Day 3 Read-Aloud p. 41 Focus Question 3 Day 4 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time
OBJECTIVE		Listen to models of fluent reading 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 3 Day 3 Read-Aloud p. 41 Focus Question 3 Day 4 Read-Aloud p. 43 Focus Question 3 Day 5 Choice Time p. 45 Focus Question 3 Day Read-Aloud
OBJECTIVE		Listen to models of fluent reading 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 3 Day 3 Read-Aloud p. 41 Focus Question 3 Day 4 Read-Aloud p. 43 Focus Question 3 Day 5 Choice Time p. 45 Focus Question 3 Day Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud
OBJECTIVE		Listen to models of fluent reading 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 3 Day 3 Read-Aloud p. 41 Focus Question 3 Day 4 Read-Aloud p. 43 Focus Question 3 Day 5 Choice Time p. 45 Focus Question 3 Day Read-Aloud
OBJECTIVE		Listen to models of fluent reading 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 3 Day 3 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 44 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day 5 Choice Time p. 45 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud
OBJECTIVE		Listen to models of fluent reading 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 3 Day 3 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 41 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day 5 Choice Time p. 45 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 55 Focus Question 4 Day 3 Read-Aloud p. 56 Focus Question 4 Day 1 Large Group p. 56 Focus Question 5 Day 1 Large Group
OBJECTIVE		Listen to models of fluent reading 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 3 Day 3 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 45 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 1 Read-Aloud p. 53 Focus Question 4 Day 1 Read-Aloud p. 54 Focus Question 4 Day 1 Read-Aloud p. 55 Focus Question 4 Day 1 Read-Aloud p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Read-Aloud
OBJECTIVE		Listen to models of fluent reading 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. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 45 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 1 Read-Aloud p. 52 Focus Question 4 Day 1 Read-Aloud p. 53 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 2 Read-Aloud p. 55 Focus Question 4 Day 2 Read-Aloud p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 2 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud
OBJECTIVE		Listen to models of fluent reading 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 3 Day 3 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 45 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 1 Read-Aloud p. 53 Focus Question 4 Day 1 Read-Aloud p. 54 Focus Question 4 Day 1 Read-Aloud p. 55 Focus Question 4 Day 1 Read-Aloud p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Read-Aloud
OBJECTIVE		Listen to models of fluent reading 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 4 Read-Aloud p. 23 Focus Question 1 Day 5 Read-Aloud p. 23 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 3 Day 1 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 4 Read-Aloud p. 44 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day 2 Read-Aloud p. 45 Focus Question 4 Day 3 Read-Aloud p. 47 Focus Question 4 Day 3 Read-Aloud p. 48 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. 52 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 5 Day 1 Read-Aloud p. 54 Focus Question 5 Day 1 Read-Aloud p. 55 Focus Question 5 Day 1 Read-Aloud p. 56 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 1 Read-Aloud p. 50 Focus Question 5 Day 1 Read-Aloud p. 51 Focus Question 5 Day 1 Read-Aloud p. 53 Focus Question 5 Day 1 Read-Aloud p. 54 Focus Question 5 Day 1 Read-Aloud p. 55 Focus Question 5 Day 2 Read-Aloud p. 56 Focus Question 5 Day 2 Read-Aloud p. 57 Focus Question 5 Day 2 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 50 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 4 Read-Aloud p. 62 Focus Question 5 Day 4 Read-Aloud p. 63 Focus Question 5 Day 4 Read-Aloud
OBJECTIVE		Listen to models of fluent reading 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 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 33 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 1 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 45 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 1 Read-Aloud p. 52 Focus Question 4 Day 1 Read-Aloud p. 53 Focus Question 4 Day 1 Read-Aloud p. 54 Focus Question 5 Day 1 Read-Aloud p. 55 Focus Question 4 Day 2 Read-Aloud p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 62 Focus Question 5 Day 4 Large Group

		 p. 69 Focus Question 6 Day 2 Mighty Minutes p. 69 Focus Question 6 Day 2 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Choice Time p. 72 Focus Question 6 Day 4 Large Group p. 73 Focus Question 6 Day 4 Read-Aloud p. 75 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 5 Read-Aloud p. 81 Ministudy Day 1 Read-Aloud p. 82 Ministudy Day 2 Large Group p. 83 Ministudy Day 2 Read-Aloud p. 85 Ministudy Day 3 Read-Aloud p. 87 Ministudy Day 4 Read-Aloud p. 87 Ministudy Day 4 Read-Aloud p. 87 Ministudy Day 5 Small Group p. 89 Ministudy Day 5 Small Group
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.
INDICATOR / PROFICIENCY LEVEL	1.D.	Vocabulary
OBJECTIVE	1.D.1.	Develop and apply vocabulary through exposure to a variety of texts
EXPECTATION	1.D.1.a.	Acquire new vocabulary through listening to a variety of texts on a daily basis Beginning the Year p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 37 Focus Question 2 Day 3 Read-Aloud p. 39 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 2 Read-Aloud p. 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 1 Read-Aloud p. 67 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 1 Read-Aloud p. 72 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Read-Aloud p. 75 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud
EXPECTATION	1.D.1.b.	Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation 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 2 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 6 Day 3 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 Choice Time p. 75 Focus Question 6 Day 4 Choice Time p. 75 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud

		p. 89 Ministudy Day 5 Read-Aloud
EXPECTATION	1.D.1.c.	Ask questions about unknown objects and words related to topics discussed
		Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 23 Focus Question 1 Day 5 Read-Aloud p. 23 Focus Question 2 Day 1 Large Group p. 28 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 3 Day 2 Read-Aloud p. 33 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. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 4 Read-Aloud p. 43 Focus Question 3 Day 5 Large Group p. 44 Focus Question 4 Day 3 Read-Aloud p. 45 Focus Question 4 Day 2 Read-Aloud p. 45 Focus Question 4 Day 3 Large Group p. 53 Focus Question 5 Day 1 Large Group p. 55 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Read-Aloud p. 58 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 4 Read-Aloud <t< th=""></t<>
EXPECTATION	1.D.1.d.	Listen to and identify the meaning of content-specific vocabulary <u>Beginning the Year</u> p. 39 Focus Question 3 Day 2 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 72 Focus Question 6 Day 4 Choice Time p. 72 Focus Question 6 Day 4 Large Group p. 89 Ministudy Day 5 Read-Aloud
EXPECTATION	1.D.1.e.	Identify some signs, labels, and environmental print
L		Beginning the Year

		p. 23 Focus Question 1 Day 4 Small Group
		p. 41 Focus Question 3 Day 3 Small Group
EXPECTATION	1.D.1.f.	Collect and play with favorite words
		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
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will
		use a variety of strategies and opportunities to understand word
		meaning and to increase vocabulary.
INDICATOR / PROFICIENCY	1.D.	Vocabulary
LEVEL		
OBJECTIVE	1.D.2.	Develop a conceptual understanding of new words
EXPECTATION	1.D.2.a.	Use words to describe size, color, and shape
		Bastanta da Mara
		Beginning the Year
		p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Choice Time
		p. 19 Focus Question 1 Day 2 Large-Group Roundup
		p. 21 Focus Question 1 Day 3 Choice Time
		p. 21 Focus Question 1 Day 3 Large-Group Roundup
		p. 22 Focus Question 1 Day 4 Choice Time
		p. 23 Focus Question 1 Day 4 Large-Group Roundup
		p. 24 Focus Question 1 Day 5 Choice Time
		p. 25 Focus Question 1 Day 5 Large-Group Roundup
		p. 29 Focus Question 2 Day 1 Choice Time
		p. 30 Focus Question 2 Day 2 Large Group
		p. 31 Focus Question 2 Day 2 Large-Group Roundup
		p. 31 Focus Question 2 Day 2 Mighty Minutes p. 32 Focus Question 2 Day 3 Large Group
		p. 33 Focus Question 2 Day 3 Large-Group Roundup
		p. 33 Focus Question 2 Day 3 Large-Group Roundup
		p. 36 Focus Question 3 Day 1 Large Group
		p. 37 Focus Question 3 Day 1 Large-Group Roundup
		p. 38 Focus Question 3 Day 2 Choice Time
		p. 38 Focus Question 3 Day 2 Large Group
		p. 39 Focus Question 3 Day 2 Large-Group Roundup
		p. 39 Focus Question 3 Day 2 Small Group
		p. 42 Focus Question 3 Day 4 Large Group
		p. 43 Focus Question 3 Day 4 Small Group
		p. 45 Focus Question 3 Day 5 Large-Group Roundup
		p. 45 Focus Question 3 Day 5 Small Group
		p. 49 Focus Question 4 Day 1 Small Group
		p. 50 Focus Question 4 Day 2 Choice Time
		p. 51 Focus Question 4 Day 2 Large-Group Roundup p. 51 Focus Question 4 Day 2 Mighty Minutes
		p. 51 Focus Question 4 Day 2 Small Groupp51

		 p. 52 Focus Question 4 Day 3 Choice Time p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 5 Day 1 Large-Group Roundup p. 57 Focus Question 5 Day 1 Small Group p. 59 Focus Question 5 Day 2 Small Group p. 60 Focus Question 5 Day 3 Choice Time p. 61 Focus Question 5 Day 4 Large-Group Roundup p. 63 Focus Question 5 Day 4 Large-Group Roundup p. 63 Focus Question 5 Day 4 Small Group p. 63 Focus Question 5 Day 4 Large-Group Roundup p. 63 Focus Question 6 Day 1 Choice Time p. 67 Focus Question 6 Day 1 Choice Time p. 67 Focus Question 6 Day 1 Large-Group Roundup p. 67 Focus Question 6 Day 1 Large-Group Roundup p. 68 Focus Question 6 Day 2 Choice Time p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Large Group Roundup p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Large Group p. 73 Focus Question 6 Day 4 Mighty Minutes p. 73 Focus Question 6 Day 4 Large-Group Roundup p. 80 Ministudy Day 1 Large-Group Roundup p. 81 Ministudy Day 1 Large-Group Roundup p. 83 Ministudy Day 2 Small Group p. 84 Ministudy Day 4 Large-Group Roundup p. 85 Ministudy Day 4 Large-Group Roundup p. 86 Ministudy Day 4 Large-Group Roundup p. 87 Ministudy Day 4 Large-Group Roundup p. 80 Ministudy Day 4 Large-Group Roundup p. 80 Ministudy Day 4 Large-Group Roundup p. 80 Minist
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.
INDICATOR / PROFICIENCY LEVEL	1.D.	Vocabulary
OBJECTIVE	1.D.3.	Understand, acquire, and use new vocabulary
EXPECTATION	1.D.3.b.	Use newly learned vocabulary on multiple occasions to reinforce meaning 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. 33 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day 7 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 1 Read-Aloud p. 71 Focus Question 6 Day 1 Read-Aloud p. 72 Focus Question 6 Day 4 Choice Time p. 72 Focus Question 6 Day 5 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud

		will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.1.	Demonstrate an understanding of concepts of print to determine how print is organized and read
EXPECTATION	1.E.1.a.	Understand that speech can be written and read 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
EXPECTATION	1.E.1.b.	Understand that print conveys meaning <u>Beginning the Year</u> p. 39 Focus Question 3 Day 2 Small Group p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 63 Focus Question 5 Day 4 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group
EXPECTATION	1.E.1.c.	Demonstrate the proper use of a book 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 4 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day 8 Read-Aloud p. 45 Focus Question 4 Day 1 Read-Aloud p. 53 Focus Question 4 Day 1 Read-Aloud p. 53 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. 61 Focus Question 6 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 3 Read-Aloud p. 81 Ministudy Day 1 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud
EXPECTATION	1.E.1.d.	Identify the title of a book 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. 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. 53 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 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. 71 Focus Question 6 Day 3 Read-Aloud
		p. 75 Focus Question 6 Day 5 Read-Aloud
		p. 81 Ministudy Day 1 Read-Aloud
		p. 83 Ministudy Day 2 Read-Aloud
EXPECTATION	1.E.1.e.	Demonstrate that text is read from left to right and top to bottom
	1.2.1.0.	bemonstrate that text is read nominent to right and top to bottom
		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
EXPECTATION	1.E.1.f.	Identify pictures, shapes, letters, and numerals
EXPECTATION	1.5.1.1.	identity pictures, snapes, letters, and numerals
		Paginning the Vear
		Beginning the Year p. 20 Focus Question 1 Day 3 Large Group
		p. 23 Focus Question 1 Day 4 Mighty Minutes
		p. 25 Focus Question 1 Day 5 Read-Aloud
		p. 29 Focus Question 2 Day 1 Choice Time
		p. 29 Focus Question 2 Day 1 Read-Aloud
		p. 33 Focus Question 2 Day 3 Read-Aloud
		p. 37 Focus Question 3 Day 1 Read-Aloud
		p. 41 Focus Question 3 Day 3 Read-Aloud
		p. 41 Focus Question 3 Day 3 Small Group
		p. 43 Focus Question 3 Day 4 Read-Aloud
		p. 45 Focus Question 3 Day Read-Aloud
		p. 48 Focus Question 4 Day 1 Large Group
		p. 50 Focus Question 4 Day 2 Large Group
		p. 51 Focus Question 4 Day 2 Large-Group Roundup
		p. 51 Focus Question 4 Day 2 Mighty Minutes
		p. 53 Focus Question 4 Day 23 Large-Group Roundup
		p. 56 Focus Question 5 Day 1 Large Group
		p. 57 Focus Question 5 Day 1 Read-Aloud
		p. 57 Focus Question 5 Day 1 Small Group
		p. 58 Focus Question 5 Day 2 Large Group
		p. 59 Focus Question 5 Day 2 Mighty Minutes
		p. 59 Focus Question 5 Day 2 Small Group
		p. 61 Focus Question 5 Day 2 Small Group
		p. 61 Focus Question 5 Day 3 Small Group
		p. 63 Focus Question 5 Day 4 Choice Time
		p. 67 Focus Question 6 Day 1 Choice Time
		p. 67 Focus Question 6 Day 1 Large-Group Roundup
		p. 67 Focus Question 6 Day 1 Mighty Minutes
		p. 67 Focus Question 6 Day 1 Read-Aloud
		p. 67 Focus Question 6 Day 1 Small Group
		p. 68 Focus Question 6 Day 2 Large Group
		p. 69 Focus Question 6 Day 2 Read-Aloud
		p. 69 Focus Question 6 Day 2 Small Group
		p. 71 Focus Question 6 Day 3 Mighty Minutes
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 71 Focus Question 6 Day 3 Small Group
		p. 73 Focus Question 6 Day 4 Mighty Minutes
		p. 75 Focus Question 6 Day 5 Read-Aloud
	11	
		D. 81 WINISTUDY DAY I Small Group
		p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Read-Aloud

		p. 83 Ministudy Day 2 Small Group p. 89 Ministudy Day 5 Mighty Minutes
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.2.	Use strategies to prepare for reading (before reading)
EXPECTATION	1.E.2.b.	Make predictions by examining the title, cover, illustrations/photographs, and familiar author or topic 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 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 5 Day 2 Read-Aloud p. 53 Focus Question 5 Day 2 Read-Aloud p. 54 Focus Question 5 Day 1 Read-Aloud p. 55 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 62 Focus Question 5 Day 1 Read-Aloud p. 63 Focus Question 6 Day 3 Read-Aloud p. 73 Focus Question 6 Day 4 Read-Aloud p. 75 Focus Question 6 Day 4 Read-Aloud p. 75 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 4 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
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.3.	Use strategies to make meaning from text (during reading)
EXPECTATION	1.E.3.a.	Use illustrations to construct meaning 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 Read-Aloud p. 43 Focus Question 3 Day 4 Small Group p. 45 Focus Question 3 Day 5 Small Group p. 47 Focus Question 4 Outdoor Experiences p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Read-Aloud p. 51 Focus Question 5 Day 3 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 2 Read-Aloud p. 75 Focus Question 6 Day 3 Read-Aloud p. 75 Focus Question 6 Day 2 Read-Aloud p. 75 Focus Question 7 Day 5 Read-Aloud p. 75 Focus Question 7 Day 7 Read-Aloud p. 75 Focus

EVELOTATION	4 5 0 5	Make and confirm mediations
EXPECTATION	1.E.3.b.	Make and confirm predictions
		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
EXPECTATION	1.E.3.c.	Connect events, characters, and actions in stories to specific life
		experiences
		Beginning the Year
		p. 18 Focus Question 1 Day 2 Large Group
		p. 19 Focus Question 1 Day 2 Read-Aloud
		p. 21 Focus Question 1 Day 3 Read-Aloud
		p. 23 Focus Question 1 Day 4 Read-Aloud
		p. 25 Focus Question 1 Day 5 Read-Aloud
		p. 28 Focus Question 2 Day 1 Large Group
		p. 29 Focus Question 2 Day 1 Read-Aloud
		p. 33 Focus Question 2 Day 3 Read-Aloud
		p. 37 Focus Question 3 Day 1 Read-Aloud
		p. 39 Focus Question 3 Day 2 Read-Aloud
		p. 41 Focus Question 3 Day 3 Read-Aloud
		p. 45 Focus Question 3 Day Read-Aloud
		p. 49 Focus Question 4 Day 1 Read-Aloud
		p. 57 Focus Question 5 Day 1 Read-Aloud
		p. 59 Focus Question 5 Day 2 Read-Aloud
		p. 61 Focus Question 5 Day 3 Read-Aloud
		p. 63 Focus Question 5 Day 4 Read-Aloud
		p. 67 Focus Question 6 Day 1 Read-Aloud
		p. 69 Focus Question 6 Day 2 Read-Aloud
		p. 70 Focus Question 6 Day 3 Large Group
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 72 Focus Question 6 Day 4 Choice Time
		p. 75 Focus Question 6 Day 5 Read-Aloud
		p. 81 Ministudy Day 1 Read-Aloud
		p. 83 Ministudy Day 2 Read-Aloud
		p. 87 Ministudy Day 4 Read-Aloud
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students
		will use a variety of strategies to understand what they read
		(construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.4.	Demonstrate understanding of text (after reading)
EXPECTATION	1.E.4.a.	Recall information from text
	1.L.T.a.	
		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 3 Read-Aloud
		p. 62 Focus Question 5 Day 4 Large Group
		p. 63 Focus Question 5 Day 4 Read-Aloud
		p. 63 Focus Question 5 Day 4 Small Group
		p. 67 Focus Question 6 Day 1 Read-Aloud
		p. 68 Focus Question 6 Day 2 Large Group
		p. 69 Focus Question 6 Day 2 Read-Aloud
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 72 Focus Question 6 Day 4 Choice Time
		p. 72 Focus Question 6 Day 4 Large Group
		p. 73 Focus Question 6 Day 4 Read-Aloud
		p. 75 Focus Question 6 Day 5 Read-Aloud
		p. 81 Ministudy Day 1 Read-Aloud
		p. 83 Ministudy Day 2 Read-Aloud
		p. 85 Ministudy Day 3 Read-Aloud
		p. 85 Ministudy Day 3 Small Group
		p. 87 Ministudy Day 4 Read-Aloud
		p. 87 Ministudy Day 4 Small Group
		p. 89 Ministudy Day 5 Read-Aloud
		p. 89 Ministudy Day 5 Small Group
EXPECTATION	1.E.4.b.	Respond orally to questions
		Beginning the Year
		p. 39 Focus Question 3 Day 2 Read-Aloud
		p. 39 Focus Question 3 Day 2 Small Group
		p. 44 Focus Question 3 Day 5 Choice Time
		p. 44 Focus Question 3 Day 5 Large Group
		p. 63 Focus Question 5 Day 4 Small Group
		p. 72 Focus Question 6 Day 4 Choice Time
		p. 72 Focus Question 6 Day 4 Large Group
		p. 89 Ministudy Day 5 Read-Aloud
EXPECTATION	1.E.4.c.	Respond to text in a variety of ways: Retell; Dramatize; Draw
		Beginning the Year
		p. 25 Focus Question 1 Day 5 Read-Aloud
		p. 29 Focus Question 2 Day 1 Read-Aloud
	11	
		p. 33 Focus Question 2 Day 3 Read-Aloud
		p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud

		 p. 41 Focus Question 3 Day 3 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group
EXPECTATION	1.E.4.e.	Retell a story as though reading a book Beginning the Year p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group
TOPIC / INDICATOR	LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.
INDICATOR / PROFICIENCY LEVEL	2.A.	Comprehension of Informational Text
OBJECTIVE	2.A.1.	Develop comprehension skills by reading a variety of informational texts
EXPECTATION	2.A.1.a.	Listen to nonfiction materials: Nonfiction trade books; Magazines; Multimedia resources <u>Beginning the Year</u> p. 39 Focus Question 3 Day 2 Read-Aloud p. 39 Focus Question 3 Day 2 Small Group p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 63 Focus Question 5 Day 4 Small Group p. 72 Focus Question 6 Day 4 Choice Time p. 72 Focus Question 6 Day 4 Large Group p. 89 Ministudy Day 5 Read-Aloud
EXPECTATION	2.A.1.b.	Listen to and read functional documents by following simple oral or rebus directions: Recipes; Rules; Signs; Labels; Center activities; Classroom schedules <u>Beginning the Year</u> p. 39 Focus Question 3 Day 2 Small Group p. 63 Focus Question 5 Day 4 Small Group
EXPECTATION	2.A.1.c.	Listen to and use personal interest materials, such as books and magazines <u>Beginning the Year</u> p. 39 Focus Question 3 Day 2 Read-Aloud p. 39 Focus Question 3 Day 2 Small Group p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 63 Focus Question 5 Day 4 Small Group

		p. 72 Focus Question 6 Day 4 Choice Time p. 72 Focus Question 6 Day 4 Large Group
		p. 89 Ministudy Day 5 Read-Aloud
TOPIC / INDICATOR	LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read,
		comprehend, interpret, analyze, and evaluate informational text.
INDICATOR / PROFICIENCY LEVEL	2.A.	Comprehension of Informational Text
OBJECTIVE	2.A.2.	Recognize and use text features to facilitate understanding of informational texts
EXPECTATION	2.A.2.b.	Recognize graphic aids: Photographs; Drawings; Maps; Graphs; Diagrams
		Beginning the Year p. 43 Focus Question 3 Day 4 Small Group p. 45 Focus Question 3 Day 5 Small Group p. 47 Focus Question 4 Outdoor Experiences p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Read-Aloud p. 51 Focus Question 4 Day 2 Small Groupp51
TOPIC / INDICATOR	LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.
INDICATOR / PROFICIENCY LEVEL	2.A.	Comprehension of Informational Text
OBJECTIVE	2.A.4.	Determine important ideas and messages in informational texts
EXPECTATION	2.A.4.a.	Retell important facts from a text Beginning the Year p. 39 Focus Question 3 Day 2 Read-Aloud
		 p. 39 Focus Question 3 Day 2 Read-Aloud p. 39 Focus Question 3 Day 2 Small Group p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 63 Focus Question 5 Day 4 Small Group p. 72 Focus Question 6 Day 4 Choice Time p. 72 Focus Question 6 Day 4 Large Group p. 89 Ministudy Day 5 Read-Aloud
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.1.	Develop comprehension skills by listening to a variety of self- selected and assigned literary texts
EXPECTATION	3.A.1.a.	Listen to and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities <u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Read-Aloud p. 21 Focus Question 1 Day 3 Small Group p. 23 Focus Question 1 Day 5 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 3 Day 3 Read-Aloud p. 41 Focus Question 3 Day 4 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group

		p. 45 Focus Question 3 Day Read-Aloud
		p. 49 Focus Question 4 Day 1 Read-Aloud
		p. 51 Focus Question 4 Day 2 Read-Aloud
		p. 52 Focus Question 4 Day 3 Large Group
		p. 53 Focus Question 4 Day 3 Read-Aloud p. 56 Focus Question 5 Day 1 Large Group
		p. 57 Focus Question 5 Day 1 Read-Aloud
		p. 59 Focus Question 5 Day 2 Read-Aloud
		p. 61 Focus Question 5 Day 3 Read-Aloud
		p. 62 Focus Question 5 Day 4 Large Group
		p. 63 Focus Question 5 Day 4 Read-Aloud
		p. 67 Focus Question 6 Day 1 Read-Aloud
		p. 68 Focus Question 6 Day 2 Large Group
		p. 69 Focus Question 6 Day 2 Read-Aloud
		p. 70 Focus Question 6 Day 3 Large Group
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 72 Focus Question 6 Day 4 Choice Time
		p. 72 Focus Question 6 Day 4 Large Group
		p. 73 Focus Question 6 Day 4 Read-Aloud
		p. 75 Focus Question 6 Day 5 Read-Aloud
		p. 81 Ministudy Day 1 Read-Aloud
		p. 83 Ministudy Day 2 Read-Aloud
		p. 85 Ministudy Day 3 Read-Aloud
		p. 85 Ministudy Day 3 Small Group
		p. 87 Ministudy Day 4 Read-Aloud
		p. 87 Ministudy Day 4 Small Group
		p. 89 Ministudy Day 5 Small Group
EXPECTATION	3.A.1.b.	Listen to and discuss a variety of different types of fictional literary
		texts, such as stories, poems, nursery rhymes, realistic fiction, and
		fairy tales
		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. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 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. 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. 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. 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. 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. 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. 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. 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. 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. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Read-Aloud p. 21 Focus Question 1 Day 3 Small Group p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud
		 p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Read-Aloud p. 21 Focus Question 1 Day 3 Small Group p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 4 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud
		 p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Read-Aloud p. 21 Focus Question 1 Day 3 Small Group p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 4 Read-Aloud p. 43 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. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Read-Aloud p. 21 Focus Question 1 Day 3 Small Group p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 4 Read-Aloud p. 43 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day 1 Read-Aloud p. 49 Focus Question 4 Day 1 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 3 Day 3 Read-Aloud p. 41 Focus Question 3 Day 4 Read-Aloud p. 43 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day 7 Read-Aloud p. 45 Focus Question 4 Day 1 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 3 Read-Aloud p. 44 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 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 52 Focus Question 4 Day 3 Large Group
		 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 3 Read-Aloud p. 41 Focus Question 3 Day 4 Read-Aloud p. 43 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 3 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 3 Read-Aloud p. 41 Focus Question 3 Day 4 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 7 Read-Aloud p. 45 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 3 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 55 Focus Question 4 Day 3 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 3 Read-Aloud p. 41 Focus Question 3 Day 4 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 7 Read-Aloud p. 45 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 1 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 55 Focus Question 4 Day 3 Read-Aloud p. 55 Focus Question 5 Day 1 Large Group
		 p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Read-Aloud p. 21 Focus Question 1 Day 3 Small Group p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 4 Read-Aloud p. 43 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 1 Read-Aloud p. 52 Focus Question 4 Day 1 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 55 Focus Question 5 Day 1 Large Group p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Read-Aloud
		 p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Read-Aloud p. 21 Focus Question 1 Day 3 Small Group p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 1 Read-Aloud p. 52 Focus Question 4 Day 1 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 55 Focus Question 5 Day 1 Large Group p. 56 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 2 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud
		 p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Read-Aloud p. 21 Focus Question 1 Day 3 Small Group p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 1 Read-Aloud p. 52 Focus Question 4 Day 1 Read-Aloud p. 53 Focus Question 5 Day 1 Aread-Aloud p. 55 Focus Question 5 Day 1 Large Group p. 56 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 2 Read-Aloud p. 59 Focus Question 5 Day 3 Read-Aloud p. 50 Focus Question 5 Day 1 Read-Aloud p. 51 Focus Question 5 Day 3 Read-Aloud p. 55 Focus Question 5 Day 1 Read-Aloud p. 56 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 3 Read-Aloud p. 51 Focus Question 5 Day 3 Read-Aloud p. 51 Focus Question 5 Day 3 Read-Aloud p. 53 Focus Question 5 Day 3 Read-Aloud p. 54 Focus Question 5 Day 3 Read-Aloud p. 56 Focus Question 5 Day 3 Read-Aloud p. 57 Focus Question 5 Day 3 Read-Aloud p. 59 Focus Question 5 Day 3 Read-Aloud
		 p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Read-Aloud p. 21 Focus Question 1 Day 3 Small Group p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 1 Read-Aloud p. 53 Focus Question 4 Day 1 Read-Aloud p. 54 Focus Question 5 Day 1 Read-Aloud 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 Read-Aloud p. 59 Focus Question 5 Day 3 Read-Aloud p. 50 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 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. 59 Focus Question 5 Day 3 Read-Aloud p. 61 Focus Question 5 Day 4 Large Group p. 62 Focus Question 5 Day 4 Large Group
		 p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Read-Aloud p. 21 Focus Question 1 Day 3 Small Group p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 1 Read-Aloud p. 55 Focus Question 5 Day 1 Read-Aloud p. 55 Focus Question 5 Day 1 Large Group p. 56 Focus Question 5 Day 2 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 56 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 2 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. 59 Focus Question 5 Day 4 Read-Aloud p. 61 Focus Question 5 Day 4 Read-Aloud p. 63 Focus Question 5 Day 4 Read-Aloud
		 p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Read-Aloud p. 21 Focus Question 1 Day 3 Small Group p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 1 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 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 1 Read-Aloud p. 52 Focus Question 4 Day 3 Read-Aloud p. 53 Focus Question 5 Day 1 Large Group p. 55 Focus Question 5 Day 1 Read-Aloud p. 55 Focus Question 5 Day 1 Read-Aloud p. 56 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 58 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 1 Read-Aloud p. 56 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 56 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 56 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 63 Focus Question 5 Day 4 Read-Aloud p. 63 Focus Question 5 Day 4 Read-Aloud p. 63 Focus Question 5 Day 4 Read-Aloud p. 65 Focus Question 5
		 p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 23 Focus Question 1 Day 5 Read-Aloud p. 25 Focus Question 2 Day 1 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 1 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 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 52 Focus Question 4 Day 3 Read-Aloud p. 53 Focus Question 5 Day 1 Read-Aloud p. 54 Focus Question 5 Day 1 Read-Aloud p. 55 Focus Question 5 Day 1 Read-Aloud p. 56 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Read-Aloud p. 56 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 4 Read-Aloud p. 62 Focus Question 5 Day 4 Read-Aloud p. 63 Focus Question 5 Day 4 Read-Aloud p. 63 Focus Question 5 Day 4 Read-Aloud p. 65 Focus Question 6 Day 4 Read-Aloud p. 65 Focus Question 6 Day 4 Read-Aloud p. 65 Focus Question 6 Outdoor Experiences p. 67 Focus Question 6 Day 1 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 3 Read-Aloud p. 41 Focus Question 3 Day 4 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day 8 Read-Aloud p. 51 Focus Question 4 Day 1 Read-Aloud p. 55 Focus Question 4 Day 1 Read-Aloud p. 55 Focus Question 4 Day 2 Read-Aloud p. 55 Focus Question 5 Day 1 Large Group p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Read-Aloud p. 56 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Large Group p. 56 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 56 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 56 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 56 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 1 Read-Aloud p. 63 Focus Question 5 Day 4 Read-Aloud p. 63 Focus Question 5 Day 4 Read-Aloud p. 64 Focus Question 5 Day 4 Read-Aloud p. 65 Focus Question 5 Day 4 Read-Aloud p. 64 Focus Question 5 Day 4 Read-Aloud p. 64 Focus Question 5 Day 4 Read-Aloud p. 65 Focus Question 5 Day 4 Read-Aloud p. 64 Focus Question 5 Day 4 Read-Aloud p. 65 Focus Question 5 Day 4 Read-Aloud p. 65 Focus Question 5 Day 4 Read-Aloud p. 65 Focus Question
		 p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 23 Focus Question 1 Day 5 Read-Aloud p. 25 Focus Question 2 Day 1 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 1 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 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 52 Focus Question 4 Day 3 Read-Aloud p. 53 Focus Question 5 Day 1 Read-Aloud p. 54 Focus Question 5 Day 1 Read-Aloud p. 55 Focus Question 5 Day 1 Read-Aloud p. 56 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Read-Aloud p. 56 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 4 Read-Aloud p. 62 Focus Question 5 Day 4 Read-Aloud p. 63 Focus Question 5 Day 4 Read-Aloud p. 63 Focus Question 5 Day 4 Read-Aloud p. 65 Focus Question 6 Day 4 Read-Aloud p. 65 Focus Question 6 Day 4 Read-Aloud p. 65 Focus Question 6 Outdoor Experiences p. 67 Focus Question 6 Day 1 Read-Aloud

TOPIC / INDICATOR	LLD.3.	 p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 4 Choice Time p. 72 Focus Question 6 Day 4 Large Group p. 73 Focus Question 6 Day 4 Read-Aloud p. 75 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 5 Read-Aloud p. 75 Focus Question 6 Day 5 Small Group p. 81 Ministudy Day 1 Read-Aloud p. 85 Ministudy Day 3 Read-Aloud p. 85 Ministudy Day 3 Read-Aloud p. 87 Ministudy Day 4 Read-Aloud p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group
INDICATOR / PROFICIENCY	3.A.	comprehend, interpret, analyze, and evaluate literary text. Comprehension of Literary Text
	0.4.0	Line text footunes to fooilitate understanding of literary texts
OBJECTIVE EXPECTATION	3.A.2. 3.A.2.a.	Use text features to facilitate understanding of literary texts Identify and explain how the title contributes to meaning
EXPECTATION	3.A.2.b.	Beginning the Yearp. 17 Focus Question 1 Day 1 Read-Aloudp. 19 Focus Question 1 Day 2 Read-Aloudp. 25 Focus Question 1 Day 5 Read-Aloudp. 29 Focus Question 2 Day 1 Read-Aloudp. 33 Focus Question 2 Day 3 Read-Aloudp. 37 Focus Question 3 Day 1 Read-Aloudp. 41 Focus Question 3 Day 4 Read-Aloudp. 43 Focus Question 3 Day 4 Read-Aloudp. 45 Focus Question 3 Day 7 Read-Aloudp. 45 Focus Question 4 Day 1 Read-Aloudp. 53 Focus Question 5 Day 1 Read-Aloudp. 57 Focus Question 5 Day 2 Read-Aloudp. 59 Focus Question 5 Day 2 Read-Aloudp. 61 Focus Question 5 Day 3 Read-Aloudp. 71 Focus Question 6 Day 3 Read-Aloudp. 75 Focus Question 6 Day 3 Read-Aloudp. 75 Focus Question 6 Day 2 Read-Aloudp. 75 Focus Question 6 Day 3 Read-Aloudp. 75 Focus Question 6 Day 5 Read-Aloudp. 75 Focus Question 6 Day 5 Read-Aloudp. 81 Ministudy Day 1 Read-Aloudp. 83 Ministudy Day 2 Read-Aloudl. 83 Ministudy Day 2 Read-Aloud
	J.A.2.D.	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. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 4 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day 7 Read-Aloud p. 45 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 6 Day 1 Read-Aloud p. 69 Focus Question 6 Day 2 Read-Aloud p. 75 Focus Question 6 Day 2 Read-Aloud p. 75 Focus Question 6 Day 3 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read,
		comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY	3.A.	Comprehension of Literary Text

LEVEL		
OBJECTIVE	3.A.3.	Use elements of narrative texts to facilitate understanding
EXPECTATION	3.A.3.a.	Identify the beginning and end of a story
		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 1 Read-Aloud
		p. 37 Focus Question 3 Day 1 Read-Aloud
		p. 41 Focus Question 3 Day 3 Read-Aloud
		p. 45 Focus Question 3 Day Read-Aloud
		p. 57 Focus Question 5 Day 1 Read-Aloud
		p. 61 Focus Question 5 Day 3 Read-Aloud
		p. 67 Focus Question 6 Day 1 Read-Aloud
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 75 Focus Question 6 Day 5 Read-Aloud
		p. 83 Ministudy Day 2 Read-Aloud
		p. 87 Ministudy Day 4 Small Group
		p. 89 Ministudy Day 5 Small Group
EXPECTATION	3.A.3.b.	Identify the characters of a story
		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
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read,
		comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.4.	Use elements of poetry to facilitate understanding
EXPECTATION	3.A.4.a.	Identify rhyme, rhythm, and repetition in poems read to them
		Beginning the Year
		p. 55 Focus Question 5 Outdoor Experiences
		p. 59 Focus Question 5 Day 2 Read-Aloud
		p. 63 Focus Question 5 Day 4 Read-Aloud
		p. 65 Focus Question 6 Outdoor Experiences
		p. 69 Focus Question 6 Day 2 Mighty Minutes
		p. 72 Focus Question 6 Day 4 Large Group
		p. 75 Focus Question 6 Day 5 Mighty Minutes
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read,
		comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY	3.A.	Comprehension of Literary Text
LEVEL		

OBJECTIVE	3.A.6.	Determine important ideas and messages in literary texts
EXPECTATION	3.A.6.a.	Retell the story by sequencing the main events
EXPECTATION	3.A.0.a.	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 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. 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
EXPECTATION	3.A.6.b.	Identify a personal connection to the text Beginning the Year p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 3 Read-Aloud p. 45 Focus Question 3 Day 1 Read-Aloud p. 47 Focus Question 3 Day 1 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 2 Read-Aloud p. 63 Focus Question 6 Day 3 Read-Aloud p. 64 Focus Question 6 Day 3 Read-Aloud p. 70 Focus Question 6 Day 1 Read-Aloud p. 70 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 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 3 Read-Aloud p. 75 Focus Question 6 Day 4 Choice Time p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 1 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 87 Ministudy Day 4 Read-Aloud p. 87 Ministudy Day 4 Read-Aloud
TOPIC / INDICATOR	LLD.4.	WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.
INDICATOR / PROFICIENCY LEVEL	4.A.	Writing
OBJECTIVE	4.A.1.	Compose texts using the prewriting and drafting strategies of effective writers and speakers
EXPECTATION	4.A.1.b.	Generate ideas by using letter-like shapes, symbols, and letters, dictating words and phrases, and using drawings to represent ideas 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
TOPIC / INDICATOR	LLD.4.	WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.
INDICATOR / PROFICIENCY LEVEL	4.A.	Writing
OBJECTIVE	4.A.2.	Compose oral and visual presentations that express personal ideas
EXPECTATION	4.A.2.a.	Write to express personal ideas using letter-like shapes, symbols, and letters <u>Beginning the Year</u> p. 24 Focus Question 1 Day 5 Choice Time p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 85 Ministudy Day 3 Read-Aloud p. 86 Ministudy Day 4 Large Group
EXPECTATION	4.A.2.b.	Contribute to a shared writing experience or topic of interest Beginning the Year p. 30 Focus Question 2 Day 2 Large Group p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 71 Focus Question 6 Day 3 Large-Group Roundup p. 86 Ministudy Day 4 Large Group
EXPECTATION	4.A.2.c.	Use drawings, letters, or symbols to express personal ideas <u>Beginning the Year</u> p. 24 Focus Question 1 Day 5 Choice Time p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 85 Ministudy Day 3 Read-Aloud p. 86 Ministudy Day 4 Large Group
TOPIC / INDICATOR	LLD.4.	WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.
INDICATOR / PROFICIENCY LEVEL	4.A.	Writing
OBJECTIVE	4.A.4.	Identify how language choices in writing and speaking affect thoughts and feelings
EXPECTATION	4.A.4.a.	Identify and use words to communicate feelings <u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 25 Focus Question 1 Day 5 Read-Aloud p. 27 Focus Question 2 Outdoor Experiences p. 28 Focus Question 2 Day 1 Large Group

		 p. 29 Focus Question 2 Day 1 Read-Aloud p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 33 Focus Question 2 Day 3 Read-Aloud p. 38 Focus Question 3 Day 2 Large Group p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 73 Focus Question 6 Day 3 Read-Aloud p. 74 Focus Question 6 Day 4 Small Group p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 88 Ministudy Day 5 Choice Time
TOPIC / INDICATOR	LLD.5.	CONTROLLING LANGUAGE: Students will control language by applying the conventions of standard English in speaking and writing.
INDICATOR / PROFICIENCY LEVEL	5.A.	Grammar
OBJECTIVE	5.A.1.	Use grammar concepts and skills that strengthen oral language
EXPECTATION	5.A.1.a.	Use complete sentences to respond to questions
		Beginning the Year p. 28 Focus Question 2 Day 1 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 55 Focus Question 5 Outdoor Experiences p. 74 Focus Question 6 Day 5 Large Group p. 79 Ministudy Outdoor Experiences
TOPIC / INDICATOR	LLD.5.	CONTROLLING LANGUAGE: Students will control language by applying the conventions of standard English in speaking and writing.
INDICATOR / PROFICIENCY LEVEL	5.C.	Mechanics
OBJECTIVE	5.C.1.	Comprehend basic punctuation and capitalization in written language
EXPECTATION	5.C.1.b.	Recognize that space is used to separate words 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
TOPIC / INDICATOR	LLD.6.	LISTENING: Students will demonstrate effective listening to learn, process, and analyze information.
INDICATOR / PROFICIENCY LEVEL	6.A.	Listening
OBJECTIVE	6.A.2.	Comprehend and analyze what is heard
EXPECTATION	6.A.2.a.	Determine a speaker 's general purpose <u>Beginning the Year</u> p. 44 Focus Question 3 Day 5 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Large Group
EXPECTATION	6.A.2.b.	Identify rhythms and patterns of language, including rhyme and repetition Beginning the Year p. 42 Focus Question 3 Day 4 Large Group

		p. 88 Ministudy Day 5 Large Group
EXPECTATION	6.A.2.d.	Follow a set of two- or three-step directions
		Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 32 Focus Question 2 Day 3 Large Group p. 35 Focus Question 3 Outdoor Experiences p. 36 Focus Question 3 Day 1 Large Group p. 39 Focus Question 3 Day 2 Small Group p. 43 Focus Question 3 Day 4 Small Group p. 45 Focus Question 3 Day 5 Small Group p. 47 Focus Question 4 Outdoor Experiences p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Small Groupp p. 55 Focus Question 5 Outdoor Experiences p. 63 Focus Question 5 Day 4 Small Group p. 65 Focus Question 6 Outdoor Experiences p. 66 Focus Question 6 Day 1 Large Group p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes
TOPIC / INDICATOR	LLD.7.	SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.
INDICATOR / PROFICIENCY LEVEL	7.A.	Speaking
OBJECTIVE	7.A.1.	Use organization and delivery strategies
EXPECTATION	7.A.1.a.	Speak clearly enough to be heard and understood in a variety of settings Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group
TOPIC / INDICATOR	LLD.7.	SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.
INDICATOR / PROFICIENCY LEVEL	7.A.	Speaking
OBJECTIVE	7.A2.	Make oral presentations
EXPECTATION	7.A2.a.	Speak in a variety of situations to inform and/or relate experiences, such as retelling stories Beginning the Year p. 53 Focus Question 4 Day 23 Large-Group Roundup
EXPECTATION	7.A2.b.	Use props in situations, such as show-and-tell <u>Beginning the Year</u> p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 68 Focus Question 6 Day 2 Large Group p. 87 Ministudy Day 4 Small Group p. 89 Ministudy Day 5 Small Group
STRAND / TOPIC / STANDARD	MD.MA.	Mathematics
TOPIC / INDICATOR	MA.1.	KNOWLEDGE OF ALGEBRA, PATTERNS, AND/OR FUNCTIONS: Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.
INDICATOR / PROFICIENCY LEVEL	1.A.	Patterns and Functions
OBJECTIVE	1.A.2.	Identify, copy, and extend non-numeric patterns
EXPECTATION	1.A.2.a.	Match patterns kinesthetically such as: clap/snap/clap

		Beginning the Year p. 53 Focus Question 4 Day 3 Small Group p. 85 Ministudy Day 3 Mighty Minutes
TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
INDICATOR / PROFICIENCY LEVEL	2.A.	Plane Geometric Figures
OBJECTIVE	2.A.1.	Recognize and use the attributes of plane geometric figures
EXPECTATION	2.A.1.a.	Sort objects by one attribute such as: shape, color, and size <u>Beginning the Year</u> p. 53 Focus Question 4 Day 3 Small Group p. 85 Ministudy Day 3 Mighty Minutes
EXPECTATION	2.A.1.b.	Name the attributes of plane figures such as: shape, color, size <u>Beginning the Year</u> p. 29 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 57 Focus Question 5 Day 1 Small Group p. 67 Focus Question 6 Day 1 Choice Time p. 67 Focus Question 6 Day 1 Large-Group Roundup p. 83 Ministudy Day 2 Mighty Minutes
EXPECTATION	2.A.1.c.	Match triangles, circles, and squares Beginning the Year p. 29 Focus Question 2 Day 1 Choice Time p. 36 Focus Question 3 Day 1 Choice Time p. 50 Focus Question 4 Day 2 Choice Time p. 51 Focus Question 4 Day 2 Large-Group Roundup p. 57 Focus Question 5 Day 1 Small Group p. 67 Focus Question 6 Day 1 Choice Time p. 67 Focus Question 6 Day 1 Large-Group Roundup p. 68 Focus Question 6 Day 2 Choice Time p. 69 Focus Question 6 Day 2 Large-Group Roundup
EXPECTATION	2.A.1.d.	Identify triangles, circles, and squares in the environment 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
TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
INDICATOR / PROFICIENCY LEVEL	2.B.	Solid Geometric Figure
OBJECTIVE	2.B.1.	Recognize and use the attributes of solid geometric figures
EXPECTATION	2.B.1.a.	Sort objects by one attribute such as: size, shape, weight, length <u>Beginning the Year</u> p. 23 Focus Question 1 Day 4 Mighty Minutes p. 39 Focus Question 3 Day 2 Small Group p. 53 Focus Question 4 Day 3 Small Group

		 p. 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
EXPECTATION	2.B.1.b.	Find solid figures in the environment Beginning the Year p. 36 Focus Question 3 Day 1 Choice Time p. 50 Focus Question 4 Day 2 Choice Time p. 51 Focus Question 4 Day 2 Large-Group Roundup p. 57 Focus Question 5 Day 1 Small Group p. 67 Focus Question 6 Day 1 Choice Time p. 67 Focus Question 6 Day 1 Large-Group Roundup p. 68 Focus Question 6 Day 2 Choice Time p. 69 Focus Question 6 Day 2 Large-Group Roundup
TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
INDICATOR / PROFICIENCY LEVEL	2.E.	Transformations
OBJECTIVE	2.E.1.	Begin to recognize a transformation
EXPECTATION	2.E.1.a.	Tell position by using words such as: over, under, above, on, nextto, below, beside, behindBeginning the Yearp. 43 Focus Question 3 Day 4 Small Groupp. 45 Focus Question 3 Day 5 Small Groupp. 49 Focus Question 4 Day 1 Small Groupp. 51 Focus Question 4 Day 2 Large-Group Roundupp. 51 Focus Question 4 Day 2 Small Groupp. 52 Ministudy Day 2 Large Groupp. 85 Ministudy Day 3 Small Group
TOPIC / INDICATOR	MA.3.	KNOWLEDGE OF MEASUREMENT: Students will identify attributes, units or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements.
INDICATOR / PROFICIENCY LEVEL	3.A.	Measurement Units
OBJECTIVE	3.A.1.	Recognize and use measurement attributes
EXPECTATION	3.A.1.a.	Demonstrate an understanding of comparative attributes such as: bigger, smaller, longer, shorter, lighter, heavier, shorter, taller, hotter, colder 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
EXPECTATION	3.A.1.b.	Compare and describe objects according to a single attribute <u>Beginning the Year</u> p. 23 Focus Question 1 Day 4 Mighty Minutes p. 39 Focus Question 3 Day 2 Small Group p. 53 Focus Question 4 Day 3 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Choice Time

		p. 63 Focus Question 5 Day 4 Small Group
		p. 81 Ministudy Day 1 Choice Time
TOPIC / INDICATOR	MA.3.	KNOWLEDGE OF MEASUREMENT: Students will identify attributes, units or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements.
INDICATOR / PROFICIENCY LEVEL	3.B.	Measurement Tools
OBJECTIVE	3.B.1.	Measure in non-standard units
EXPECTATION	3.B.1.b.	Explore the capacity of containers <u>Beginning the Year</u> p. 39 Focus Question 3 Day 2 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 60 Focus Question 5 Day 3 Choice Time p. 63 Focus Question 5 Day 4 Small Group p. 81 Ministudy Day 1 Choice Time
EXPECTATION	3.B.1.c.	Explore the weight of objects <u>Beginning the Year</u> p. 39 Focus Question 3 Day 2 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 60 Focus Question 5 Day 3 Choice Time p. 63 Focus Question 5 Day 4 Small Group p. 81 Ministudy Day 1 Choice Time
TOPIC / INDICATOR	MA.4.	KNOWLEDGE OF STATISTICS: Students will collect, organize, display, analyze, or interpret data to make decisions or predictions.
INDICATOR / PROFICIENCY LEVEL	4.A.	Data Displays
OBJECTIVE	4.A.1.	Explore and display data
EXPECTATION TOPIC / INDICATOR	4.A.1.a. MA.6.	Explore data by answering a yes/no question Beginning the Year p. 89 Ministudy Day 5 Read-Aloud KNOWLEDGE OF NUMBER RELATIONSHIPS AND
		COMPUTATION/ARITHMETIC: Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil, or technology.
INDICATOR / PROFICIENCY LEVEL	6.A.	Knowledge of number
OBJECTIVE	6.A.1.	Apply knowledge of whole numbers
EXPECTATION	6.A.1.a.	Build concept of number Beginning the Year p. 53 Focus Question 4 Day 3 Read-Aloud
EXPECTATION	6.A.1.b.	Show an understanding of quantity <u>Beginning the Year</u> p. 85 Ministudy Day 3 Small Group
EXPECTATION	6.A.1.e.	Count and discuss quantity <u>Beginning the Year</u> p. 29 Focus Question 2 Day 1 Mighty Minutes p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 47 Focus Question 4 Outdoor Experiences p. 67 Focus Question 6 Day 1 Large-Group Roundup p. 67 Focus Question 6 Day 1 Mighty Minutes p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Mighty Minutes p. 71 Focus Question 6 Day 3 Mighty Minutes

		 p. 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
EXPECTATION	6.A.1.h.	Count to 10 Beginning the Year p. 29 Focus Question 2 Day 1 Mighty Minutes p. 43 Focus Question 3 Day 4 Mighty Minutes p. 45 Focus Question 3 Day 5 Mighty Minutes p. 47 Focus Question 4 Outdoor Experiences p. 60 Focus Question 5 Day 3 Choice Time p. 67 Focus Question 6 Day 1 Large-Group Roundup p. 67 Focus Question 6 Day 1 Mighty Minutes p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Mighty Minutes p. 71 Focus Question 6 Day 3 Mighty Minutes p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Small Group p. 83 Ministudy Day 2 Read-Aloud p. 84 Ministudy Day 3 Small Group
STRAND / TOPIC / STANDARD	MD.SC.	Science
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.A.	Constructing Knowledge
OBJECTIVE	1.A.1.	Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.
EXPECTATION	1.A.1.a.	Describe what can be learned about things by just observing those things carefully and adding information by sometimes doing something to the things and noting what happens <u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences p. 39 Focus Question 3 Day 2 Small Group p. 53 Focus Question 4 Day 3 Small Group p. 57 Focus Question 5 Day 1 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Large Group p. 63 Focus Question 5 Day 4 Choice Time p. 63 Focus Question 5 Day 4 Small Group p. 79 Ministudy Outdoor Experiences p. 80 Ministudy Day 1 Large Group p. 83 Ministudy Day 2 Choice Time p. 83 Ministudy Day 2 Choice Time p. 84 Ministudy Day 3 Choice Time p. 86 Ministudy Day 4 Choice Time
EXPECTATION	1.A.1.b.	Seek information through reading, observation, exploration, and investigations

Beginning the Yearp. 35 Focus Question 3 Outdoor Experiencesp. 39 Focus Question 3 Day 2 Small Groupp. 53 Focus Question 4 Day 3 Small Groupp. 57 Focus Question 5 Day 1 Small Groupp. 58 Focus Question 5 Day 2 Choice Timep. 58 Focus Question 5 Day 2 Large Groupp. 60 Focus Question 5 Day 3 Large Groupp. 63 Focus Question 5 Day 4 Choice Time	
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. 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. 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. 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. 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. 60 Focus Question 5 Day 3 Large Group p. 63 Focus Question 5 Day 4 Choice Time	
p. 63 Focus Question 5 Day 4 Choice Time	
p. 63 Focus Question 5 Day 4 Small Group p. 79 Ministudy Outdoor Experiences	
p. 80 Ministudy Day 1 Large Group p. 81 Ministudy Day 1 Choice Time	
p. 83 Ministudy Day 2 Choice Time	
p. 84 Ministudy Day 3 Choice Time	
p. 86 Ministudy Day 4 Choice Time	
EXPECTATION 1.A.1.c. Use tools such as thermometers, magnifiers, rulers, or balances	to
extend their senses and gather data	
Beginning the Year	
p. 39 Focus Question 3 Day 2 Small Group	
p. 53 Focus Question 4 Day 3 Small Group	
p. 57 Focus Question 5 Day 1 Small Group	
p. 58 Focus Question 5 Day 2 Choice Time	
p. 63 Focus Question 5 Day 4 Small Group	
p. 81 Ministudy Day 1 Choice Time	
EXPECTATION 1.A.1.d. Explain that when a science investigation is done the way it was	;
done before, we expect to get a very similar result	
Beginning the Year	
p. 17 Focus Question 1 Day 1 Choice Time	
p. 17 Focus Question 1 Day 1 Small Group	
p. 19 Focus Question 1 Day 2 Small Group	
p. 21 Focus Question 1 Day 3 Small Group	
p. 22 Focus Question 1 Day 4 Choice Time	
p. 23 Focus Question 1 Day 4 Small Group	
p. 25 Focus Question 1 Day 5 Small Group	
p. 29 Focus Question 2 Day 1 Choice Time	
p. 29 Focus Question 2 Day 1 Small Group	
p. 31 Focus Question 2 Day 2 Small Group	
p. 33 Focus Question 2 Day 3 Small Group	
p. 35 Focus Question 3 Outdoor Experiences	
p. 36 Focus Question 3 Day 1 Choice Time	
p. 37 Focus Question 3 Day 1 Small Group	
p. 39 Focus Question 3 Day 2 Small Group	
p. 40 Focus Question 3 Day 3 Choice Time	
p. 44 Focus Question 3 Day 5 Choice Time	
p. 49 Focus Question 4 Day 1 Choice Time	
p. 50 Focus Question 4 Day 2 Choice Time	
p. 52 Focus Question 4 Day 3 Choice Time	
p. 53 Focus Question 4 Day 3 Small Group	
p. 57 Focus Question 5 Day 1 Small Group	
p. 58 Focus Question 5 Day 2 Choice Time	
p. 60 Focus Question 5 Day 3 Choice Time	
p. 63 Focus Question 5 Day 4 Choice Time	
p. 63 Focus Question 5 Day 4 Small Group	
p. 67 Focus Question 6 Day 1 Choice Time	
p. 68 Focus Question 6 Day 2 Choice Time	
p. 70 Focus Question 6 Day 3 Choice Time	
p. 72 Focus Question 6 Day 4 Choice Time	
p. 75 Focus Question 6 Day 5 Small Group	
p. 79 Ministudy Outdoor Experiences	
p. 80 Ministudy Day 1 Large Group	
p. 81 Ministudy Day 1 Choice Time	

		p. 83 Ministudy Day 2 Choice Time
		p. 84 Ministudy Day 3 Choice Time
		p. 86 Ministudy Day 4 Choice Time
EXPECTATION	1.A.1.e.	Participate in multiple experiences to verify that science investigations generally work the same way in different places
		Beginning the Year
		p. 17 Focus Question 1 Day 1 Choice Time
		p. 17 Focus Question 1 Day 1 Small Group p. 19 Focus Question 1 Day 2 Small Group
		p. 21 Focus Question 1 Day 3 Small Group
		p. 22 Focus Question 1 Day 4 Choice Time
		p. 23 Focus Question 1 Day 4 Small Group
		p. 25 Focus Question 1 Day 5 Small Group
		p. 29 Focus Question 2 Day 1 Choice Time
		p. 29 Focus Question 2 Day 1 Small Group
		p. 31 Focus Question 2 Day 2 Small Group
		p. 33 Focus Question 2 Day 3 Small Group
		p. 35 Focus Question 3 Outdoor Experiences p. 36 Focus Question 3 Day 1 Choice Time
		p. 37 Focus Question 3 Day 1 Small Group
		p. 39 Focus Question 3 Day 2 Small Group
		p. 40 Focus Question 3 Day 3 Choice Time
		p. 44 Focus Question 3 Day 5 Choice Time
		p. 49 Focus Question 4 Day 1 Choice Time
		p. 50 Focus Question 4 Day 2 Choice Time
		p. 52 Focus Question 4 Day 3 Choice Time
		p. 53 Focus Question 4 Day 3 Small Group
		p. 57 Focus Question 5 Day 1 Small Group
		p. 58 Focus Question 5 Day 2 Choice Time p. 60 Focus Question 5 Day 3 Choice Time
		p. 63 Focus Question 5 Day 4 Choice Time
		p. 63 Focus Question 5 Day 4 Small Group
		p. 67 Focus Question 6 Day 1 Choice Time
		p. 68 Focus Question 6 Day 2 Choice Time
		p. 70 Focus Question 6 Day 3 Choice Time
		p. 72 Focus Question 6 Day 4 Choice Time
		p. 75 Focus Question 6 Day 5 Small Group
		p. 79 Ministudy Outdoor Experiences p. 80 Ministudy Day 1 Large Group
		p. 81 Ministudy Day 1 Choice Time
		p. 83 Ministudy Day 2 Choice Time
		p. 84 Ministudy Day 3 Choice Time
		p. 86 Ministudy Day 4 Choice Time
EXPECTATION	1.A.1.f.	Suggest things that you could do to find answers to questions raised by observing objects and/or phenomena (events such as water disappearing from the classroom aquarium or a pet's water
		bowl)
		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 2 Large Group
		p. 63 Focus Question 5 Day 4 Choice Time
		p. 63 Focus Question 5 Day 4 Small Group
		p. 79 Ministudy Outdoor Experiences
		p. 80 Ministudy Day 1 Large Group
		p. 81 Ministudy Day 1 Choice Time
		p. 83 Ministudy Day 2 Choice Time
		p. 84 Ministudy Day 3 Choice Time

		p. 86 Ministudy Day 4 Choice Time
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.B.	Applying Evidence and Reasoning
OBJECTIVE	1.B.1.	People are more likely to believe your ideas if you can give good reasons for them
EXPECTATION	1.B.1.a.	Provide reasons for accepting or rejecting ideas examined Beginning the Year p. 17 Focus Question 1 Day 1 Choice Time p. 21 Focus Question 1 Day 2 Choice Time p. 21 Focus Question 1 Day 4 Choice Time p. 22 Focus Question 1 Day 4 Choice Time p. 23 Focus Question 1 Day 5 Choice Time p. 24 Focus Question 2 Day 1 Choice Time p. 32 Focus Question 2 Day 3 Choice Time p. 35 Focus Question 3 Day 1 Choice Time p. 36 Focus Question 3 Day 1 Choice Time p. 37 Focus Question 3 Day 2 Mighty Minutes p. 40 Focus Question 3 Day 3 Choice Time p. 41 Focus Question 3 Day 3 Mighty Minutes p. 44 Focus Question 3 Day 3 Choice Time p. 50 Focus Question 3 Day 3 Choice Time p. 51 Focus Question 4 Day 2 Choice Time p. 52 Focus Question 4 Day 2 Choice Time p. 53 Focus Question 5 Day 2 Choice Time p. 54 Focus Question 5 Day 2 Choice Time p. 55 Focus Question 5 Day 2 Choice Time p. 56 Focus Question 5 Day 2 Choice Time p. 57 Focus Question 5 Day 2 Choice Time p. 58 Focus Question 5 Day 2 Choice Time p. 60 Focus Question 5 Day 3 Choice Time p. 61 Focus Question 5 Day 4 Choice Time p. 63 Focus Question 6 Day 3 Choice Time p. 63 Focus Question 6 Day 3 Choice Time p. 63 Focus Question 6 Day 3 Choice Time p. 75 Focus Question 6 Day 3 Choice Time p. 81 Ministudy Day 1 Mighty Minutes p. 83 Ministudy Day 1 Mighty Minutes p. 84 Ministudy Day 2 Choice Time p. 83 Ministudy Day 2 Mighty Minutes p. 84 Ministudy Day 2 Mighty Minutes p. 84 Ministudy Day 4 Choice Time p. 85 Ministudy Day 4 Choice Time p. 87 Ministudy D
EXPECTATION	1.B.1.b.	Develop reasonable explanations for observation made, investigations completed, and information gained by sharing ideas and listening to others' ideas <u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Choice Time p. 17 Focus Question 1 Day 2 Choice Time p. 19 Focus Question 1 Day 2 Small Group p. 21 Focus Question 1 Day 3 Choice Time p. 21 Focus Question 1 Day 3 Small Group p. 22 Focus Question 1 Day 4 Small Group p. 23 Focus Question 1 Day 4 Choice Time p. 23 Focus Question 1 Day 4 Small Group p. 24 Focus Question 1 Day 5 Choice Time p. 25 Focus Question 1 Day 5 Small Group p. 29 Focus Question 2 Day 1 Small Group p. 31 Focus Question 2 Day 2 Small Group

		p. 32 Focus Question 2 Day 3 Choice Time
		p. 32 Focus Question 2 Day 3 Large Group
		p. 33 Focus Question 2 Day 3 Small Group
		p. 35 Focus Question 3 Outdoor Experiences
		p. 36 Focus Question 3 Day 1 Choice Time
		p. 36 Focus Question 3 Day 1 Large Group
		p. 37 Focus Question 3 Day 1 Mighty Minutes
		p. 37 Focus Question 3 Day 1 Small Group
		p. 39 Focus Question 3 Day 2 Mighty Minutes
		p. 39 Focus Question 3 Day 2 Small Group
		p. 40 Focus Question 3 Day 3 Choice Time
		p. 41 Focus Question 3 Day 3 Mighty Minutes
		p. 43 Focus Question 3 Day 4 Large-Group Roundup
		p. 44 Focus Question 3 Day 5 Choice Time
		p. 49 Focus Question 4 Day 1 Choice Time
		p. 50 Focus Question 4 Day 2 Choice Time
		p. 52 Focus Question 4 Day 3 Choice Time
		p. 53 Focus Question 4 Day 3 Small Group
		p. 57 Focus Question 5 Day 1 Choice Time
		p. 57 Focus Question 5 Day 1 Small Group
		p. 58 Focus Question 5 Day 2 Choice Time
		p. 58 Focus Question 5 Day 2 Large Group
		p. 60 Focus Question 5 Day 3 Choice Time
		p. 60 Focus Question 5 Day 3 Large Group
		p. 63 Focus Question 5 Day 4 Choice Time
		p. 63 Focus Question 5 Day 4 Small Group
		p. 67 Focus Question 6 Day 1 Choice Time
		p. 67 Focus Question 6 Day 1 Small Group
		p. 68 Focus Question 6 Day 2 Choice Time
		p. 69 Focus Question 6 Day 2 Small Group
		p. 70 Focus Question 6 Day 3 Choice Time
		p. 71 Focus Question 6 Day 3 Small Group
		p. 72 Focus Question 6 Day 4 Choice Time
		p. 75 Focus Question 6 Day 5 Choice Time
		p. 75 Focus Question 6 Day 5 Small Group
		p. 79 Ministudy Outdoor Experiences
		p. 80 Ministudy Day 1 Large Group
		p. 81 Ministudy Day 1 Choice Time
		p. 81 Ministudy Day 1 Mighty Minutes
		p. 81 Ministudy Day 1 Small Group
		p. 83 Ministudy Day 2 Choice Time
		p. 83 Ministudy Day 2 Mighty Minutes
		p. 83 Ministudy Day 2 Small Group
		p. 84 Ministudy Day 3 Choice Time
		p. 85 Ministudy Day 3 Small Group
		p. 86 Ministudy Day 4 Choice Time
		p. 87 Ministudy Day 4 Mighty Minutes
EXPECTATION	1.B.1.c.	Explain why it is important to make some fresh observations when
		people give different descriptions of the same thing
		,,
		Beginning the Year
		p. 17 Focus Question 1 Day 1 Choice Time
		p. 17 Focus Question 1 Day 1 Small Group
		p. 19 Focus Question 1 Day 2 Choice Time
		p. 19 Focus Question 1 Day 2 Small Group
		p. 21 Focus Question 1 Day 3 Choice Time
	11	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 Choice Time p. 23 Focus Question 1 Day 4 Mighty Minutes
		p. 23 Focus Question 1 Day 4 Mighty Minutes p. 23 Focus Question 1 Day 4 Small Group
		p. 23 Focus Question 1 Day 4 Mighty Minutes p. 23 Focus Question 1 Day 4 Small Group p. 24 Focus Question 1 Day 5 Choice Time
		p. 23 Focus Question 1 Day 4 Mighty Minutes p. 23 Focus Question 1 Day 4 Small Group p. 24 Focus Question 1 Day 5 Choice Time p. 25 Focus Question 1 Day 5 Small Group
		p. 23 Focus Question 1 Day 4 Mighty Minutes p. 23 Focus Question 1 Day 4 Small Group p. 24 Focus Question 1 Day 5 Choice Time p. 25 Focus Question 1 Day 5 Small Group p. 29 Focus Question 2 Day 1 Choice Time
		p. 23 Focus Question 1 Day 4 Mighty Minutes p. 23 Focus Question 1 Day 4 Small Group p. 24 Focus Question 1 Day 5 Choice Time p. 25 Focus Question 1 Day 5 Small Group

		 p. 32 Focus Question 2 Day 3 Choice Time p. 33 Focus Question 2 Day 3 Small Group p. 35 Focus Question 3 Day 1 Choice Time p. 36 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 1 Mighty Minutes p. 37 Focus Question 3 Day 1 Small Group p. 37 Focus Question 3 Day 2 Mighty Minutes p. 37 Focus Question 3 Day 2 Mighty Minutes p. 39 Focus Question 3 Day 2 Small Group p. 40 Focus Question 3 Day 3 Choice Time p. 41 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Choice Time p. 49 Focus Question 4 Day 2 Choice Time p. 49 Focus Question 4 Day 2 Choice Time p. 50 Focus Question 4 Day 3 Choice Time p. 52 Focus Question 4 Day 3 Choice Time p. 53 Focus Question 4 Day 3 Choice Time p. 53 Focus Question 4 Day 3 Choice Time p. 54 Focus Question 5 Day 1 Choice Time p. 55 Focus Question 5 Day 1 Choice Time p. 57 Focus Question 5 Day 1 Choice Time p. 58 Focus Question 5 Day 2 Choice Time p. 58 Focus Question 5 Day 2 Choice Time p. 60 Focus Question 5 Day 2 Choice Time p. 60 Focus Question 5 Day 2 Choice Time p. 63 Focus Question 5 Day 3 Choice Time p. 63 Focus Question 5 Day 4 Large Group p. 64 Focus Question 5 Day 4 Small Group p. 67 Focus Question 5 Day 4 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 70 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 2 Small Group p. 75 Focus Question 6 Day 2 Choice Time p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Choice Time p. 71 Focus Question 6 Day 3 Choice Time p. 75 Focus Question 6 Day 2 Choice Time p. 75 Focus Question 6 Day 2 Choice Time p. 75 Focus Question 6 Day 2 Choice Time p. 75 Focus Question 6 Day 5
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.C.	Communicating Scientific Information
OBJECTIVE	1.C.1.	Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question
EXPECTATION	1.C.1.a.	Describe things as accurately as possible and compare observations with those of others <u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Choice Time p. 17 Focus Question 1 Day 1 Small Group p. 19 Focus Question 1 Day 2 Choice Time p. 19 Focus Question 1 Day 2 Small Group p. 21 Focus Question 1 Day 3 Choice Time p. 21 Focus Question 1 Day 3 Small Group

		Beginning the Year p. 17 Focus Question 1 Day 1 Choice Time p. 17 Focus Question 1 Day 1 Small Group p. 19 Focus Question 1 Day 2 Choice Time p. 19 Focus Question 1 Day 2 Small Group p. 21 Focus Question 1 Day 3 Choice Time p. 21 Focus Question 1 Day 3 Small Group
EXPECTATION	1.C.1.b.	Describe and compare things in terms of number, shape, texture, size, weight, color, and motion
EXPECTATION	1.С.1.Ь.	size, weight, color, and motion Beginning the Year p. 17 Focus Question 1 Day 1 Choice Time
		 p. 22 Focus Question 1 Day 4 Choice Time p. 23 Focus Question 1 Day 4 Mighty Minutes p. 23 Focus Question 1 Day 4 Small Group p. 24 Focus Question 1 Day 5 Choice Time p. 25 Focus Question 1 Day 5 Small Group p. 29 Focus Question 2 Day 1 Choice Time p. 29 Focus Question 2 Day 1 Small Group p. 31 Focus Question 2 Day 2 Small Group p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 33 Focus Question 3 Day 1 Choice Time p. 36 Focus Question 3 Day 1 Choice Time p. 37 Focus Question 3 Day 1 Small Group p. 37 Focus Question 3 Day 1 Small Group

		p. 22 Focus Question 1 Day 4 Choice Time
		p. 23 Focus Question 1 Day 4 Mighty Minutes
		p. 23 Focus Question 1 Day 4 Small Group
		p. 24 Focus Question 1 Day 5 Choice Time
		p. 25 Focus Question 1 Day 5 Small Group
		p. 29 Focus Question 2 Day 1 Choice Time
		p. 29 Focus Question 2 Day 1 Small Group
		p. 31 Focus Question 2 Day 2 Small Group
		p. 32 Focus Question 2 Day 3 Choice Time
		p. 32 Focus Question 2 Day 3 Large Group
		p. 33 Focus Question 2 Day 3 Small Group
		p. 35 Focus Question 3 Outdoor Experiences
		p. 36 Focus Question 3 Day 1 Choice Time
		p. 36 Focus Question 3 Day 1 Large Group
		p. 37 Focus Question 3 Day 1 Mighty Minutes
		p. 37 Focus Question 3 Day 1 Small Group
		p. 39 Focus Question 3 Day 2 Mighty Minutes
		p. 39 Focus Question 3 Day 2 Small Group
		p. 40 Focus Question 3 Day 3 Choice Time
		p. 41 Focus Question 3 Day 3 Mighty Minutes
		p. 43 Focus Question 3 Day 4 Large-Group Roundup
		p. 44 Focus Question 3 Day 5 Choice Time
		p. 49 Focus Question 4 Day 1 Choice Time
		p. 50 Focus Question 4 Day 2 Choice Time
		p. 52 Focus Question 4 Day 3 Choice Time
		p. 53 Focus Question 4 Day 3 Small Group
		p. 57 Focus Question 5 Day 1 Choice Time
		p. 57 Focus Question 5 Day 1 Small Group
		p. 58 Focus Question 5 Day 2 Choice Time
		p. 58 Focus Question 5 Day 2 Large Group
		p. 60 Focus Question 5 Day 3 Choice Time
		p. 60 Focus Question 5 Day 3 Large Group
		p. 63 Focus Question 5 Day 4 Choice Time
		p. 63 Focus Question 5 Day 4 Small Group
		p. 67 Focus Question 6 Day 1 Choice Time
		p. 67 Focus Question 6 Day 1 Small Group
		p. 68 Focus Question 6 Day 2 Choice Time
		p. 69 Focus Question 6 Day 2 Small Group
		p. 70 Focus Question 6 Day 2 Small Gloup
		p. 71 Focus Question 6 Day 3 Small Group
		p. 72 Focus Question 6 Day 5 Small Group
		p. 75 Focus Question 6 Day 5 Choice Time
		p. 75 Focus Question 6 Day 5 Choice Time p. 75 Focus Question 6 Day 5 Small Group
		p. 79 Ministudy Outdoor Experiences
		p. 80 Ministudy Day 1 Large Group p. 81 Ministudy Day 1 Choice Time
		p. 81 Ministudy Day 1 Mighty Minutes p. 81 Ministudy Day 1 Small Group
		p. 83 Ministudy Day 2 Choice Time
		p. 83 Ministudy Day 2 Mighty Minutes
		p. 83 Ministudy Day 2 Small Group
		p. 84 Ministudy Day 3 Choice Time
		p. 85 Ministudy Day 3 Small Group
		p. 86 Ministudy Day 4 Choice Time
		p. 87 Ministudy Day 4 Mighty Minutes
EXPECTATION	1.C.1.c.	Draw pictures that correctly portray at least some features of the
		thing being described and sequence of events (seasons, seed
		growth)
		- ·
		Beginning the Year
		p. 19 Focus Question 1 Day 2 Choice Time
		p. 19 Focus Question 1 Day 2 Choice Time p. 21 Focus Question 1 Day 3 Choice Time
		p. 21 Focus Question 1 Day 3 Choice Time
		p. 21 Focus Question 1 Day 3 Choice Time p. 22 Focus Question 1 Day 4 Choice Time

TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.D.	Technology
OBJECTIVE	1.D.1.	Design and make things with simple tools and a variety of materials.
EXPECTATION	1.D.1.a.	Make something out of paper, cardboard, wood, plastic, metal, or existing objects that can actually be used to perform a task Beginning the Year p. 21 Focus Question 1 Day 3 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Small Group
EXPECTATION	1.D.1.b.	Recognize that tools are used to do things better or more easily and to do some things that could not otherwise be done at all <u>Beginning the Year</u> p. 21 Focus Question 1 Day 3 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Small Group
EXPECTATION	1.D.1.c.	Assemble, describe, take apart and reassemble constructions using interlocking blocks, erector sets and the like Beginning the Year p. 21 Focus Question 1 Day 3 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Small Group
EXPECTATION	1.D.1.d.	Recognize that some kinds of materials are better than others for making any particular thing, for example, materials that are better in some ways (such as stronger and cheaper) may be worse in other ways (such as heavier and harder to cut) <u>Beginning the Year</u> p. 21 Focus Question 1 Day 3 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Small Group
EXPECTATION	1.D.1.e.	Explain that sometimes it is not possible to make or do everything that is designed <u>Beginning the Year</u> p. 21 Focus Question 1 Day 3 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Small Group
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.D.	Technology
OBJECTIVE	1.D.2.	Practice identifying the parts of things and how one part connects to and affects another
EXPECTATION	1.D.2.a.	Investigate a variety of objects to identify that most things are made of parts Beginning the Year p. 21 Focus Question 1 Day 3 Small Group p. 67 Focus Question 6 Day 1 Small Group

		p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Small Group
EXPECTATION	1.D.2.b.	Explain that something may not work if some of its parts are missing Beginning the Year p. 21 Focus Question 1 Day 3 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Small Group
EXPECTATION	1.D.2.c.	Explain that when parts are put together, they can do things that they couldn't do by themselves Beginning the Year p. 21 Focus Question 1 Day 3 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Small Group
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.D.	Technology
OBJECTIVE	1.D.3.	Examine a variety of physical models and describe what they teach about the real things they are meant to resemble
EXPECTATION	1.D.3.a.	Explain that a model of something is different from the real thing but can be used to learn something about the real thing Beginning the Year p. 21 Focus Question 1 Day 3 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Small Group
EXPECTATION	1.D.3.b.	Realize that one way to describe something is to say how it is like something else <u>Beginning the Year</u> p. 21 Focus Question 1 Day 3 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Small Group
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.E.	History of Science
OBJECTIVE	1.E.1.	Recognize that everyone can do science and invent things.
EXPECTATION	1.E.1.a.	Investigate and explore science concepts. Beginning the Year p. 17 Focus Question 1 Day 1 Choice Time p. 17 Focus Question 1 Day 1 Small Group p. 19 Focus Question 1 Day 2 Small Group p. 21 Focus Question 1 Day 3 Small Group p. 22 Focus Question 1 Day 4 Choice Time p. 23 Focus Question 1 Day 4 Small Group p. 25 Focus Question 1 Day 5 Small Group p. 29 Focus Question 2 Day 1 Choice Time p. 29 Focus Question 2 Day 1 Small Group p. 31 Focus Question 2 Day 2 Small Group p. 33 Focus Question 2 Day 3 Small Group p. 35 Focus Question 3 Outdoor Experiences

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TOPIC / INDICATOR	SC.3.	LIFE SCIENCE: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.
INDICATOR / PROFICIENCY LEVEL	3.A.	Diversity of Life
OBJECTIVE	3.A.1.	Observe a variety of familiar plants and animals to describe how they are alike and how they are different
EXPECTATION	3.A.1.a.	Gather information about how some animals are alike in the way they look and in the things they do. Beginning the Year p. 32 Focus Question 2 Day 3 Large Group p. 37 Focus Question 3 Day 1 Mighty Minutes p. 39 Focus Question 3 Day 2 Mighty Minutes p. 41 Focus Question 3 Day 3 Mighty Minutes
EXPECTATION	3.A.1.d.	Identify some of the things that all animals do, such as eat, move around and explain how their features (observable parts) help them do these things. <u>Beginning the Year</u> p. 32 Focus Question 2 Day 3 Large Group p. 37 Focus Question 3 Day 1 Mighty Minutes p. 39 Focus Question 3 Day 2 Mighty Minutes p. 41 Focus Question 3 Day 3 Mighty Minutes
TOPIC / INDICATOR	SC.3.	LIFE SCIENCE: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.
INDICATOR / PROFICIENCY LEVEL	3.C.	Genetics
OBJECTIVE	3.C.1.	Observe, describe and compare different kinds of animals and their offspring
EXPECTATION	3.C.1.b.	Describe how offspring are very much, but not exactly, like their parents and like one another <u>Beginning the Year</u> p. 32 Focus Question 2 Day 3 Large Group p. 37 Focus Question 3 Day 1 Mighty Minutes

		p. 39 Focus Question 3 Day 2 Mighty Minutes
		p. 41 Focus Question 3 Day 3 Mighty Minutes
TOPIC / INDICATOR	SC.4.	CHEMISTRY: Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.
INDICATOR / PROFICIENCY LEVEL	4.A.	Structure of Matter
OBJECTIVE	4. A .1.	Use evidence from investigations to describe the observable properties of a variety of objects.
EXPECTATION	4.A.1.a.	Examine and describe a variety of familiar objects, in terms of the materials from which they are made (clay, cloth, paper, etc.). Beginning the Year p. 36 Focus Question 3 Day 1 Choice Time p. 37 Focus Question 3 Day 1 Mighty Minutes p. 39 Focus Question 3 Day 2 Mighty Minutes p. 50 Focus Question 4 Day 2 Choice Time p. 57 Focus Question 5 Day 1 Small Group p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Large Group p. 63 Focus Question 5 Day 4 Choice Time p. 67 Focus Question 6 Day 1 Choice Time p. 68 Focus Question 6 Day 2 Choice Time p. 80 Ministudy Day 1 Large Group p. 81 Ministudy Day 1 Choice Time p. 83 Ministudy Day 2 Choice Time p. 83 Ministudy Day 2 Choice Time p. 84 Ministudy Day 3 Choice Time p. 86 Ministudy Day 4 Choice Time
EXPECTATION	4.A.1.b.	Based on data gathered, describe the observable properties of familiar objects (size, shape, color, and texture). Beginning the Year p. 37 Focus Question 3 Day 1 Mighty Minutes p. 39 Focus Question 3 Day 2 Mighty Minutes p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Large Group p. 80 Ministudy Day 1 Large Group p. 81 Ministudy Day 1 Choice Time p. 83 Ministudy Day 2 Choice Time p. 83 Ministudy Day 2 Mighty Minutes p. 84 Ministudy Day 3 Choice Time p. 86 Ministudy Day 4 Choice Time
STRAND / TOPIC / STANDARD	MD.SS.	Social Studies
TOPIC / INDICATOR	SS.1.	POLITICAL SCIENCE: (Prek – 3 Standard) Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.
INDICATOR / PROFICIENCY LEVEL	1.A.	The Foundation and Function of Government
OBJECTIVE	1.A.1.	Identify the importance of rules
EXPECTATION	1.A.1.a.	Recognize why people have rules at home and at school. <u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 66 Focus Question 6 Day 1 Large Group

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

		sources.
INDICATOR / PROFICIENCY LEVEL	6.C.	Ask Social Studies Questions
OBJECTIVE	6.C.1.	Identify a topic that requires further study
EXPECTATION	6.C.1.a.	Identify prior knowledge about the topic. Beginning the Year p. 43 Focus Question 3 Day 4 Large-Group Roundup
STRAND / TOPIC / STANDARD	MD.FA-M.	Fine Arts - Music
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.1.	Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment
EXPECTATION	1.A.1.c.	Respond to changes heard in music: fast/slow, loud/soft (quiet), long/short, high/low Beginning the Year
		p. 35 Focus Question 3 Outdoor Experiences
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.2.	Experience performance through singing, playing instruments, and listening to performances of others
EXPECTATION	1.A.2.a.	Sing songs that use the voice in a variety of ways Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 2 Large Group p. 18 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 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 Large Group p. 26 Focus Question 1 Day 2 Large Group p. 30 Focus Question 2 Day 1 Large Group p. 32 Focus Question 2 Day 1 Large Group p. 32 Focus Question 3 Day 1 Large Group p. 33 Focus Question 3 Day 1 Large Group p. 36 Focus Question 3 Day 2 Large Group p. 37 Focus Question 3 Day 2 Large Group p. 38 Focus Question 3 Day 2 Large Group p. 41 Focus Question 3 Day 2 Large Group p. 41 Focus Question 3 Day 2 Large Group p. 44 Focus Question 3 Day 3 Large Group p. 44 Focus Question 3 Day 4 Large Group p. 44 Focus Question 3 Day 5 Large Group p. 44 Focus Question 4 Day 1 Large Group p. 44 Focus Question 4 Day 1 Large Group p. 44 Focus Question 4 Day 1 Large Group p. 45 Focus Question 4 Day 1 Large Group p. 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 Large Group p. 49 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 1 Large Group p. 40 Focus Question 4 Day 1 Large Group p. 50 Focus Question 4 Day 1 Large Group p. 51 Focus Question 4 Day 1 Large Group p. 52 Focus Question 5 Day 2 Large Group p. 53 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Read-Aloud

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EXPECTATION	1.A.2.b.	Listen to examples of adult male voices, adult female voices, and children's voices <u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.3.	Respond to music through movement
EXPECTATION	1.A.3.a.	Express music through movement, developing the concept of personal space ("bubble space") <u>Beginning the Year</u> p. 35 Focus Question 3 Outdoor Experiences
EXPECTATION	1.A.3.b.	Respond to steady beat through locomotor and body movement Beginning the Year p. 35 Focus Question 3 Outdoor Experiences
EXPECTATION	1.A.3.c.	Listen for simple directions or verbal cues in singing games Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 2 Large Group p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 3 Large Group p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 4 Large Group p. 22 Focus Question 1 Day 5 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Mighty Minutes p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 30 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 1 Large Group p. 38 Focus Question 3 Day 1 Large Group p. 39 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large Group p. 40 Focus Question 3 Day 4 Large Group p. 41 Focus Question 3 Day 5 Large Group p. 44 Focus Question 3 Day 4 Large Group p. 44 Focus Question 3 Day 5 Large Group p. 48 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

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		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
EXPECTATION	1.A.3.d.	Explore a variety of locomotor and nonlocomotor movements to
		show meter
		Devianing the Veen
		Beginning the Year p. 35 Focus Question 3 Outdoor Experiences
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will
		demonstrate an understanding of music as an essential aspect of
		history and human experience.
INDICATOR / PROFICIENCY	2.B.	Historical, Cultural, and Social Context
LEVEL		
OBJECTIVE	2.B.1.	Develop the ability to recognize music as a form of individual and
		cultural expression through experiencing music as both personal
		and societal expression
EXPECTATION	2.B.1.a.	Explore music used in daily living
		Beginning the Year
		p. 35 Focus Question 3 Outdoor Experiences
EXPECTATION	2.B.1.b.	Sing songs representative of different activities, holidays, and
		seasons in a variety of world cultures
		Beginning the Year
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TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.2.	Become acquainted with the roles of music in the lives of people
EXPECTATION	2.B.2.a.	Explore a rich repertoire of music representing its roles in the lives of people, such as lullabies Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 2 Large Group p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 3 Large Group p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 4 Large Group p. 22 Focus Question 1 Day 5 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Large Group p. 30 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 30 Focus Question 3 Day 1 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 1 Large Group p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 3 Large Group p. 40 Focus Question 3 Day 3 Large Group p. 41 Focus Question 3 Day 3 Large-Group Roundup

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

OBJECTIVE	1.A.1.	Identify, describe, and interpret observed form
EXPECTATION	1.A.1.a.	Identify colors, lines, and shapes found in the environment
		Beginning the Year p. 16 Focus Question 1 Day 1 Large Group
		p. 18 Focus Question 1 Day 1 Large Group
		p. 19 Focus Question 1 Day 2 Choice Time
		p. 19 Focus Question 1 Day 2 Large-Group Roundup
		p. 20 Focus Question 1 Day 3 Large Group
		p. 21 Focus Question 1 Day 3 Choice Time
		p. 21 Focus Question 1 Day 3 Large-Group Roundup p. 22 Focus Question 1 Day 4 Choice Time
		p. 22 Focus Question 1 Day 4 Large Group
		p. 23 Focus Question 1 Day 4 Large-Group Roundup
		p. 24 Focus Question 1 Day 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
EXPECTATION	1.A.1.b.	Use colors, lines, and shapes to communicate ideas about the observed world
		Beginning the Year
		p. 16 Focus Question 1 Day 1 Large Group p. 18 Focus Question 1 Day 2 Large Group
		p. 19 Focus Question 1 Day 2 Choice Time
		p. 19 Focus Question 1 Day 2 Large-Group Roundup
		p. 20 Focus Question 1 Day 3 Large Group
		p. 21 Focus Question 1 Day 3 Choice Time
		p. 21 Focus Question 1 Day 3 Large-Group Roundup
		p. 22 Focus Question 1 Day 4 Choice Time p. 22 Focus Question 1 Day 4 Large Group
		p. 23 Focus Question 1 Day 4 Large-Group Roundup
		p. 24 Focus Question 1 Day 5 Choice Time
		p. 24 Focus Question 1 Day 5 Large Group
		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
	11	p. 69 Focus Question 6 Day 2 Small Group
		p. 70 Focus Question 6 Day 3 Large Group
		p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 70 Focus Question 6 Day 3 Large Group
		p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 85 Ministudy Day 3 Read-Aloud
		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

TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.2.	Identify and compare ways in which selected artworks represent what people see, feel, know, and imagine
EXPECTATION	1.2.A.a.	Identify the subject matter of various works of art Beginning the Year p. 15 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 1 Large Group p. 20 Focus Question 1 Day 4 Large Group p. 22 Focus Question 1 Day 5 Large Group p. 24 Focus Question 2 Day 6 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 3 Day 1 Choice Time p. 37 Focus Question 3 Day 1 Choice Time p. 37 Focus Question 3 Day 1 Choice Time p. 38 Focus Question 3 Day 4 Large-Group Roundup p. 41 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 Day 1 Large Group p. 47 Focus Question 4 Day 2 Choice Time p. 48 Focus Question 4 Day 2 Choice Time p. 51 Focus Question 4 Day 2 Small Group p. 52 Focus Question 4 Day 2 Choice Time p. 51 Focus Question 5 Day 1 Large Group p. 52 Focus Question 5 Day 1 Large Group p. 53 Focus Question 5 Day 1 Large Group p. 53 Focus Question 5 Day 1 Large Group p. 54 Focus Question 5 Day 1 Large Group
EXPECTATION	1.2.A.b.	Use color, line, and shape to represent ideas visually from observation, memory, and imagination <u>Beginning the Year</u> p. 16 Focus Question 1 Day 1 Large Group p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Choice Time

		 p. 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 4 Large-Group Roundup p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 5 Choice Time p. 24 Focus Question 1 Day 5 Choice Time p. 24 Focus Question 1 Day 5 Large-Group Roundup p. 25 Focus Question 1 Day 5 Large-Group Roundup p. 27 Focus Question 2 Day 5 Large-Group Roundup p. 27 Focus Question 2 Day 2 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 3 Day 5 Large-Group Roundup p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 64 Focus Question 5 Day 3 Large-Group Roundup p. 67 Focus Question 6 Day 1 Small Group p. 70 Focus Question 6 Day 3 Read-Aloud p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 85 Ministudy Day 4 Large Group p. 86 Ministudy Day 4 Large-Group Roundup p. 87 Ministudy Day 4 Large-Group Roundup p. 87 Ministudy Day 4 Large-Group Roundup
TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.3.	Experiment with elements of art elements of design to organize personally meaningful compositions
EXPECTATION	1.A.3.a.	Explore color, line, and shape in artworks Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Large-Group Roundup p. 20 Focus Question 1 Day 3 Large-Group Roundup p. 21 Focus Question 1 Day 3 Large-Group Roundup p. 21 Focus Question 1 Day 3 Large-Group Roundup p. 22 Focus Question 1 Day 4 Large-Group Roundup p. 22 Focus Question 1 Day 4 Large-Group Roundup p. 22 Focus Question 1 Day 5 Choice Time p. 22 Focus Question 1 Day 5 Choice Time p. 23 Focus Question 1 Day 5 Choice Time p. 24 Focus Question 1 Day 5 Large-Group Roundup p. 25 Focus Question 1 Day 5 Large-Group Roundup p. 27 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Large Group p. 31 Focus Question 3 Day 5 Large-Group Roundup p. 53 Focus Question 3 Day 5 Large-Group Roundup p. 53 Focus Question 3 Day 2 Large Group p. 31 Focus Question 3 Day 3 Large-Group Roundup p. 53 Focus Question 6 Day 2 Small Group p. 69 Focus Question 6 Day 3 Small Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 81 Ministudy Day 1 Small Group p. 85 Ministudy Day 3 Read-Aloud p. 85 Ministudy Day 3 Read-Aloud p. 86 Ministudy Day 4 Large Group p. 87 Ministud

	4 4 2 4	Llos seler line, and share to make entruents
EXPECTATION	1.A.3.b.	Use color, line, and shape to make artworks
		Beginning the Year
		p. 16 Focus Question 1 Day 1 Large Group
		p. 18 Focus Question 1 Day 2 Large Group
		p. 19 Focus Question 1 Day 2 Choice Time
		p. 19 Focus Question 1 Day 2 Large-Group Roundup
		p. 20 Focus Question 1 Day 3 Large Group
		p. 21 Focus Question 1 Day 3 Choice Time
		p. 21 Focus Question 1 Day 3 Large-Group Roundup
		p. 22 Focus Question 1 Day 4 Choice Time
		p. 22 Focus Question 1 Day 4 Large Group
		p. 23 Focus Question 1 Day 4 Large-Group Roundup
		p. 24 Focus Question 1 Day 5 Choice Time
		p. 24 Focus Question 1 Day 5 Large Group
		p. 25 Focus Question 1 Day 5 Large-Group Roundup
		p. 27 Focus Question 2 Outdoor Experiences
		p. 30 Focus Question 2 Day 2 Large Group
		p. 31 Focus Question 2 Day 2 Choice Time
		p. 45 Focus Question 3 Day 5 Large-Group Roundup
		p. 53 Focus Question 4 Day 23 Large-Group Roundup
		p. 61 Focus Question 5 Day 3 Large-Group Roundup
		p. 67 Focus Question 6 Day 1 Small Group
		p. 69 Focus Question 6 Day 2 Small Group
		p. 70 Focus Question 6 Day 3 Large Group
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 81 Ministudy Day 1 Small Group
		p. 83 Ministudy Day 2 Small Group
		p. 85 Ministudy Day 3 Read-Aloud
		p. 86 Ministudy Day 4 Large Group
		p. 87 Ministudy Day 4 Large-Group Roundup
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will
		demonstrate an understanding of visual arts as a basic aspect of
		history and human experience.
INDICATOR / PROFICIENCY	2 P	Historical, Cultural, and Social Context
LEVEL	2.D.	Historical, Cultural, and Social Context
	2.0.4	Determine were in which works of ort everyoes ideas shout encode
OBJECTIVE	2.B.1.	Determine ways in which works of art express ideas about oneself, other people, places, and events
EXPECTATION	2.B.1.a.	
EXPECTATION	Z.D.1.a.	Observe works of art and identify ideas expressed by the artists
		Beginning the Year
		p. 15 Focus Question 1 Outdoor Experiences
		p. 16 Focus Question 1 Day 1 Large Group
1	11	
		p. 17 Focus Question 1 Day 1 Small Group
		p. 17 Focus Question 1 Day 1 Small Group p. 20 Focus Question 1 Day 3 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. 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. 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. 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. 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. 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. 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. 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. 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. 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. 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 4 Large-Group Roundup
		 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 4 Large-Group Roundup p. 43 Focus Question 3 Day 4 Small 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 4 Large-Group Roundup p. 43 Focus Question 3 Day 4 Small Group p. 45 Focus Question 3 Day 5 Small 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 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. 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. 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 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. 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. 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 4 Large-Group Roundup p. 43 Focus Question 3 Day 4 Small Group p. 43 Focus Question 3 Day 5 Small Group p. 45 Focus Question 4 Day 5 Small 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 Small 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. 30 Focus Question 2 Day 3 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 4 Large-Group Roundup p. 43 Focus Question 3 Day 4 Small Group p. 43 Focus Question 3 Day 5 Small Group p. 47 Focus Question 4 Day 5 Small Group p. 47 Focus Question 4 Day 1 Large Group p. 48 Focus Question 4 Day 1 Small Group p. 49 Focus Question 4 Day 1 Small Group p. 50 Focus Question 4 Day 2 Choice Time
		 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. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 2 Day 1 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 4 Large-Group Roundup p. 43 Focus Question 3 Day 4 Small Group p. 43 Focus Question 3 Day 5 Small Group p. 45 Focus Question 4 Day 5 Small 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 Small Group

		p. 52 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 23 Large-Group Roundup
		p. 53 Focus Question 4 Day 3 Small Group
		p. 56 Focus Question 5 Day 1 Large Group
		p. 57 Focus Question 5 Day 1 Choice Time
		p. 58 Focus Question 5 Day 2 Large Group
		p. 61 Focus Question 5 Day 3 Large-Group Roundup
		p. 63 Focus Question 5 Day 4 Large-Group Roundup
		p. 63 Focus Question 5 Day 4 Small Group
		p. 65 Focus Question 6 Outdoor Experiences
		p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Small Group
		p. 69 Focus Question 6 Day 2 Read-Aloud
		p. 69 Focus Question 6 Day 2 Small Group
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 71 Focus Question 6 Day 3 Small Group
		p. 75 Focus Question 6 Day 5 Small Group
		p. 82 Ministudy Day 2 Large Group
		p. 84 Ministudy Day 3 Large Group
		p. 85 Ministudy Day 3 Small Group
		p. 86 Ministudy Day 4 Large Group
		p. 87 Ministudy Day 4 Small Group
		p. 89 Ministudy Day 5 Small Group
EXPECTATION	2.B.1.b.	Use selected works of art as inspiration to express ideas visually
		and verbally
		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 Earge Group
		p. 50 Focus Question 4 Day 2 Choice Time
		p. 51 Focus Question 4 Day 2 Read-Aloud
		p. 51 Focus Question 4 Day 2 Small Groupp51
		p. 52 Focus Question 4 Day 3 Large Group
		p. 53 Focus Question 4 Day 23 Large-Group Roundup
		p. 53 Focus Question 4 Day 3 Small Group
		p. 56 Focus Question 5 Day 1 Large Group
		p. 57 Focus Question 5 Day 1 Choice Time
		p. 58 Focus Question 5 Day 2 Large Group
		p. 61 Focus Question 5 Day 3 Large-Group Roundup
		p. 63 Focus Question 5 Day 4 Large-Group Roundup
		p. 63 Focus Question 5 Day 4 Small Group
		p. 65 Focus Question 6 Outdoor Experiences
		p. 66 Focus Question 6 Day 1 Large Group p. 67 Focus Question 6 Day 1 Small Group
		p. 69 Focus Question 6 Day 1 Small Group
		p. 69 Focus Question 6 Day 2 Small Group
		p. 71 Focus Question 6 Day 3 Read-Aloud
L	11	providence and a stand fille and

TOPIC / INDICATOR	FA-V.2. 2.B.	p. 71 Focus Question 6 Day 3 Small Groupp. 75 Focus Question 6 Day 5 Small Groupp. 82 Ministudy Day 2 Large Groupp. 84 Ministudy Day 3 Large Groupp. 85 Ministudy Day 3 Small Groupp. 86 Ministudy Day 4 Large Groupp. 87 Ministudy Day 4 Small Groupp. 89 Ministudy Day 5 Small Groupp. 89 Ministudy Day 5 Small GroupHISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students willdemonstrate an understanding of visual arts as a basic aspect ofhistory and human experience.Historical, Cultural, and Social Context
LEVEL	2.B.2.	Discuss reasons why people (including self) create and use art by
		studying artworks and other sources of information
EXPECTATION	2.B.2.a.	Discuss and describe artworks with common themes or similar ideas expressed 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. 22 Focus Question 1 Day 4 Large Group p. 22 Focus Question 1 Day 4 Large Group p. 24 Focus Question 2 Day 1 Large Group p. 24 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 1 Large Group p. 30 Focus Question 3 Day 1 Large Group p. 30 Focus Question 3 Day 1 Large Group p. 30 Focus Question 3 Day 1 Large Group p. 30 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 1 Large Group p. 36 Focus Question 3 Day 1 Large-Group Roundup p. 37 Focus Question 3 Day 1 Small Group p. 41 Focus Question 3 Day 2 Small Group p. 43 Focus Question 3 Day 4 Small Group p. 43 Focus Question 3 Day 4 Small Group p. 43 Focus Question 4 Day 1 Large Group p. 44 Focus Question 4 Day 1 Large Group p. 45 Focus Question 4 Day 1 Large Group p. 47 Focus Question 4 Day 1 Large Group p. 49 Focus Question 4 Day 2 Choice Time 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 Read-Aloud p. 53 Focus Question 4 Day 3 Large Group p. 53 Focus Question 5 Day 1 Large Group p. 53 Focus Question 5 Day 1 Large Group p. 53 Focus Question 5 Day 1 Large Group p. 53 Focus Question 5 Day 1 Large Group p. 53 Focus Question 5 Day 1 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 1 Large Group p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 2 Large Group p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 3 Large-Group Roundup p. 53 Focus Question 5 Day 1 Large Group p. 63 Focus Question 5 Day 3 Large-Group Roundup p. 63 Focus Question 5 Day 3 Large-Group Roundup p. 63 Focus Question 6 Day 2 Small Group p. 64 Focus Question 6 Day 3 Small Group p. 65 Focus Question 6 Day 3 Small Group p. 67 Focus Question 6 Day 3 Smal

		p. 89 Ministudy Day 5 Small Group
EXPECTATION	2.B.2.b.	Describe and share personal artworks
		Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Large-Group Roundup p. 19 Focus Question 1 Day 3 Large-Group Roundup p. 20 Focus Question 1 Day 3 Large-Group Roundup p. 21 Focus Question 1 Day 3 Large-Group Roundup p. 21 Focus Question 1 Day 3 Large-Group Roundup p. 22 Focus Question 1 Day 4 Large-Group Roundup p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 5 Large-Group Roundup p. 24 Focus Question 1 Day 5 Large-Group Roundup p. 25 Focus Question 1 Day 5 Large-Group Roundup p. 27 Focus Question 1 Day 5 Large-Group Roundup p. 27 Focus Question 1 Day 5 Large-Group Roundup p. 27 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Large Group p. 31 Focus Question 3 Day 5 Large-Group Roundup p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 61 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 83 Ministudy Day 1 Small Group p. 85 Ministudy Day 3 Read-Aloud
TOPIC / INDICATOR	FA-V.2.	p. 87 Ministudy Day 4 Large-Group Roundup HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.3.	Differentiate among works by artists representative of different cultures
EXPECTATION	2.B.3.a.	Discuss the subject matter of selected artworks Beginning the Year p. 15 Focus Question 1 Outdoor Experiences p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 3 Large Group p. 20 Focus Question 1 Day 4 Large Group p. 22 Focus Question 1 Day 5 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 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. 41 Focus Question 3 Day 2 Small Group p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 43 Focus Question 3 Day 5 Small Group p. 44 Focus Question 4 Day 5 Small Group p. 45 Focus Question 4 Day 1 Small Group p. 49 Focus Question 4 Day 1 Large Group p. 49 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 23 Large-Group Roundup
		p. 53 Focus Question 4 Day 3 Small Group
		p. 56 Focus Question 5 Day 1 Large Group
		p. 57 Focus Question 5 Day 1 Choice Time
		p. 58 Focus Question 5 Day 2 Large Group
		p. 61 Focus Question 5 Day 3 Large-Group Roundup
		p. 63 Focus Question 5 Day 4 Large-Group Roundup
		p. 63 Focus Question 5 Day 4 Small Group
		p. 65 Focus Question 6 Outdoor Experiences
		p. 66 Focus Question 6 Day 1 Large Group
		p. 67 Focus Question 6 Day 1 Small Group
		p. 69 Focus Question 6 Day 2 Read-Aloud
		p. 69 Focus Question 6 Day 2 Small Group
		p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 71 Focus Question 6 Day 3 Small Group
		p. 75 Focus Question 6 Day 5 Small Group
		p. 82 Ministudy Day 2 Large Group
		p. 84 Ministudy Day 2 Large Group
		p. 85 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group
		p. 86 Ministudy Day 4 Large Group
		p. 87 Ministudy Day 4 Small Group
		p. 89 Ministudy Day 5 Small Group
EXPECTATION	2.B.3.b.	Categorize the subject matter of artworks as the same or different
		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 25 Earge-Group Roundup
		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 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
and the second se	II.	p. 71 Focus Question 6 Day 3 Read-Aloud
		p. 711 ocus question o Day 5 Nead-Aloud

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		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
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will
		demonstrate an understanding of visual arts as a basic aspect of
		history and human experience.
INDICATOR / PROFICIENCY	2 B	Historical, Cultural, and Social Context
LEVEL	2.0.	
OBJECTIVE	2.B.4.	Describe the processes used to interpret and express ideas in the
		visual arts and other disciplines
EXPECTATION	2.B.4.a.	Identify the visual qualities of works of art and the environment
		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 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. 23 Focus Question 1 Day 4 Large-Group Roundup
		p. 24 Focus Question 1 Day 5 Choice Time
		p. 24 Focus Question 1 Day 5 Choice Time
		p. 25 Focus Question 1 Day 5 Large-Group Roundup
		p. 27 Focus Question 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
EXPECTATION	2.B.4.b.	Explain and use a variety of visual arts processes to express ideas
		Beginning the Year
		p. 16 Focus Question 1 Day 1 Large Group
		p. 18 Focus Question 1 Day 2 Large Group
		p. 19 Focus Question 1 Day 2 Choice Time
		p. 19 Focus Question 1 Day 2 Large-Group Roundup
		p. 20 Focus Question 1 Day 3 Large Group
		p. 21 Focus Question 1 Day 3 Choice Time
		p. 21 Focus Question 1 Day 3 Large-Group Roundup
		p. 22 Focus Question 1 Day 4 Choice Time
		p. 22 Focus Question 1 Day 4 Large Group
		p. 23 Focus Question 1 Day 4 Large-Group Roundup
		p. 24 Focus Question 1 Day 5 Choice Time
		p. 24 Focus Question 1 Day 5 Large Group
		p. 25 Focus Question 1 Day 5 Large-Group Roundup
		p. 27 Focus Question 2 Outdoor Experiences

TOPIC / INDICATOR	FA-V.3.	 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. 70 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 81 Ministudy Day 1 Small Group p. 85 Ministudy Day 2 Small Group p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large Group REATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize knowledge and ideas for
INDICATOR / PROFICIENCY	3.C.	expression in the production of art. Creative Expression and Production
OBJECTIVE	3.C.1.	Create images and forms from observation, memory, imagination, and feelings
	3.C.1.a.	Explore art media, processes, and techniques Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Large-Group Roundup p. 20 Focus Question 1 Day 3 Large-Group Roundup p. 21 Focus Question 1 Day 3 Large-Group Roundup p. 21 Focus Question 1 Day 4 Large-Group Roundup p. 22 Focus Question 1 Day 4 Lordee 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 5 Choice Time p. 23 Focus Question 1 Day 5 Large-Group Roundup p. 24 Focus Question 1 Day 5 Large-Group Roundup p. 25 Focus Question 1 Day 5 Large-Group Roundup p. 27 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Large-Group Roundup p. 31 Focus Question 3 Day 5 Large-Group Roundup p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 61 Focus Question 6 Day 1 Small Group p. 67 Focus Question 6 Day 3 Large-Group Roundup p. 69 Focus Question 6 Day 3 Large Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Large Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Large Group p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Large Group p. 73 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
EXPECTATION	3.C.1.b.	Manipulate art media, materials and tools safely 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 3 Large-Group Roundup

		 p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Large-Group Roundup p. 24 Focus Question 1 Day 5 Choice Time p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Large-Group Roundup p. 27 Focus Question 2 Outdoor Experiences p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 67 Focus Question 6 Day 1 Small Group p. 70 Focus Question 6 Day 3 Read-Aloud p. 81 Ministudy Day 1 Small Group p. 85 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large-Group Roundup
EXPECTATION	3.C.1.c.	Create artworks that explore the uses of color, line, and shape, to
		express ideas Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Large-Group Roundup p. 20 Focus Question 1 Day 3 Large-Group Roundup p. 21 Focus Question 1 Day 3 Large-Group Roundup p. 21 Focus Question 1 Day 3 Large-Group Roundup p. 21 Focus Question 1 Day 3 Large-Group Roundup p. 22 Focus Question 1 Day 4 Large-Group Roundup p. 22 Focus Question 1 Day 4 Large-Group Roundup p. 22 Focus Question 1 Day 4 Large-Group Roundup p. 23 Focus Question 1 Day 5 Choice Time p. 24 Focus Question 1 Day 5 Large-Group Roundup p. 25 Focus Question 1 Day 5 Large-Group Roundup p. 27 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Large-Group Roundup p. 31 Focus Question 3 Day 5 Large-Group Roundup p. 33 Focus Question 4 Day 23 Large-Group Roundup p. 45 Focus Question 5 Day 3 Large-Group Roundup p. 61 Focus Question 6 Day 1 Small Group p. 70 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 83 Ministudy Day 4 Large Group p. 74 Focus Question 6 Day 3 Read-Aloud p. 8
TOPIC / INDICATOR	FA-V.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.2.	Investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know, and feel
EXPECTATION	3.C.2.a.	Explore ways images communicate ideas Beginning the Year p. 16 Focus Question 1 Day 1 Large Group

		and the artworks of others
EXPECTATION	4.D.1.a.	
EXPECTATION	4.D.1.a.	Observe and respond to selected artworks Beginning the Year p. 15 Focus Question 1 Day 1 Large Group p. 16 Focus Question 1 Day 3 Large Group p. 20 Focus Question 1 Day 4 Large Group p. 22 Focus Question 1 Day 4 Large Group p. 24 Focus Question 2 Day 4 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. 36 Focus Question 3 Day 2 Large Group p. 37 Focus Question 3 Day 1 Large-Group Roundup p. 37 Focus Question 3 Day 4 Small Group p. 41 Focus Question 3 Day 4 Small Group p. 43 Focus Question 3 Day 5 Small Group p. 43 Focus Question 4 Day 1 Small Group p. 44 Focus Question 4 Day 2 Choice Time p. 45 Focus Question 4 Day 2 Small Group p. 47 Focus Question 4 Day 2 Small Group p. 48 Focus Question 4 Day 2 Small Group p. 50 Focus Question 4 Day 2 Small Group p. 51 Focus Question 4 Day 2 Small Group p. 52 Focus Question 4 Day 2 Small Group p. 53 Focus Question 5 Day 1 Large Group Roundup p. 53 Focus Question 5 Day 1 Large Group Roundup p. 53 Focus Question 5 Day 1 Large Group P <
STRAND / TOPIC / STANDARD	MD.FA-T.	Fine Arts - Theatre
TOPIC / INDICATOR	FA-T.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetics Education
OBJECTIVE	1.A.1.	Describe ways that theatre depicts themes and stories
EXPECTATION	1.A.1.a.	Listen to and perform nursery rhymes, finger plays, and popular books and other media
		Beginning the Year

		p. 75 Focus Question 6 Day 5 Small Group
EXPECTATION	1.A.1.b.	Explore themes and ideas about people and events through
		improvisational play Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 4 Large Group p. 21 Focus Question 1 Day 4 Large Group p. 22 Focus Question 1 Day 5 Large Group p. 23 Focus Question 1 Day 5 Large Group p. 24 Focus Question 2 Day 1 Mighty Minutes p. 29 Focus Question 2 Day 1 Mighty Minutes p. 30 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. 44 Focus Question 3 Day 2 Large Group p. 45 Focus Question 3 Day 2 Large Group p. 45 Focus Question 3 Day 2 Large Group p. 45 Focus Question 3 Day 2 Large Group p. 45 Focus Question 3 Day 2 Large Group p. 45 Focus Question 3 Day 4 Large Group p. 46 Focus Question 3 Day 4 Large Group p. 47 Focus Question 3 Day 4 Large Group p. 48 Focus Question 3 Day 4 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 Mighty Minutes p. 53 Focus Question 4 Day 2 Mighty Minutes p. 54 Focus Question 4 Day 2 Mighty Minutes p. 55 Focus Question 5 Day 2 Large Group p. 53 Focus Question 5 Day 2 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 6 Day 1 Large Group p. 57 Focus Question 6 Day 2 Large Group p. 58 Focus Question 6 Day 2 Large Group p. 59 Focus Question 6 Day 2 Large Group p. 50 Focus Question 6 Day 2 Large Group p. 51 Focus Question 6 Day 1 Mighty Minutes p. 56 Focus Question 6 Day 1 Large Group p. 57 Focus Question 6 Day 2 Large Group p. 57 Focus Question 6 Day 2 Large Group p. 57 Focus Question 6 Day 2 Large Group p. 57 Focus Question 6 Day 2 Large Group p. 57 Focus Question 6 Day 2 Large Group p. 57 Focus Question 6 Day 2 Large Group p. 57 Focus Question 6 Day 3 Large Group p. 57 Focus Question 6 Day 2 Large Group p. 58 Focus Question 6 Day 2 Large Group p. 59 Focus
TOPIC / INDICATOR	FA-T.1.	p. 89 Ministudy Day 5 Mighty Minutes PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetics Education
OBJECTIVE	1.A.2.	Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances
EXPECTATION	1.A.2.a.	Explore expressive qualities in dance, music, theatre, and visual arts
		Beginning the Year p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Choice Time p. 19 Focus Question 1 Day 2 Large-Group Roundup

		 p. 20 Focus Question 1 Day 3 Large Group p. 22 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 35 Focus Question 3 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 40 Focus Question 3 Day 3 Large Group p. 44 Focus Question 3 Day 4 Large Group p. 45 Focus Question 4 Day 1 Large Group p. 46 Focus Question 5 Day 1 Large Group p. 47 Focus Question 6 Day 5 Large Group p. 81 Ministudy Day 1 Choice Time p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 84 Ministudy Day 3 Large Group p. 84 Ministudy Day 5 Large Group p. 84 Ministudy Day 5 Large Group p. 88 Ministudy Day 5 Large Group
TOPIC / INDICATOR	FA-T.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: The students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic texts, and other literature of the theatre.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Contexts
OBJECTIVE	2.B.1.	Express a range of responses to a variety of stimuli
EXPECTATION	2.B.1.b.	Sing and move to a variety of traditional children's songs from a variety of cultures Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Large Group p. 21 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Large Group p. 22 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 3 Outdoor Experiences p. 36 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 1 Large Group p. 39 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large Group p. 44 Focus Question 3 Day 2 Large Group p. 44 Focus Question 3 Day 2 Large Group p. 44 Focus Question 3 Day 4 Large Group p. 44 Focus Question 4 Day 3 Large Group p. 44 Focus Question 4 Day 1 Large Group p. 44 Focus Question 4 Day 1 Large Group p. 44 Focus Question 4 Day 1 Large Group p. 44 Focus Question 4 Day 1 Large Group p. 45 Focus Question 4 Day 1 Large Group p. 48 Focus Question 4 Day 1 Large Group p. 48 Focus Question 4 Day 1 Large Group p. 50 Focus Question 4 Day 1 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 50 Focus Question 5 Day 2 Large Group p. 50 Focus Question 5 Day 2 Large Group p. 50 Focus Question 5 Day 2 Large Group p. 50 Focus Question 5 Day 2 Large Group p. 50 Focus Question 5 Day 2 Large Group p. 50 Focus Question 5 Day 2 Large Group p. 50 Focus Question 5 Day 2 Large Group p. 50 Focus Question 5 Day 2 Large Group p. 50 Focus Question 5 Day 2 Large Group p. 50 Focus Question 5 Day 2 Large Group p. 50 Focus Question 5 Day 2 Large Group p. 50 Focus Question 5 Day 2 Large Group p. 50 Focus Question 5 Day 2 Large Group p. 50 Focus Question 5 Day 2 Large Group p. 50 Focus Question 5 Day 2 Large Group p. 50 Focus Question 5 Day 2 Large Group p. 50 Focus Question 5 Day 2 Large Group p. 50 Focus Question 5 Day 2 Large Group p. 50 Focus

		 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 Large Group p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Large Group p. 80 Ministudy Day 1 Large Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 4 Large Group p. 86 Ministudy Day 4 Large Group p. 88 Ministudy Day 5 Large Group p. 88 Ministudy Day 5 Large Group
TOPIC / INDICATOR	FA-T.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Use a variety of theatrical elements to communicate ideas and feelings
EXPECTATION	3.C.1.b.	Use sound effects, costumes, and properties to enhance the quality of dramatic activities 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 Mighty Minutes p. 21 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 5 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 2 Large Group p. 30 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 3 Day 2 Large Group p. 38 Focus Question 3 Day 2 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. 40 Focus Question 3 Day 2 Large Group p. 40 Focus Question 3 Day 2 Large Group p. 41 Focus Question 3 Day 4 Large Group p. 42 Focus Question 3 Day 4 Large Group p. 43 Focus Question 3 Day 5 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 2 Mighty Minutes p. 49 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. 53 Focus Question 4 Day 3 Large Group p. 53 Focus Question 5 Day 1 Large Group p. 53 Focus Question 5 Day 2 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. 58 Focus Question 5 Day 2 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 56 Focus Question 5 Day 2 Large Group p. 56 Focus Question 6 Day 2 Large Group p. 56 Focus Question 6 Day 1 Large Group p. 66 Focus Question 6 Day 2 Large Group p. 67 Focus Question 6 Day 2 Large Group p. 67 Focus Question 6 Day 2 Large Group p. 69 Focus Question 6 Day 2 Large Group p. 69 Focus Question 6 Day 2 Large Group p. 69 Focus Question 6

		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
EVELOTATION	0.0.1	
EXPECTATION	3.C.1.c.	Explore the expressive qualities of a variety of locomotor and non-
		locomotor movements
		Beginning the Year
		p. 35 Focus Question 3 Outdoor Experiences
EXPECTATION	3.C.1.d.	Improvise roles and behaviors associated with a variety of animals
		and professions
		Beginning the Year
		p. 16 Focus Question 1 Day 1 Large Group
		p. 17 Focus Question 1 Day 1 Mighty Minutes
		p. 19 Focus Question 1 Day 2 Mighty Minutes
		p. 20 Focus Question 1 Day 3 Large Group
		p. 21 Focus Question 1 Day 3 Mighty Minutes
		p. 22 Focus Question 1 Day 4 Large Group
		p. 23 Focus Question 1 Day 4 Mighty Minutes
		p. 24 Focus Question 1 Day 5 Large Group
		p. 25 Focus Question 1 Day 5 Mighty Minutes
		p. 29 Focus Question 2 Day 1 Mighty Minutes
		p. 30 Focus Question 2 Day 2 Large Group
		p. 36 Focus Question 3 Day 1 Choice Time
		p. 38 Focus Question 3 Day 2 Choice Time
		p. 38 Focus Question 3 Day 2 Large Group
		p. 39 Focus Question 3 Day 2 Large-Group Roundup
		p. 40 Focus Question 3 Day 3 Large Group
		p. 42 Focus Question 3 Day 4 Large Group
		p. 43 Focus Question 3 Day 4 Large Group
		p. 45 Focus Question 3 Day 4 Mighty Minutes
		p. 49 Focus Question 4 Day 1 Mighty Minutes
		p. 49 Focus Question 4 Day 1 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 Large Gloup
		p. 74 Focus Question 6 Day 4 Mighty Minutes
		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
TOPIC / INDICATOR	FA-T.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will
		demonstrate the ability to apply theatrical knowledge, principles,
		and practices to collaborative theatre presentations.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
		Demonstrate lun aula due of theotop nonformance and una duation
OBJECTIVE	3.C.2.	Demonstrate knowledge of theatre performance and production skills in formal and informal presentations
EXPECTATION	3.C.2.a.	Recognize that a play has characters, dialogue, setting(s), and tells a story <u>Beginning the Year</u> p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Choice Time p. 19 Focus Question 1 Day 2 Large-Group Roundup p. 20 Focus Question 1 Day 3 Large Group p. 22 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 3 Day 3 Large Group p. 40 Focus Question 3 Day 4 Large Group p. 42 Focus Question 3 Day 4 Large Group
		 p. 42 Focus Question 3 Day 4 Large Group p. 48 Focus Question 4 Day 1 Large Group p. 56 Focus Question 5 Day 1 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 81 Ministudy Day 1 Choice Time p. 81 Ministudy Day 1 Large-Group Roundup p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 84 Ministudy Day 3 Choice Time p. 84 Ministudy Day 3 Large Group p. 88 Ministudy Day 5 Large Group
EXPECTATION	3.C.2.b.	Observe and identify what characters do in a variety of settings
		Beginning the Yearp. 18 Focus Question 1 Day 2 Large Groupp. 19 Focus Question 1 Day 2 Choice Timep. 19 Focus Question 1 Day 2 Large-Group Roundupp. 20 Focus Question 1 Day 3 Large Groupp. 22 Focus Question 1 Day 4 Large Groupp. 24 Focus Question 1 Day 5 Large Groupp. 28 Focus Question 2 Day 1 Large Groupp. 30 Focus Question 2 Day 2 Large Groupp. 32 Focus Question 2 Day 3 Choice Timep. 32 Focus Question 2 Day 3 Large Groupp. 40 Focus Question 3 Day 2 Large Groupp. 42 Focus Question 3 Day 4 Large Groupp. 48 Focus Question 5 Day 1 Large Groupp. 48 Focus Question 5 Day 1 Large Groupp. 48 Focus Question 5 Day 1 Large Groupp. 74 Focus Question 6 Day 5 Large Groupp. 81 Ministudy Day 1 Choice Timep. 81 Ministudy Day 1 Small Groupp. 83 Ministudy Day 2 Small Groupp. 84 Ministudy Day 3 Large Groupp. 84 Ministudy Day 3 Large Groupp. 84 Ministudy Day 5 Large Groupp. 88 Ministudy Day 5 Large Groupp. 88 Ministudy Day 5 Large Group
EXPECTATION	3.C.2.c.	Imitate the actions of observed characters and objects

	1]]
		Beginning the Year p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Choice Time p. 19 Focus Question 1 Day 2 Large-Group Roundup p. 20 Focus Question 1 Day 3 Large Group p. 22 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Large Group
		p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 2 Day 3 Choice Time
		p. 32 Focus Question 2 Day 3 Large Group p. 38 Focus Question 3 Day 2 Large Group p. 40 Focus Question 3 Day 3 Large Group p. 42 Focus Question 3 Day 4 Large Group
		p. 48 Focus Question 5 Day 4 Large Group p. 56 Focus Question 5 Day 1 Large Group p. 74 Focus Question 6 Day 5 Large Group
		p. 81 Ministudy Day 1 Choice Time p. 81 Ministudy Day 1 Large-Group Roundup p. 81 Ministudy Day 1 Small Group
		p. 83 Ministudy Day 2 Small Group p. 84 Ministudy Day 3 Choice Time p. 84 Ministudy Day 3 Large Group
		p. 88 Ministudy Day 5 Large Group
TOPIC / INDICATOR	FA-T.4.	AESTHETICS AND CRITICISM: Students will demonstrate the ability to identify, analyze, and apply criteria for making aesthetic judgments.
INDICATOR / PROFICIENCY LEVEL	4.D.	Aesthetics and Criticism
OBJECTIVE	4.D.2.	Identify, describe, and apply criteria to assess dramatic texts and other literature of the theatre
EXPECTATION	4.D.2.a.	Identify and discuss characters in stories <u>Beginning the Year</u> p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Choice Time p. 19 Focus Question 1 Day 2 Large-Group Roundup p. 20 Focus Question 1 Day 3 Large Group p. 22 Focus Question 1 Day 4 Large Group p. 24 Focus Question 1 Day 5 Large Group p. 28 Focus Question 2 Day 1 Large Group p. 30 Focus Question 2 Day 2 Large Group p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 3 Day 3 Large Group p. 40 Focus Question 3 Day 4 Large Group p. 42 Focus Question 3 Day 4 Large Group p. 48 Focus Question 4 Day 1 Large Group p. 56 Focus Question 5 Day 1 Large Group
		 p. 74 Focus Question 6 Day 5 Large Group p. 81 Ministudy Day 1 Choice Time p. 81 Ministudy Day 1 Large-Group Roundup p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 84 Ministudy Day 3 Choice Time p. 84 Ministudy Day 3 Large Group p. 88 Ministudy Day 5 Large Group
STRAND / TOPIC / STANDARD	MD.FA-D.	p. 81 Ministudy Day 1 Choice Time p. 81 Ministudy Day 1 Large-Group Roundup p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 84 Ministudy Day 3 Choice Time p. 84 Ministudy Day 3 Large Group
	MD.FA-D. FA-D.1.	 p. 81 Ministudy Day 1 Choice Time p. 81 Ministudy Day 1 Large-Group Roundup p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 84 Ministudy Day 3 Choice Time p. 84 Ministudy Day 3 Large Group p. 88 Ministudy Day 5 Large Group

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

EXPECTATION	2.B.1.a.	View dances from other cultures
		Beginning the Year p. 35 Focus Question 3 Outdoor Experiences
EXPECTATION	2.B.1.b.	Perform selected traditional dances from various cultures
		Beginning the Year p. 35 Focus Question 3 Outdoor Experiences
TOPIC / INDICATOR	FA-D.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will
		demonstrate an understanding of dance as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
	2.B.2.	Poloto dense to history, conjety and reveauel synariance
OBJECTIVE		Relate dance to history, society and personal experience
EXPECTATION	2.B.2.a.	View and discuss selected contemporary and representative dance styles from other times and places and label them as old or new Beginning the Year
		p. 35 Focus Question 3 Outdoor Experiences
EXPECTATION	2.B.2.b.	Create movements that express specific moods
		Beginning the Year p. 35 Focus Question 3 Outdoor Experiences
TOPIC / INDICATOR	FA-D.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.3.	Demonstrate understanding of the relationships between and among dance and other content areas
EXPECTATION	2.B.3.a.	Explore ways line and shape are used in dance and other content areas
		Beginning the Year p. 35 Focus Question 3 Outdoor Experiences
TOPIC / INDICATOR	FA-D.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to create and perform dance.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Develop the ability to improvise dance
EXPECTATION	3.C.1.a.	Improvise movements to communicate ideas and concepts in response to a variety of stimuli
		Beginning the Year p. 35 Focus Question 3 Outdoor Experiences
EXPECTATION	3.C.1.b.	Use improvisation to link two or more locomotor or non-locomotor
EAFECIATION	5.0.1.0.	movements
		Beginning the Year p. 35 Focus Question 3 Outdoor Experiences
EXPECTATION	3.C.1.c.	Communicate ideas from stories, poems, or songs using improvisation
		Beginning the Year p. 35 Focus Question 3 Outdoor Experiences
TOPIC / INDICATOR	FA-D.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to create and perform dance.
INDICATOR / PROFICIENCY	3.C.	Creative Expression and Production
LEVEL		

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

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EXPECTATION1.B.1.a.Identify body parts and demonstrate in a variety of way how they can move Beginning the Year p. 24 Focus Question 1 Day 5 Choice TimeEXPECTATION1.B.1.b.Demonstrate spatial concepts of big, small, tall, and short in a variety of movement patterns Beginning the Year p. 23 Focus Question 1 Day 4 Mighty Minutes p. 23 Focus Question 1 Day 4 Mighty Minutes p. 35 Focus Question 5 Day 1 Choice Time p. 58 Focus Question 5 Day 1 Choice Time p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Large Group p. 60 Focus Question 5 Day 3 Large Group p. 79 Ministudy Day 2 Mighty MinutesTOPIC / INDICATORPE.2.BIOMECHANICAL PRINCIPLES: Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.INDICATOR / PROFICIENCY LEVEL2.A.Effects on ObjectsOBJECTIVE2.A.1.Identify ways that people and objects move	OBJECTIVE	1.B.1.	Show creative movement skills
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to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety. INDICATOR / PROFICIENCY LEVEL 2.A. Effects on Objects OBJECTIVE 2.A.1. Identify ways that people and objects move	EXPECTATION	1.B.1.b.	variety of movement patterns <u>Beginning the Year</u> p. 23 Focus Question 1 Day 4 Mighty Minutes p. 35 Focus Question 3 Outdoor Experiences p. 57 Focus Question 5 Day 1 Choice Time p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Large Group p. 79 Ministudy Outdoor Experiences
LEVEL Identify ways that people and objects move	TOPIC / INDICATOR	PE.2.	to use the principles of biomechanics to generate and control force
		2.A.	Effects on Objects
	OBJECTIVE	2.A.1.	Identify ways that people and objects move
EXPECTATION 2.A.1.a. Show how a body moves fast and slow	EXPECTATION	2.A.1.a.	Show how a body moves fast and slow

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EXPECTATION	2.A.1.b.	Beginning the Year p. 23 Focus Question 1 Day 4 Mighty Minutes p. 35 Focus Question 3 Outdoor Experiences p. 57 Focus Question 5 Day 1 Choice Time p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Large Group p. 79 Ministudy Outdoor Experiences p. 83 Ministudy Day 2 Mighty Minutes Show how to move a body forward, backward, and sideways in open
		space <u>Beginning the Year</u> p. 23 Focus Question 1 Day 4 Mighty Minutes p. 35 Focus Question 3 Outdoor Experiences p. 57 Focus Question 5 Day 1 Choice Time p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Large Group p. 79 Ministudy Outdoor Experiences p. 83 Ministudy Day 2 Mighty Minutes
TOPIC / INDICATOR	PE.2.	BIOMECHANICAL PRINCIPLES: Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.
INDICATOR / PROFICIENCY LEVEL	2.B.	Balance
OBJECTIVE	2.B.1.	Identify balance through movement
EXPECTATION	2.B.1.a.	Show the ability to balance on one or more body parts
		Beginning the Year p. 57 Focus Question 5 Day 1 Choice Time
TOPIC / INDICATOR	PE.3.	MOTOR LEARNING PRINCIPLES: Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.
INDICATOR / PROFICIENCY LEVEL	3.A.	Appropriate Practices
OBJECTIVE	3.A.1.	Recognize that skills will develop over time with appropriate practice and use of the correct cues.
	3.A.1.a.	Show basic motor skills, using imitation, as a means for motor skill improvement <u>Beginning the Year</u> p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 57 Focus Question 5 Day 1 Choice Time p. 75 Focus Question 6 Day 5 Small Group p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes p. 83 Ministudy Day 2 Small Group
TOPIC / INDICATOR	PE.3.	MOTOR LEARNING PRINCIPLES: Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.
INDICATOR / PROFICIENCY LEVEL	3.B.	Corrective Feedback
OBJECTIVE	3.B.1.	Identify the importance of corrective feedback on performance
EXPECTATION	3.B.1.a.	Use verbal and visual cues to improve skill performance 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. 41 Minutes
		p. 81 Ministudy Day 1 Mighty Minutes p. 83 Ministudy Day 2 Small Group
TOPIC / INDICATOR	PE.4.	EXERCISE PHYSIOLOGY: Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance on a variety of academic, recreational, and life tasks.
INDICATOR / PROFICIENCY LEVEL	4.E.	Nutrition and Physical Activity
OBJECTIVE	4.E.1.	Recognize the relationship between nutrition and physical activity
EXPECTATION	4.E.1.a.	Describe how food is fuel to the body as gas is fuel to a car <u>Beginning the Year</u> p. 39 Focus Question 3 Day 2 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 63 Focus Question 5 Day 4 Small Group
TOPIC / INDICATOR	PE.6.	SOCIAL PSYCHOLOGICAL PRINCIPLES: Students will demonstrate the ability to use skills essential for developing self- efficacy, fostering a sense of community, and working effectively with others in physical activity settings.
INDICATOR / PROFICIENCY LEVEL	6.A.	Safety in Physical Activity
OBJECTIVE	6.A.1.	Demonstrate safety in physical activity settings
	6.A.1.a.	Use person and general space safely in a physical activity setting to avoid injury <u>Beginning the Year</u> p. 23 Focus Question 1 Day 4 Mighty Minutes p. 35 Focus Question 3 Outdoor Experiences p. 57 Focus Question 5 Day 1 Choice Time p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Large Group p. 79 Ministudy Outdoor Experiences p. 83 Ministudy Day 2 Mighty Minutes
TOPIC / INDICATOR	PE.6.	SOCIAL PSYCHOLOGICAL PRINCIPLES: Students will demonstrate the ability to use skills essential for developing self- efficacy, fostering a sense of community, and working effectively with others in physical activity settings.
INDICATOR / PROFICIENCY LEVEL	6.C.	Cooperation and Responsibility
OBJECTIVE	6.C.1.	Identify and behavioral skills to develop a sense of community in physical activity settings
EXPECTATION	6.C.1.a.	Imitate socially acceptable behaviors of cooperation, respect and, responsibility to interact positively with others <u>Beginning the Year</u> p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud

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STRAND / TOPIC / STANDARD	MD.HE.EC.	Health Education
TOPIC / INDICATOR	HE.6.	NUTRITION AND FITNESS: Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.
INDICATOR / PROFICIENCY LEVEL	6.A.	Responses to Food
OBJECTIVE	6.A.1.	Students will identify the relationship between food and the senses
EXPECTATION	6.A.1.a.	Recognize that foods have different tastes such as, sweet, sour, bitter, and salty 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
TOPIC / INDICATOR	HE.6.	NUTRITION AND FITNESS: Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.
INDICATOR / PROFICIENCY LEVEL	6.E.	Food and Health
OBJECTIVE	6.E.1.	Recognize the relationship between food and health
EXPECTATION	6.E.1.a.	Tell why the body needs food 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

Buildings Study State: Maryland Model for School Readiness

Subject: Early Childhood Education Grade: Ages 3-5

STRAND / TOPIC / STANDARD	MD.PSD.	Personal and Social Development
TOPIC / INDICATOR	PSD.1.	PERSONAL SELF-REGULATIONS: Students will demonstrate effective personal functioning in group settings and as individuals.
INDICATOR / PROFICIENCY LEVEL	1.A.	Self Concept and Control
OBJECTIVE	1.A.2.	Uses coping skills with help from others
EXPECTATION	1.A.2.a.	Relate needs, wants, and feelings to others
		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 7 Choice Time
		p. 97 Celebrating Learning Day 2 Large Group Roundup
TOPIC / INDICATOR	PSD.1.	PERSONAL SELF-REGULATIONS: Students will demonstrate effective personal functioning in group settings and as individuals.
INDICATOR / PROFICIENCY LEVEL	1.A.	Self Concept and Control
OBJECTIVE	1.A.4.	Follow simple classroom rules and routines with guidance
EXPECTATION	1.A.4.a.	Generate and follow classroom rules
		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
EXPECTATION	1.A.4.b.	Plan routine activities in the classroom with guidance
		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
TOPIC / INDICATOR	PSD.2.	p. 45 Investigation 2 Day 3 Choice Time
TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL	-	p. 45 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 5 Large Group SOCIAL SELF-REGULATION: Students will demonstrate effective
INDICATOR / PROFICIENCY	-	 p. 45 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 5 Large Group SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	 p. 45 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 5 Large Group SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals Interactions with Others
INDICATOR / PROFICIENCY LEVEL OBJECTIVE	2.A. 2.A.1.	p. 45 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 5 Large Group SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals Interactions with Others Initiate and maintain relationships with peers and adults Initiate conversation with peers and adults Buildings Study
INDICATOR / PROFICIENCY LEVEL OBJECTIVE	2.A. 2.A.1.	 p. 45 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 5 Large Group SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals Interactions with Others Initiate and maintain relationships with peers and adults Initiate conversation with peers and adults Buildings Study p. 13 Exploring the Topic - Outdoor Experiences
INDICATOR / PROFICIENCY LEVEL OBJECTIVE	2.A. 2.A.1.	 p. 45 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 5 Large Group SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals Interactions with Others Initiate and maintain relationships with peers and adults Initiate conversation with peers and adults Buildings Study

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p. 15 Exploring the Topic - Day 1 Small Group
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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. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Choice Time
p. 54 Investigation 3 Day 2 Large Group

		p. 56 Investigation 3 Day 3 Choice Time
		p. 56 Investigation 3 Day 3 Large Group
		p. 57 Investigation 3 Day 3 Large-Group Roundup
		p. 57 Investigation 3 Day 3 Small Group
		p. 58 Investigation 3 Day 4 Choice Time
		p. 58 Investigation 3 Day 4 Large Group
		p. 59 Investigation 3 Day 4 Large-Group Roundup
		p. 59 Investigation 3 Day 4 Read-Aloud
		p. 59 Investigation 3 Day 4 Small Group
		p. 60 Investigation 3 Day 5 Choice Time
		p. 60 Investigation 3 Day 5 Large Group
		p. 61 Investigation 3 Day 5 Large-Group Roundup
		p. 61 Investigation 3 Day 5 Small Group
		p. 63 Investigation 4 Outdoor Experience
		p. 64 Investigation 4 Day 1 Choice Time
		p. 64 Investigation 4 Day 1 Large Group
		p. 65 Investigation 4 Day 1 Large-Group Roundup
		p. 65 Investigation 4 Day 1 Read-Aloud
		p. 65 Investigation 4 Day 1 Small Group
		p. 66 Investigation 4 Day 2 Choice Time
		p. 66 Investigation 4 Day 2 Large Group
		p. 67 Investigation 4 Day 2 Large-Group Roundup
		p. 67 Investigation 4 Day 2 Read-Aloud
		p. 67 Investigation 4 Day 2 Small Group
		p. 68 Investigation 4 Day 3 Large Group
		p. 69 Investigation 4 Day 3 Choice Time
		p. 69 Investigation 4 Day 3 Large-Group Roundup
		p. 69 Investigation 4 Day 3 Read-Aloud
		p. 69 Investigation 4 Day 3 Small Group
		p. 71 Investigation 5 Outdoor Experiences
		p. 72 Investigation 5 Day 1 Choice Time
		p. 72 Investigation 5 Day 1 Large Group
		p. 73 Investigation 5 Day 1 Large-Group Roundup
		p. 73 Investigation 5 Day 1 Small Group
		p. 74 Investigation 5 Day 2 Choice Time
		p. 74 Investigation 5 Day 2 Large Group
		p. 75 Investigation 5 Day 2 Large-Group Roundup
		p. 75 Investigation 5 Day 2 Read-Aloud
		p. 75 Investigation 5 Day 2 Small Group
		p. 76 Investigation 5 Day 3 Choice Time
		p. 76 Investigation 5 Day 3 Large Group
		p. 77 Investigation 5 Day 3 Large-Group Roundup
		p. 77 Investigation 5 Day 3 Small Group
		p. 78 Investigation 5 Day 4 Large Group
		p. 79 Investigation 5 Day 4 Choice Time
		p. 79 Investigation 5 Day 4 Large-Group Roundup
		p. 79 Investigation 5 Day 4 Small Group
		p. 80 Investigation 5 Day 5 Choice Time
		p. 80 Investigation 5 Day 5 Large Group
		p. 81 Investigation 5 Day 5 Large-Group Roundup
		p. 81 Investigation 5 Day 5 Small Group
		p. 93 Celebrating Learning Outdoor Experiences
		p. 94 Celebrating Learning Day 1 Choice Time
		p. 94 Celebrating Learning Day 1 Large Group
		p. 95 Celebrating Learning Day 1 Large Group Roundup
		p. 95 Celebrating Learning Day 1 Small Group
		p. 96 Celebrating Learning Day 2 Large Group
		p. 96 Celebrating Learning Day 2 Choice Time
		p. 97 Celebrating Learning Day 2 Large Group Roundup
		p. 97 Celebrating Learning Day 2 Small Group
EXPECTATION	2.A.1.b.	Take turns when working in groups with guidance
	2·A.1.0.	Take tarns when working in groups with guidance
		Buildings Study
		p. 14 Exploring the Topic - Day 1 Choice Time
		p. 14 Exploring the Topic - Day 1 Large Group
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p. 15 Exploring the Topic - Day 1 Large-Group Roundup p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Small Group p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Large-Group Roundup p. 21 Exploring the Topic - Day 4 Small Group p. 22 Exploring the Topic - Day 5 Large Group p. 23 Exploring the Topic - Day 5 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 33 Investigation 1 Day 3 Read-Aloud p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Large-Group Roundup p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Large-Group Roundup p. 37 Investigation 1 Day 5 Read-Aloud p. 37 Investigation 1 Day 5 Small Group p. 39 Investigation 2 Outdoor Experiences p. 40 Investigation 2 Day 1 Choice Time p. 40 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 1 Large-Group Roundup p. 41 Investigation 2 Day 1 Small Group p. 42 Investigation 2 Day 2 Large Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Large-Group Roundup p. 43 Investigation 2 Day 2 Small Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Choice Time p. 45 Investigation 2 Day 3 Large-Group Roundup p. 45 Investigation 2 Day 3 Mighty Minutes p. 45 Investigation 2 Day 3 Small Group p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 47 Investigation 2 Day 4 Small Group p. 48 Investigation 2 Day 5 Choice Time p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Large-Group Roundup p. 49 Investigation 2 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Small Group p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Choice Time p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Read-Aloud p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Choice Time p. 55 Investigation 3 Day 2 Large-Group Roundup p. 55 Investigation 3 Day 2 Small Group

		p. 56 Investigation 3 Day 3 Choice Time
		p. 56 Investigation 3 Day 3 Large Group
		p. 57 Investigation 3 Day 3 Large-Group Roundup
		p. 57 Investigation 3 Day 3 Small Group
		p. 58 Investigation 3 Day 4 Choice Time
		p. 58 Investigation 3 Day 4 Large Group
		p. 59 Investigation 3 Day 4 Large-Group Roundup
		p. 59 Investigation 3 Day 4 Read-Aloud
		p. 59 Investigation 3 Day 4 Small Group
		p. 60 Investigation 3 Day 5 Choice Time
		p. 60 Investigation 3 Day 5 Large Group
		p. 61 Investigation 3 Day 5 Large-Group Roundup
		p. 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 p. 67 Investigation 4 Day 2 Large-Group Roundup
		p. 67 Investigation 4 Day 2 Read-Aloud
		p. 67 Investigation 4 Day 2 Read-Aloud p. 67 Investigation 4 Day 2 Small Group
		p. 68 Investigation 4 Day 2 Small Group
		p. 69 Investigation 4 Day 3 Choice Time
		p. 69 Investigation 4 Day 3 Large-Group Roundup
		p. 69 Investigation 4 Day 3 Read-Aloud
		p. 69 Investigation 4 Day 3 Small Group
		p. 71 Investigation 5 Outdoor Experiences
		p. 72 Investigation 5 Day 1 Choice Time
		p. 72 Investigation 5 Day 1 Large Group
		p. 73 Investigation 5 Day 1 Large-Group Roundup
		p. 73 Investigation 5 Day 1 Small Group
		p. 74 Investigation 5 Day 2 Choice Time
		p. 74 Investigation 5 Day 2 Large Group
		p. 75 Investigation 5 Day 2 Large-Group Roundup
		p. 75 Investigation 5 Day 2 Read-Aloud
		p. 75 Investigation 5 Day 2 Small Group
		p. 76 Investigation 5 Day 3 Choice Time
		p. 76 Investigation 5 Day 3 Large Group
		p. 77 Investigation 5 Day 3 Large-Group Roundup
		p. 77 Investigation 5 Day 3 Small Group
		p. 78 Investigation 5 Day 4 Large Group
		p. 79 Investigation 5 Day 4 Choice Time
		p. 79 Investigation 5 Day 4 Large-Group Roundup
		p. 79 Investigation 5 Day 4 Small Group
		p. 80 Investigation 5 Day 5 Choice Time
		p. 80 Investigation 5 Day 5 Large Group
		p. 81 Investigation 5 Day 5 Large-Group Roundup
		p. 81 Investigation 5 Day 5 Small Group
		p. 93 Celebrating Learning Outdoor Experiences
		p. 94 Celebrating Learning Day 1 Choice Time
		p. 94 Celebrating Learning Day 1 Large Group
		p. 95 Celebrating Learning Day 1 Large Group Roundup
		p. 95 Celebrating Learning Day 1 Small Group
		p. 96 Celebrating Learning Day 2 Large Group
		p. 96 Celebrating Learning Day 2 Choice Time
		p. 97 Celebrating Learning Day 2 Large Group Roundup
		p. 97 Celebrating Learning Day 2 Small Group
TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY	2.A.	Interactions with Others
LEVEL		
		

OBJECTIVE	2.A.2.	Participate cooperatively in group activities
EXPECTATION	2.A.2.a.	Listen to directions from peers and responds to simple tasks
		Buildings Study
		p. 13 Exploring the Topic - Outdoor Experiences p. 14 Exploring the Topic - Day 1 Large Group
		p. 27 Investigation 1 Outdoor Experiences
		p. 29 Investigation 1 Day 1 Small Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 39 Investigation 2 Outdoor Experiences
		p. 51 Investigation 3 Outdoor Experiences
		p. 55 Investigation 3 Day 2 Small Group
		p. 59 Investigation 3 Day 4 Small Group p. 61 Investigation 3 Day 5 Mighty Minutes
		p. 63 Investigation 4 Outdoor Experience
		p. 71 Investigation 5 Outdoor Experiences
		p. 73 Investigation 5 Day 1 Small Group
		p. 78 Investigation 5 Day 4 Large Group
		p. 93 Celebrating Learning Outdoor Experiences
		p. 96 Celebrating Learning Day 2 Large Group
		p. 97 Celebrating Learning Day 2 Small Group
EXPECTATION	2.A.2.b.	Understand rules of group activities with guidance
		Duildings Chudu
		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
EXPECTATION	2.A.2.c.	Speak of individual contributions and group accomplishments
		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 Large-Group Roundup p. 45 Investigation 2 Day 3 Mighty Minutes p. 45 Investigation 2 Day 3 Small Group p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 47 Investigation 2 Day 4 Small Group p. 48 Investigation 2 Day 5 Choice Time p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Large-Group Roundup p. 49 Investigation 2 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Small Group p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Choice Time p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Read-Aloud p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Choice Time p. 55 Investigation 3 Day 2 Large-Group Roundup p. 55 Investigation 3 Day 2 Small Group p. 56 Investigation 3 Day 3 Choice Time p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Large-Group Roundup p. 57 Investigation 3 Day 3 Small Group p. 58 Investigation 3 Day 4 Choice Time p. 58 Investigation 3 Day 4 Large Group p. 59 Investigation 3 Day 4 Large-Group Roundup p. 59 Investigation 3 Day 4 Read-Aloud p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 60 Investigation 3 Day 5 Large Group p. 61 Investigation 3 Day 5 Large-Group Roundup p. 61 Investigation 3 Day 5 Small Group p. 64 Investigation 4 Day 1 Choice Time p. 64 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Large-Group Roundup p. 65 Investigation 4 Day 1 Mighty Minutes p. 65 Investigation 4 Day 1 Read-Aloud p. 65 Investigation 4 Day 1 Small Group p. 66 Investigation 4 Day 2 Choice Time p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Large-Group Roundup p. 67 Investigation 4 Day 2 Read-Aloud p. 67 Investigation 4 Day 2 Small Group p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Choice Time p. 69 Investigation 4 Day 3 Large-Group Roundup p. 69 Investigation 4 Day 3 Read-Aloud p. 69 Investigation 4 Day 3 Small Group p. 71 Investigation 5 Outdoor Experiences

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		 p. 72 Investigation 5 Day 1 Choice Time p. 73 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 Roundup p. 77 Investigation 5 Day 4 Large Group p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Large Group Roundup p. 79 Investigation 5 Day 4 Large-Group Roundup p. 79 Investigation 5 Day 4 Large-Group Roundup p. 79 Investigation 5 Day 4 Large-Group Roundup p. 80 Investigation 5 Day 5 Choice Time p. 80 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Large-Group Roundup p. 81 Investigation 5 Day 5 Large-Group Roundup p. 81 Investigation 5 Day 5 Large Group p. 93 Celebrating Learning Day 1 Large Group p. 95 Celebrating Learning Day 1 Large Group p. 95 Celebrating Learning Day 1 Large Group p. 96 Celebrating Learning Day 2 Large Group p. 96 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Large Group p. 96 Celebrating Learning Day 2 Large Group p. 97 Celebrati
TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	3.A.3.	Show empathy and concern for peers and adults
EXPECTATION	3.A.3.a.	Understand basic feelings, such as happiness or sadness, as expressed by others verbally or non-verbally <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Large Group p. 29 Investigation 1 Day 1 Read-Aloud p. 30 Investigation 1 Day 2 Large Group p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 45 Investigation 2 Day 3 Choice Time p. 53 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 2 Small Group p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Large Group Roundup
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.1.	Show eagerness and curiosity as a learner
EXPECTATION	3.A.1.b.	Ask some questions about new things and experiences 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
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.2.	Attend to learning tasks with guidance
EXPECTATION	3.A.2.b.	Listen to simple directions specific to the tasks
		Buildings Studyp. 13 Exploring the Topic - Outdoor Experiencesp. 14 Exploring the Topic - Day 1 Large Groupp. 27 Investigation 1 Outdoor Experiencesp. 29 Investigation 1 Day 1 Small Groupp. 30 Investigation 1 Day 2 Large Groupp. 39 Investigation 2 Outdoor Experiencesp. 51 Investigation 3 Outdoor Experiencesp. 55 Investigation 3 Day 2 Small Groupp. 61 Investigation 3 Day 4 Small Groupp. 61 Investigation 3 Day 5 Mighty Minutesp. 63 Investigation 5 Outdoor Experiencesp. 73 Investigation 5 Day 1 Small Groupp. 73 Investigation 5 Day 1 Small Groupp. 74 Investigation 5 Day 2 Small Groupp. 75 Investigation 5 Day 2 Small Groupp. 76 Investigation 5 Day 2 Small Groupp. 77 Investigation 5 Day 2 Large Groupp. 78 Investigation 5 Day 2 Large Groupp. 96 Celebrating Learning Day 2 Large Groupp. 97 Celebrating Learning Day 2 Small Groupp. 97 Celebrating Learning Day 2 Small Group
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.3.	Use some learning strategies when approaching new tasks
EXPECTATION	3.A.3.b.	Ask questions to seek ideas for new tasks <u>Buildings Study</u> p. 30 Investigation 1 Day 2 Large Group p. 42 Investigation 2 Day 2 Large Group p. 68 Investigation 4 Day 3 Large Group p. 74 Investigation 5 Day 2 Large Group p. 97 Celebrating Learning Day 2 Large Group Roundup
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.4.	Accepts responsibility for learning
EXPECTATION	3.A.4.b.	Participate in classroom activities <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 5 Large Group
STRAND / TOPIC / STANDARD	MD.LLD.	Language and Literacy Development
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS:

		Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.1.	Discriminate sounds and words
EXPECTATION	1.A.1.a.	Tell whether sounds are same or different <u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 35 Investigation 1 Day 4 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Small Group
EXPECTATION	1.A.1.c.	 p. 45 Investigation 2 Day 3 Small Group p. 61 Investigation 3 Day 5 Small Group p. 65 Investigation 4 Day 1 Small Group p. 77 Investigation 5 Day 3 Small Group p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 94 Celebrating Learning Day 1 Choice Time Identify and repeat initial sounds in words
	1.A. I.C.	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 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. 58 Investigation 3 Day 4 Mighty Minutes p. 59 Investigation 3 Day 5 Large-Group 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 1 Large Group p. 75 Investigation 5 Day 2 Mighty Minutes p. 69 Investigation 5 Day 1 Large Group p. 75 Investigation 5 Day 3 Small Group p. 75 Investigation 5 Day 1 Large Group p. 77 Investigation 5 Day 3 Small Group p. 76 Investigation 5 Day 1 Large Group p. 77 Investigation 5 Day 3 Small Group p. 77 Investigation 5 Day 1 Large Group p. 77 Investigation 5 Day 3 Small Group p. 76 Investigation 5 Day 1 Large Group <t< td=""></t<>
EXPECTATION	1.A.1.d.	Classify words by initial sounds 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. 61 Investigation 3 Day 5 Large-Group Roundup p. 61 Investigation 4 Day 3 Small Group p. 75 Investigation 5 Day 1 Large Group p. 75 Investigation 5 Day 2 Mighty Minutes

		p. 94 Celebrating Learning Day 1 Large Group
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.2.	Discriminate and produce rhyming words and alliteration.
EXPECTATION	1.A.2.a.	Repeat rhyming words
		Buildings Studyp 97 Celebrating Learning Day 2 Mighty Minutesp. 14 Exploring the Topic - Day 1 Large Groupp. 15 Exploring the Topic - Day 3 Mighty Minutesp. 23 Exploring the Topic - Day 5 Mighty Minutesp. 23 Exploring the Topic - Day 5 Mighty Minutesp. 24 Investigation 1 Day 1 Large Groupp. 31 Investigation 1 Day 2 Mighty Minutesp. 33 Investigation 1 Day 3 Large-Group Roundupp. 33 Investigation 1 Day 3 Small Groupp. 34 Investigation 1 Day 4 Mighty Minutesp. 35 Investigation 1 Day 5 Large Groupp. 36 Investigation 1 Day 5 Large Groupp. 41 Investigation 2 Day 1 Mighty Minutesp. 56 Investigation 3 Day 5 Small Groupp. 61 Investigation 4 Day 1 Mighty Minutesp. 73 Investigation 5 Day 1 Small Groupp. 65 Investigation 4 Day 1 Mighty Minutesp. 73 Investigation 5 Day 1 Small Groupp. 80 Investigation 5 Day 5 Large Groupp. 95 Celebrating Learning Day 1 Mighty Minutesp. 95 Celebrating Learning Day 1 Small Group
EXPECTATION	1.A.2.b.	Repeat phrases and sentences with alliteration <u>Buildings Study</u> p 97 Celebrating Learning Day 2 Mighty Minutes p. 14 Exploring the Topic - Day 1 Large Group p. 61 Investigation 3 Day 5 Small Group
EXPECTATION	1.A.2.c.	Discriminate rhyming words from non-rhyming words Buildings Study p 97 Celebrating Learning Day 2 Mighty Minutes p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 3 Mighty Minutes p. 23 Exploring the Topic - Day 5 Mighty Minutes p. 23 Exploring the Topic - Day 5 Mighty Minutes p. 23 Investigation 1 Day 1 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 33 Investigation 1 Day 3 Small Group p. 35 Investigation 1 Day 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 5 Day 5 Large Group p. 60 Investigation 5 Day 5 Large Group p. 61 Investigation 5 Day 5 Large Group p. 65 Investigation 5 Day 1 Small Group p. 80 Investigation 5 Day 5 Large Group p. 95 Celebrating Learning Day 1 Mighty Minutes p. 95 Celebrating Learning Day 1 Small Group
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate

		individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.3.	Blend sounds and syllables to form words
EXPECTATION	1.A.3.a.	Orally blend syllables into a whole word, such as fun-ny = funny <u>Buildings Study</u> p. 33 Investigation 1 Day 3 Small Group p. 35 Investigation 1 Day 4 Small Group p. 40 Investigation 2 Day 1 Large Group p. 57 Investigation 3 Day 3 Mighty Minutes p. 59 Investigation 3 Day 4 Mighty Minutes p. 61 Investigation 3 Day 5 Small Group p. 69 Investigation 4 Day 3 Small Group
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.4.	Segment sounds in spoken words and sentences
EXPECTATION	1.A.4.b.	Identify the initial sound in a word 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. 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 1 Large Group p. 75 Investigation 5 Day 3 Small Group p. 74 Celebrating Learning Day 1 Large Group
TOPIC / INDICATOR	LLD-P.1.	GENERAL READING PROCESSES - PHONICS: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.
INDICATOR / PROFICIENCY LEVEL	1.B.	Phonics
OBJECTIVE	1.B.1.	Recognize that letters have corresponding sounds
EXPECTATION	1.B.1.a.	Recognize similarities and differences in letter shapes <u>Buildings Study</u> p 97 Celebrating Learning Day 2 Mighty Minutes p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 23 Exploring the Topic - Day 5 Mighty Minutes p. 35 Investigation 1 Day 4 Small Group p. 37 Investigation 1 Day 5 Mighty Minutes p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Small Group

		p. 45 Investigation 2 Day 3 Mighty Minutes p. 45 Investigation 2 Day 3 Small Group
		p. 57 Investigation 3 Day 3 Read-Aloud
		p. 64 Investigation 4 Day 1 Large Group
		p. 65 Investigation 4 Day 1 Small Group
		p. 69 Investigation 4 Day 3 Mighty Minutes
		p. 69 Investigation 4 Day 3 Small Group p. 77 Investigation 5 Day 3 Mighty Minutes
		p. 77 Investigation 5 Day 3 Small Group
		p. 79 Investigation 5 Day 4 Mighty Minutes
		p. 79 Investigation 5 Day 4 Small Group
		p. 81 Investigation 5 Day 5 Small Group
		p. 94 Celebrating Learning Day 1 Choice Time
		p. 97 Celebrating Learning Day 2 Small Group
EXPECTATION	1.B.1.b.	Match familiar consonant sounds to appropriate letters, such as m, b, f, t, p
		Buildings Study
		p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Mighty Minutes
		p. 52 Investigation 1 Day 2 Mighty Minutes
		p. 61 Investigation 3 Day 5 Large-Group Roundup
		p. 61 Investigation 3 Day 5 Small Group
		p. 65 Investigation 4 Day 1 Small Group
		p. 67 Investigation 4 Day 2 Small Group
		p. 94 Celebrating Learning Day 1 Large Group
TOPIC / INDICATOR	LLD-P.1.	GENERAL READING PROCESSES - PHONICS: Students will apply
		their knowledge of letter/sound relationships and word structure to
		decode unfamiliar words.
INDICATOR / PROFICIENCY LEVEL	1.B.	Phonics
OBJECTIVE	1.B.2.	Decode words in grade-level texts
OBJECTIVE EXPECTATION	1.B.2. 1.B.2.a.	Identify and name some upper and lower case letters in words,
		Identify and name some upper and lower case letters in words, especially those in the student's own name
		Identify and name some upper and lower case letters in words, especially those in the student's own name Buildings Study
		Identify and name some upper and lower case letters in words, especially those in the student's own name
		Identify and name some upper and lower case letters in words, especially those in the student's own name <u>Buildings Study</u> p 97 Celebrating Learning Day 2 Mighty Minutes p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 17 Exploring the Topic - Day 2 Mighty Minutes
		Identify and name some upper and lower case letters in words, especially those in the student's own name <u>Buildings Study</u> p 97 Celebrating Learning Day 2 Mighty Minutes p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group
		Identify and name some upper and lower case letters in words, especially those in the student's own name <u>Buildings Study</u> p 97 Celebrating Learning Day 2 Mighty Minutes p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 23 Exploring the Topic - Day 5 Mighty Minutes
		Identify and name some upper and lower case letters in words, especially those in the student's own name <u>Buildings Study</u> p 97 Celebrating Learning Day 2 Mighty Minutes p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 23 Exploring the Topic - Day 5 Mighty Minutes p. 35 Investigation 1 Day 4 Small Group
		Identify and name some upper and lower case letters in words, especially those in the student's own name <u>Buildings Study</u> p 97 Celebrating Learning Day 2 Mighty Minutes p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 23 Exploring the Topic - Day 5 Mighty Minutes p. 35 Investigation 1 Day 4 Small Group p. 37 Investigation 1 Day 5 Mighty Minutes
		Identify and name some upper and lower case letters in words, especially those in the student's own name <u>Buildings Study</u> p 97 Celebrating Learning Day 2 Mighty Minutes p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 23 Exploring the Topic - Day 5 Mighty Minutes p. 35 Investigation 1 Day 4 Small Group p. 37 Investigation 1 Day 5 Mighty Minutes p. 41 Investigation 2 Day 1 Small Group
		Identify and name some upper and lower case letters in words, especially those in the student's own name <u>Buildings Study</u> p 97 Celebrating Learning Day 2 Mighty Minutes p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 23 Exploring the Topic - Day 5 Mighty Minutes p. 35 Investigation 1 Day 4 Small Group p. 37 Investigation 1 Day 5 Mighty Minutes p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Mighty Minutes
		Identify and name some upper and lower case letters in words, especially those in the student's own name <u>Buildings Study</u> p 97 Celebrating Learning Day 2 Mighty Minutes p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 23 Exploring the Topic - Day 5 Mighty Minutes p. 35 Investigation 1 Day 4 Small Group p. 37 Investigation 1 Day 5 Mighty Minutes p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Mighty Minutes p. 43 Investigation 2 Day 2 Small Group
		Identify and name some upper and lower case letters in words, especially those in the student's own name <u>Buildings Study</u> p 97 Celebrating Learning Day 2 Mighty Minutes p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 23 Exploring the Topic - Day 5 Mighty Minutes p. 35 Investigation 1 Day 4 Small Group p. 37 Investigation 1 Day 5 Mighty Minutes p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Mighty Minutes p. 43 Investigation 2 Day 2 Small Group p. 45 Investigation 2 Day 3 Mighty Minutes
		Identify and name some upper and lower case letters in words, especially those in the student's own name <u>Buildings Study</u> p 97 Celebrating Learning Day 2 Mighty Minutes p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 23 Exploring the Topic - Day 5 Mighty Minutes p. 35 Investigation 1 Day 4 Small Group p. 37 Investigation 1 Day 5 Mighty Minutes p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Mighty Minutes p. 43 Investigation 2 Day 2 Small Group p. 45 Investigation 2 Day 3 Mighty Minutes p. 45 Investigation 2 Day 3 Small Group
		Identify and name some upper and lower case letters in words, especially those in the student's own name <u>Buildings Study</u> p 97 Celebrating Learning Day 2 Mighty Minutes p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 23 Exploring the Topic - Day 5 Mighty Minutes p. 35 Investigation 1 Day 4 Small Group p. 37 Investigation 1 Day 5 Mighty Minutes p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Mighty Minutes p. 43 Investigation 2 Day 2 Small Group p. 45 Investigation 2 Day 3 Mighty Minutes p. 45 Investigation 2 Day 3 Small Group p. 57 Investigation 3 Day 3 Read-Aloud
		Identify and name some upper and lower case letters in words, especially those in the student's own name <u>Buildings Study</u> p 97 Celebrating Learning Day 2 Mighty Minutes p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 23 Exploring the Topic - Day 5 Mighty Minutes p. 35 Investigation 1 Day 4 Small Group p. 37 Investigation 1 Day 5 Mighty Minutes p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Mighty Minutes p. 43 Investigation 2 Day 2 Small Group p. 45 Investigation 2 Day 3 Mighty Minutes p. 45 Investigation 2 Day 3 Small Group p. 57 Investigation 3 Day 3 Read-Aloud p. 64 Investigation 4 Day 1 Large Group
		Identify and name some upper and lower case letters in words, especially those in the student's own name Buildings Study p 97 Celebrating Learning Day 2 Mighty Minutes p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 23 Exploring the Topic - Day 5 Mighty Minutes p. 35 Investigation 1 Day 4 Small Group p. 37 Investigation 1 Day 5 Mighty Minutes p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Mighty Minutes p. 43 Investigation 2 Day 3 Small Group p. 45 Investigation 2 Day 3 Small Group p. 57 Investigation 4 Day 3 Small Group p. 64 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Small Group
		Identify and name some upper and lower case letters in words, especially those in the student's own name Buildings Study p 97 Celebrating Learning Day 2 Mighty Minutes p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 23 Exploring the Topic - Day 5 Mighty Minutes p. 35 Investigation 1 Day 4 Small Group p. 37 Investigation 1 Day 5 Mighty Minutes p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Mighty Minutes p. 43 Investigation 2 Day 3 Small Group p. 45 Investigation 2 Day 3 Small Group p. 57 Investigation 4 Day 3 Small Group p. 65 Investigation 4 Day 1 Small Group p. 69 Investigation 4 Day 3 Small Group
		Identify and name some upper and lower case letters in words, especially those in the student's own name Buildings Study p 97 Celebrating Learning Day 2 Mighty Minutes p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 23 Exploring the Topic - Day 5 Mighty Minutes p. 35 Investigation 1 Day 4 Small Group p. 37 Investigation 1 Day 5 Mighty Minutes p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Mighty Minutes p. 43 Investigation 2 Day 2 Small Group p. 45 Investigation 2 Day 3 Small Group p. 57 Investigation 3 Day 3 Read-Aloud p. 64 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Small Group p. 69 Investigation 4 Day 3 Small Group
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		Identify and name some upper and lower case letters in words, especially those in the student's own name <u>Buildings Study</u> p 97 Celebrating Learning Day 2 Mighty Minutes p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 23 Exploring the Topic - Day 5 Mighty Minutes p. 35 Investigation 1 Day 4 Small Group p. 37 Investigation 1 Day 5 Mighty Minutes p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Mighty Minutes p. 43 Investigation 2 Day 2 Small Group p. 45 Investigation 2 Day 3 Small Group p. 57 Investigation 2 Day 3 Small Group p. 57 Investigation 4 Day 3 Small Group p. 65 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Small Group p. 69 Investigation 5 Day 3 Small Group p. 77 Investigation 5 Day 3 Small Group p. 79 Investigation 5 Day 4 Mighty Minutes p. 79 Investigation 5 Day 4 Small Group p. 79 Investigation 5 Day 4 Small Group p. 79 Investigation 5 Day 3 Small Group p. 79 Investigation 5 Day 4 Small Group p. 79 Investigation 5 Day 3 Small Group p. 79 Investigation 5 Day 4 Small Group p. 79 Investigation 5 Day 4 Small Group p. 79 Investigation 5 Day 4 Small Group p. 79 Investigation 5 Day 5 Small Group
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		Identify and name some upper and lower case letters in words, especially those in the student's own name Buildings Study p 97 Celebrating Learning Day 2 Mighty Minutes p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 23 Exploring the Topic - Day 5 Mighty Minutes p. 35 Investigation 1 Day 4 Small Group p. 37 Investigation 1 Day 5 Mighty Minutes p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Mighty Minutes p. 43 Investigation 2 Day 2 Small Group p. 43 Investigation 2 Day 3 Small Group p. 45 Investigation 2 Day 3 Small Group p. 57 Investigation 4 Day 1 Small Group p. 65 Investigation 4 Day 1 Small Group p. 65 Investigation 4 Day 1 Small Group p. 65 Investigation 4 Day 1 Small Group p. 69 Investigation 5 Day 3 Mighty Minutes p. 77 Investigation 5 Day 3 Small Group p. 79 Investigation 5 Day 4 Mighty Minutes p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 94 Celebrating Learning Day 1 Choice Time

		speech.
INDICATOR / PROFICIENCY	1.C.	Fluency
LEVEL		
OBJECTIVE	1.C.1.	Engage in imitative reading at an appropriate rate
EXPECTATION	1.C.1.a.	Listen to models of fluent reading Buildings Study p. 15 Exploring the Topic - Day 1 Read-Aloud p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Read-Aloud p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Read-Aloud p. 22 Exploring the Topic - Day 5 Small Group p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Read-Aloud p. 45 Investigation 2 Day 3 Small Group p. 47 Investigation 2 Day 4 Read-Aloud p. 45 Investigation 2 Day 4 Read-Aloud p. 53 Investigation 3 Day 4 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 60 Investigation 3 Day 5 Large Group p. 65 Investigation 4 Day 1 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud p. 69 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 2 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 81 Investigation 5 Day 5 Read-Aloud p. 81 Investigation 5 Day 5 Read-Aloud
EXPECTATION	1.C.1.c.	p. 95 Celebrating Learning Day 1 Small Group Develop beginning sight vocabulary of familiar words, such as first name, color words Buildings Study p. 75 Investigation 5 Day 2 Small Group
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will
TOPIC / INDICATOR	LLD-V.1.	use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.
INDICATOR / PROFICIENCY LEVEL	1.D.	Vocabulary
OBJECTIVE	1.D.1.	Develop and apply vocabulary through exposure to a variety of texts
EXPECTATION	1.D.1.a.	Acquire new vocabulary through listening to a variety of texts on a daily basis <u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 2 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 34 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Choice Time p. 35 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Choice Time p. 37 Investigation 1 Day 5 Choice Time

EXPECTATION 10.41 investigation 2 Day 1 Read-Aloud 9.43 investigation 2 Day 3 Read-Aloud 9.45 investigation 2 Day 3 Read-Aloud 9.45 investigation 2 Day 3 Read-Aloud 9.46 investigation 2 Day 3 Read-Aloud 9.47 investigation 2 Day 3 Read-Aloud 9.48 investigation 2 Day 4 Read-Aloud 9.48 investigation 3 Day 1 Large Group 9.52 investigation 3 Day 1 Read-Aloud 9.52 investigation 3 Day 2 Read-Aloud 9.55 investigation 3 Day 5 Read-Aloud 9.56 investigation 3 Day 5 Read-Aloud 9.56 investigation 5 Day 1 Read-Aloud 9.61 investigation 5 Day 1 Read-Aloud 9.71 investigation 5 Day 1 Read-Aloud 9.75 investigation 5 Day 1 Read-Aloud 9.76 investigation 5 Day 1 Read-Aloud 9.77 investigation 5 Day 1 Read-Aloud 9.70 Eclebrating Learning Day 1 Read-Aloud 9.71 Eclebrating the Topic - Day 1 Read-Aloud 9.71 Eclebrating the Topic - Day 1 Read-Aloud 9.71 Eclebrating the Topic - Day 1 Read-Aloud 9.71 Eclebrat			
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p. 45 Investigation 2 Day 3 Read-Aloud p. 47 Investigation 2 Day 5 Large Group p. 48 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Large Group p. 55 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 1 Read-Aloud p. 56 Investigation 3 Day 2 Read-Aloud p. 57 Investigation 3 Day 2 Read-Aloud p. 56 Investigation 3 Day 5 Read-Aloud p. 66 Investigation 4 Day 1 Read-Aloud p. 67 Investigation 4 Day 1 Read-Aloud p. 68 Investigation 5 Day 1 Read-Aloud p. 77 Investigation 5 Day 2 Read-Aloud p. 78 Investigation 1 Day 1 Read-Aloud p. 16 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 1 Read-Aloud p. 18 Exploring the Topic - Day 1 Read-Aloud p. 19 Exploring the Topic - Day 1 Read-Aloud p. 21 Exploring the Topic - Day 1 Read-Aloud p. 21 Explor			
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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. 79 Investigation 5 Day 4 Read-Aloud p. 95 Celebrating Learning Day 1 Read-Aloud			
p. 95 Celebrating Learning Day 1 Read-Aloud			
p. 97 Celebrating Learning Day 2 Read-Aloud			
			p. 97 Celebrating Learning Day 2 Read-Aloud

EXPECTATION	1.D.1.c.	Ask questions about unknown objects and words related to topics
	1.0.1.0.	discussed
		Buildings Study
		p. 15 Exploring the Topic - Day 1 Large-Group Roundup p. 15 Exploring the Topic - Day 1 Read-Aloud
		p. 17 Exploring the Topic - Day 2 Read-Aloud
		p. 17 Exploring the Topic - Day 2 Small Group
		p. 18 Exploring the Topic - Day 3 Large Group
		p. 19 Exploring the Topic - Day 3 Read-Aloud
		p. 21 Exploring the Topic - Day 4 Read-Aloud
		p. 23 Exploring the Topic - Day 5 Choice Time
		p. 23 Exploring the Topic - Day 5 Read-Aloud
		p. 23 Exploring the Topic - Day 5 Small Group
		p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud
		p. 31 Investigation 1 Day 2 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 34 Investigation 1 Day 4 Choice Time
		p. 34 Investigation 1 Day 4 Large Group
		p. 35 Investigation 1 Day 4 Large-Group Roundup
		p. 35 Investigation 1 Day 4 Read-Aloud
		p. 36 Investigation 1 Day 5 Choice Time
		p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Read-Aloud
		p. 41 Investigation 2 Day 1 Read-Aloud
		p. 41 Investigation 2 Day 1 Small Group
		p. 43 Investigation 2 Day 2 Large-Group Roundup
		p. 43 Investigation 2 Day 2 Read-Aloud
		p. 43 Investigation 2 Day 2 Small Group
		p. 45 Investigation 2 Day 3 Large-Group Roundup
		p. 45 Investigation 2 Day 3 Read-Aloud
		p. 45 Investigation 2 Day 3 Small Group
		p. 47 Investigation 2 Day 4 Read-Aloud
		p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Read-Aloud
		p. 49 Investigation 2 Day 5 Small Group
		p. 52 Investigation 3 Day 1 Large Group
		p. 53 Investigation 3 Day 1 Read-Aloud
		p. 55 Investigation 3 Day 2 Read-Aloud
		p. 56 Investigation 3 Day 3 Large Group
		p. 57 Investigation 3 Day 3 Read-Aloud
		p. 57 Investigation 3 Day 3 Small Group
		p. 59 Investigation 3 Day 4 Read-Aloud
		p. 60 Investigation 3 Day 5 Large Group p. 61 Investigation 3 Day 5 Read-Aloud
		p. 65 Investigation 4 Day 1 Read-Aloud
		p. 67 Investigation 4 Day 2 Read-Aloud
		p. 69 Investigation 4 Day 3 Read-Aloud
		p. 73 Investigation 5 Day 1 Read-Aloud
		p. 73 Investigation 5 Day 1 Small Group
		p. 75 Investigation 5 Day 2 Read-Aloud
		p. 77 Investigation 5 Day 3 Read-Aloud
		p. 79 Investigation 5 Day 4 Read-Aloud
		p. 80 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Read-Aloud
		p. 95 Celebrating Learning Day 1 Read-Aloud
		p. 95 Celebrating Learning Day 1 Kead-Aloud
		p. 97 Celebrating Learning Day 2 Read-Aloud
EXPECTATION	1.D.1.d.	Listen to and identify the meaning of content-specific vocabulary
		Buildings Study
		p. 23 Exploring the Topic - Day 5 Choice Time
		p. 23 Exploring the Topic - Day 5 Read-Aloud
		p. 31 Investigation 1 Day 2 Read-Aloud

p. 34 Investigation 1 Day 4 Choice Time	
p. 34 Investigation 1 Day 4 Large Group	
p. 35 Investigation 1 Day 4 Read-Aloud	
p. 36 Investigation 1 Day 5 Choice Time	
p. 41 Investigation 2 Day 1 Read-Aloud	
p. 43 Investigation 2 Day 2 Read-Aloud	
p. 45 Investigation 2 Day 3 Large-Group Roundup	
p. 45 Investigation 2 Day 3 Read-Aloud	
p. 48 Investigation 2 Day 5 Large Group	
p. 52 Investigation 3 Day 1 Large Group	
p. 55 Investigation 3 Day 2 Read-Aloud	
p. 57 Investigation 3 Day 3 Read-Aloud	
p. 61 Investigation 3 Day 5 Read-Aloud	
p. 73 Investigation 5 Day 1 Read-Aloud	
p. 77 Investigation 5 Day 3 Read-Aloud	
p. 79 Investigation 5 Day 4 Read-Aloud	
p. 95 Celebrating Learning Day 1 Read-Aloud	
p. 97 Celebrating Learning Day 2 Read-Aloud	
EXPECTATION 1.D.1.e. Identify some signs, labels, and environmental print	
Buildings Study	
p. 65 Investigation 4 Day 1 Small Group	
p. 69 Investigation 4 Day 3 Small Group	
p. 77 Investigation 5 Day 3 Small Group	
p. 78 Investigation 5 Day 4 Large Group	
EXPECTATION 1.D.1.f. Collect and play with favorite words	
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 Large-oroup Roundup	
p. 47 Investigation 2 Day 5 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. 52 Investigation 3 Day 1 Large Group	
p. 55 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 2 Read-Aloud	
p. 55 Investigation 3 Day 2 Read-Aloud p. 57 Investigation 3 Day 3 Read-Aloud	
p. 59 Investigation 3 Day 4 Read-Aloud p. 60 Investigation 3 Day 5 Large Group	
p. 61 Investigation 3 Day 5 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud	
p. 69 Investigation 4 Day 3 Read-Aloud	
p. 69 Investigation 4 Day 3 Read-Aloud p. 73 Investigation 5 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. 69 Investigation 4 Day 3 Read-Aloud p. 73 Investigation 5 Day 1 Read-Aloud	

		p. 95 Celebrating Learning Day 1 Read-Aloud p. 97 Celebrating Learning Day 2 Read-Aloud
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.
INDICATOR / PROFICIENCY LEVEL	1.D.	Vocabulary
OBJECTIVE	1.D.2.	Develop a conceptual understanding of new words
DBJECTIVE	1.D.2.a.	Develop a conceptual understanding of new words Use words to describe size, color, and shape Buildings Study p.14 Exploring the Topic - Day 1 Choice Time p.14 Exploring the Topic - Day 1 Small Group p.15 Exploring the Topic - Day 2 Large Group p.17 Exploring the Topic - Day 2 Read-Aloud p.17 Exploring the Topic - Day 3 Read-Aloud p.18 Exploring the Topic - Day 3 Large-Group Roundup p.17 Exploring the Topic - Day 3 Large-Group Roundup p.18 Exploring the Topic - Day 3 Small Group p.19 Exploring the Topic - Day 4 Small Group p.21 Exploring the Topic - Day 4 Small Group p.21 Exploring the Topic - Day 5 Small Group p.21 Exploring the Topic - Day 5 Small Group p.21 Exploring the Topic - Day 5 Small Group p.23 Exploring the Topic - Day 5 Small Group p.23 Exploring the Topic - Day 5 Small Group p.30 Investigation 1 Day 2 Large Group Roundup p.31 Investigation 1 Day 2 Large Group Roundup p.33 Investigation 1 Day 4 Large Group p.34 Investigation 1 Day 4 Large Group p.35 Investigation 1 Day 4 Large Group p.36 Investigation 1 Day 5 Large-Group Roundup p.35 Investigation 1 Day 5 Large-Group Roundup p.35 Investigation 1

		 p. 64 Investigation 4 Day 1 Choice Time p. 64 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Mighty Minutes p. 65 Investigation 4 Day 1 Small Group p. 66 Investigation 4 Day 2 Choice Time p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Small Group p. 67 Investigation 4 Day 2 Small Group p. 69 Investigation 4 Day 3 Choice Time p. 69 Investigation 4 Day 3 Large-Group Roundup p. 72 Investigation 5 Day 1 Choice Time p. 74 Investigation 5 Day 2 Choice Time p. 75 Investigation 5 Day 2 Choice Time p. 76 Investigation 5 Day 3 Large Group p. 76 Investigation 5 Day 3 Large Group p. 77 Investigation 5 Day 3 Large Group p. 77 Investigation 5 Day 3 Large Group p. 77 Investigation 5 Day 4 Large Group 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 Choice Time p. 79 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 4 Small Group p. 94 Celebrating Learning Day 1 Large Group p. 95 Celebrating Learning Day 1 Large Group
		 p. 95 Celebrating Learning Day 1 Small Group p. 96 Celebrating Learning Day 2 Large Group p. 96 Celebrating Learning Day 2 Choice Time p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.
INDICATOR / PROFICIENCY LEVEL	1.D.	Vocabulary
OBJECTIVE	1.D.3.	Understand, acquire, and use new vocabulary
EXPECTATION	1.D.3.b.	Use newly learned vocabulary on multiple occasions to reinforce meaning Buildings Study p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Choice Time p. 35 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Choice Time p. 35 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Large Group p. 37 Investigation 2 Day 1 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 45 Investigation 2 Day 3 Large-Group Roundup p. 45 Investigation 2 Day 3 Large-Group Roundup p. 45 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 4 Read-Aloud p. 45 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Large-Group Roundup p. 45 Investigation 2 Day 3 Large-Group Roundup p. 45 Investigation 2 Day 4 Read-Aloud p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Large Group p. 49 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Read-Aloud

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		p. 55 Investigation 3 Day 2 Read-Aloud
		p. 57 Investigation 3 Day 3 Read-Aloud
		p. 59 Investigation 3 Day 4 Read-Aloud
		p. 60 Investigation 3 Day 5 Large Group
		p. 61 Investigation 3 Day 5 Read-Aloud
		p. 65 Investigation 4 Day 1 Read-Aloud
		p. 69 Investigation 4 Day 3 Read-Aloud
		p. 73 Investigation 5 Day 1 Read-Aloud
		p. 75 Investigation 5 Day 2 Read-Aloud
		p. 77 Investigation 5 Day 3 Read-Aloud
		p. 79 Investigation 5 Day 4 Read-Aloud
		p. 95 Celebrating Learning Day 1 Read-Aloud
		p. 97 Celebrating Learning Day 2 Read-Aloud
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.1.	Demonstrate an understanding of concepts of print to determine how print is organized and read
EXPECTATION	1.E.1.a.	Understand that speech can be written and read
		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
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EXPECTATION	1.E.1.b.	Understand that print conveys meaning
		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
EXPECTATION	1.E.1.c.	Demonstrate the proper use of a book
		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 3 Day 1 Read-Aloud
		p. 59 Investigation 3 Day 4 Read-Aloud
		p. 65 Investigation 4 Day 1 Read-Aloud
		p. 69 Investigation 4 Day 3 Read-Aloud
		p. 75 Investigation 5 Day 2 Read-Aloud
EXPECTATION	1.E.1.d.	Identify the title of a book
		Buildings Study
		p. 19 Exploring the Topic - Day 3 Read-Aloud
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud
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EXPECTATION 1.E.1.6. EXPECTATION 1.E.1.6. Buildings Study p. 43 Investigation 2 Day 3 Read-Aloud p. 63 Investigation 3 Day 4 Read-Aloud p. 63 Investigation 3 Day 4 Read-Aloud p. 63 Investigation 4 Day 3 Read-Aloud p. 63 Investigation 5 Day 2 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 75 Investigation 5 Day 3 Mighty Minutes p. 24 Exploring the Topic - Day 3 Mighty Minutes p. 24 Exploring the Topic - Day 3 Mighty Minutes p. 24 Exploring the Topic - Day 3 Small Group p. 41 Investigation 5 Day 2 Small Group p. 78 Investigation 5 Day 3 Small Group p. 77 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 3 Small Group p. 97 Celebrating Learning Day 1 Choice Time p. 97 Celebrating Learning Day 2 Choice Time p. 97 Celebrating Learning Day 2 Mighty Minutes p. 97 Celebrating Learning Day 2 Mighty Minutes p. 97 Celebrating Learning Day 2 Mighty Minutes p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 17 Exploring the Topi			
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INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.2.	Use strategies to prepare for reading (before reading)
EXPECTATION	1.E.2.b.	Make predictions by examining the title, cover, illustrations/photographs, and familiar author or topicBuildings 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 5 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.3.	Use strategies to make meaning from text (during reading)
EXPECTATION	1.E.3.a.	Use illustrations to construct meaning <u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Read-Aloud p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud

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		Buildings Study
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EXFECTATION	1.E.4.6.	Receil a story as though reading a book
		Buildings Study
		Buildings Study
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TOPIC / INDICATOR	LLD.2.	 p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 75 Investigation 5 Day 5 Read-Aloud p. 81 Investigation 5 Day 5 Read-Aloud
TOPIC / INDICATOR	LLD.2.	 p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 3 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 81 Investigation 5 Day 5 Read-Aloud COMPREHENSION OF INFORMATIONAL TEXT: Students will read,
		 p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud p. 81 Investigation 5 Day 5 Read-Aloud
INDICATOR / PROFICIENCY		 p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 3 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 81 Investigation 5 Day 5 Read-Aloud COMPREHENSION OF INFORMATIONAL TEXT: Students will read,
INDICATOR / PROFICIENCY LEVEL		 p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 65 Investigation 4 Day 3 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud p. 75 Investigation 5 Day 5 Read-Aloud p. 81 Investigation 5 Day 5 Read-Aloud p. 81 Investigation 5 Day 5 Read-Aloud COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.
INDICATOR / PROFICIENCY		 p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud p. 81 Investigation 5 Day 5 Read-Aloud
INDICATOR / PROFICIENCY LEVEL	2.A.	 p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 81 Investigation 5 Day 5 Read-Aloud Develop comprehension skills by reading a variety of informational texts Listen to nonfiction materials: Nonfiction trade books; Magazines;
INDICATOR / PROFICIENCY LEVEL OBJECTIVE	2.A. 2.A.1.	 p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 59 Investigation 3 Day 1 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 81 Investigation 5 Day 5 Read-Aloud Develop comprehension skills by reading a variety of informational texts
INDICATOR / PROFICIENCY LEVEL OBJECTIVE	2.A. 2.A.1.	 p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 81 Investigation 5 Day 5 Read-Aloud Develop comprehension skills by reading a variety of informational texts Listen to nonfiction materials: Nonfiction trade books; Magazines;

TOPIC / INDICATOR	LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.
		Buildings Study p. 15 Exploring the Topic - Day 1 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 34 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Large-Group Roundup p. 35 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Large-Group Roundup p. 43 Investigation 2 Day 2 Large-Group Roundup p. 43 Investigation 2 Day 3 Large-Group Roundup p. 43 Investigation 2 Day 3 Large-Group Roundup p. 44 Investigation 2 Day 3 Large-Group Roundup p. 45 Investigation 2 Day 3 Large-Group Roundup p. 45 Investigation 2 Day 3 Large Group p. 52 Investigation 3 Day 1 Large Group p. 55 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 3 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. 77 Investigation 5 Day 4 Read-Aloud p. 79 Investigation 5 Day 4 Read-Aloud
EXPECTATION	2.A.1.b. 2.A.1.c.	Listen to and read functional documents by following simple oral or rebus directions: Recipes; Rules; Signs; Labels; Center activities; Classroom schedules <u>Buildings Study</u> p. 69 Investigation 4 Day 3 Small Group Listen to and use personal interest materials, such as books and magazines
		 p. 15 Exploring the Topic - Day 1 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 34 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Large-Group Roundup p. 35 Investigation 1 Day 4 Read-Aloud p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 2 Day 5 Large Group p. 41 Investigation 2 Day 2 Large-Group Roundup p. 43 Investigation 2 Day 2 Large-Group Roundup p. 43 Investigation 2 Day 3 Large-Group Roundup p. 45 Investigation 2 Day 3 Large-Group Roundup p. 48 Investigation 2 Day 3 Large Group p. 52 Investigation 3 Day 1 Large Group p. 55 Investigation 3 Day 1 Large Group p. 57 Investigation 3 Day 5 Read-Aloud p. 73 Investigation 5 Day 1 Read-Aloud p. 73 Investigation 5 Day 1 Read-Aloud p. 75 Investigation 5 Day 1 Read-Aloud p. 76 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 1 Read-Aloud p. 79 Investigation 5 Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Read-Aloud

INDICATOR / PROFICIENCY LEVEL	2.A.	Comprehension of Informational Text
OBJECTIVE	2.A.2.	Recognize and use text features to facilitate understanding of informational texts
EXPECTATION	2.A.2.b.	Recognize graphic aids: Photographs; Drawings; Maps; Graphs; Diagrams <u>Buildings Study</u> p. 18 Exploring the Topic - Day 3 Choice Time p. 20 Exploring the Topic - Day 4 Large Group p. 23 Exploring the Topic - Day 5 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Large Group p. 43 Investigation 2 Day 2 Choice Time p. 45 Investigation 2 Day 3 Read-Aloud p. 46 Investigation 2 Day 4 Large Group p. 49 Investigation 2 Day 5 Small Group p. 59 Investigation 3 Day 4 Large-Group Roundup p. 67 Investigation 4 Day 2 Small Group p. 94 Celebrating Learning Day 1 Large Group
TOPIC / INDICATOR	LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.
INDICATOR / PROFICIENCY LEVEL		Comprehension of Informational Text
OBJECTIVE	2.A.4.	Determine important ideas and messages in informational texts
EXPECTATION	2.A.4.a.	Retell important facts from a text <u>Buildings Study</u> p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 34 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Read-Aloud p. 35 Investigation 1 Day 5 Choice Time p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Large-Group Roundup p. 45 Investigation 2 Day 3 Read-Aloud p. 45 Investigation 2 Day 5 Large Group p. 52 Investigation 3 Day 1 Large Group p. 55 Investigation 3 Day 2 Read-Aloud p. 61 Investigation 3 Day 5 Read-Aloud p. 73 Investigation 5 Day 1 Read-Aloud p. 73 Investigation 5 Day 1 Read-Aloud p. 75 Investigation 5 Day 1 Read-Aloud p. 77 Investigation 5 Day 1 Read-Aloud p. 79 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. 95 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group p. 77 Celebrating Learning Day 2 Small Group
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.1.	Develop comprehension skills by listening to a variety of self- selected and assigned literary texts
EXPECTATION	3.A.1.a.	Listen to and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities <u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Read-Aloud

		p. 17 Exploring the Topic - Day 2 Read-Aloud
		p. 17 Exploring the Topic - Day 2 Small Group
		p. 18 Exploring the Topic - Day 3 Large Group
		p. 19 Exploring the Topic - Day 3 Read-Aloud
		p. 21 Exploring the Topic - Day 4 Read-Aloud
		p. 23 Exploring the Topic - Day 5 Small Group
		p. 29 Investigation 1 Day 1 Choice Time
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 34 Investigation 1 Day 4 Large Group
		p. 36 Investigation 1 Day 5 Large Group
		p. 37 Investigation 1 Day 5 Read-Aloud
		p. 41 Investigation 2 Day 1 Small Group
		p. 42 Investigation 2 Day 2 Large Group
		p. 43 Investigation 2 Day 2 Small Group
		p. 45 Investigation 2 Day 3 Small Group
		p. 47 Investigation 2 Day 4 Read-Aloud
		p. 49 Investigation 2 Day 5 Read-Aloud
		p. 49 Investigation 2 Day 5 Small Group
		p. 53 Investigation 3 Day 1 Read-Aloud
		p. 56 Investigation 3 Day 3 Large Group
		p. 57 Investigation 3 Day 3 Small Group
		p. 59 Investigation 3 Day 4 Read-Aloud
		p. 60 Investigation 3 Day 5 Large Group
		p. 65 Investigation 4 Day 1 Read-Aloud
		p. 67 Investigation 4 Day 2 Read-Aloud
		p. 69 Investigation 4 Day 3 Read-Aloud
		p. 75 Investigation 5 Day 2 Read-Aloud
		p. 77 Investigation 5 Day 3 Small Group
		p. 80 Investigation 5 Day 5 Large Group
		p. 81 Investigation 5 Day 5 Read-Aloud
		p. 95 Celebrating Learning Day 1 Small Group
EXPECTATION	3.A.1.b.	Listen to and discuss a variety of different types of fictional literary
		texts, such as stories, poems, nursery rhymes, realistic fiction, and
		fairy tales
		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. 22 Exploring the Topic - Day 5 Large Group
		p. 23 Exploring the Topic - Day 5 Small Group
		p. 29 Investigation 1 Day 1 Choice Time
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 31 Investigation 1 Day 2 Small Group
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 36 Investigation 1 Day 5 Large Group
		p. 37 Investigation 1 Day 5 Read-Aloud
		p. 41 Investigation 2 Day 1 Small Group
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		p. 43 Investigation 2 Day 2 Small Group
		p. 43 Investigation 2 Day 2 Small Group
		p. 43 Investigation 2 Day 2 Small Group p. 45 Investigation 2 Day 3 Small Group p. 47 Investigation 2 Day 4 Read-Aloud
		p. 43 Investigation 2 Day 2 Small Group p. 45 Investigation 2 Day 3 Small Group p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud
		p. 43 Investigation 2 Day 2 Small Group p. 45 Investigation 2 Day 3 Small Group p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Small Group
		p. 43 Investigation 2 Day 2 Small Group p. 45 Investigation 2 Day 3 Small Group p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Small Group p. 53 Investigation 3 Day 1 Read-Aloud
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		 p. 43 Investigation 2 Day 2 Small Group p. 45 Investigation 2 Day 3 Small Group p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Small Group p. 53 Investigation 3 Day 1 Read-Aloud p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Small Group
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OBJECTIVE 3.A.2. Use text features to facilitate understanding of literary texts EXPECTATION 3.A.2. Identify and explain how the title contributes to meaning Buildings Study p. 19 Exploring the Topic - Day 3 Read-Aloud p. 21 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 3 Read-Aloud p. 31 Investigation 1 Day 5 Read-Aloud p. 31 Investigation 2 Day 3 Read-Aloud p. 45 Investigation 2 Day 4 Read-Aloud p. 35 Investigation 2 Day 4 Read-Aloud p. 46 Investigation 3 Day 1 Read-Aloud p. 45 Investigation 3 Day 1 Read-Aloud p. 35 Investigation 3 Day 1 Read-Aloud p. 66 Investigation 4 Day 3 Read-Aloud p. 58 Investigation 5 Day 2 Read-Aloud p. 76 Investigation 5 Day 2 Read-Aloud p. 76 Investigation 1 Day 1 Read-Aloud p. 76 Investigation 1 Day 1 Read-Aloud p. 19 Exploring the Topic - Day 3 Read-Aloud p. 21 Exploring the Topic - Day 3 Read-Aloud p. 19 Exploring the Topic - Day 3 S Read-Aloud p. 21 Exploring the Topic - Day 3 S Read-Aloud p. 31 Investigation 1 Day 1 Read-Aloud p. 23 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 5 Read-Aloud p. 31 Investigation 3 Day 4 Read-Aloud p. 31 Investigation 3 Day 4 Read-Aloud p. 31 Investigation 3 Day 4 Read-Aloud p. 35 Investigation 3 Day 4 Read-Aloud p. 46 Investigation 3 Day 4 Rea			
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TOPIC / INDICATOR LLD.3. COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text. INDICATOR / PROFICIENCY 3.A Comprehend, interpret, analyze, and evaluate literary text. DEVECT 3.A.2. Use text features to facilitate understanding of literary text. EXPECTATION 3.A.2. Identify and explain how the title contributes to meaning Buildings Study p. 19 Exploring the Topic - Day 3 Read-Aloud p. 31 Investigation 1 Day 1 Read-Aloud p. 28 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 2 Day 5 Read-Aloud p. 47 Investigation 2 Day 1 Read-Aloud p. 35 Investigation 2 Day 1 Read-Aloud p. 64 Investigation 2 Day 1 Read-Aloud p. 58 Investigation 2 Day 1 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 66 Investigation 4 Day 1 Read-Aloud p. 66 Investigation 4 Day 1 Read-Aloud p. 76 Investigation 4 Day 1 Read-Aloud p. 76 Investigation 4 Day 1 Read-Aloud p. 28 Exploring the Topic - Day 3 Read-Aloud p. 21 Exploring the Topic - Day 3 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 21 Exploring the Topic - Day 3 Read-Aloud p. 30 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 3 Read-Aloud p. 31 Investigation 1 Day 3 Read-A			
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EXPECTATION 3.A.3.b. Identify the characters of a story			
	EXPECTATION	3.A.3.b.	Identify the characters of a story

		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 4 Day 1 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 65 Investigation 5 Day 2 Read-Aloud p. 75 Investigation 5 Day 3 Read-Aloud p. 77 Investigation 5 Day 3 Read-Aloud
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.4.	Use elements of poetry to facilitate understanding
EXPECTATION	3.A.4.a.	Identify rhyme, rhythm, and repetition in poems read to them <u>Buildings Study</u> p. 18 Exploring the Topic - Day 3 Large Group p. 22 Exploring the Topic - Day 5 Large Group p. 36 Investigation 1 Day 5 Large Group p. 60 Investigation 3 Day 5 Large Group p. 95 Celebrating Learning Day 1 Small Group
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.6.	Determine important ideas and messages in literary texts
EXPECTATION	3.A.6.a.	Retell the story by sequencing the main events <u>Buildings Study</u> p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud
EXPECTATION	3.A.6.b.	Identify a personal connection to the text <u>Buildings Study</u> p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud

TOPIC / INDICATOR	LLD.4.	WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.
INDICATOR / PROFICIENCY LEVEL	4.A.	Writing
OBJECTIVE	4.A.1.	Compose texts using the prewriting and drafting strategies of effective writers and speakers
EXPECTATION	4.A.1.b.	Generate ideas by using letter-like shapes, symbols, and letters, dictating words and phrases, and using drawings to represent ideas <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 30 Investigation 1 Day 2 Large Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 54 Investigation 3 Day 2 Large Group p. 66 Investigation 4 Day 2 Large Group p. 72 Investigation 5 Day 1 Choice Time p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group
TOPIC / INDICATOR	LLD.4.	WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.
INDICATOR / PROFICIENCY LEVEL	4.A.	Writing
OBJECTIVE	4.A.2.	Compose oral and visual presentations that express personal ideas
	4.A.2.a.	Write to express personal ideas using letter-like shapes, symbols, and letters <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 30 Investigation 1 Day 2 Large Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 54 Investigation 3 Day 2 Large Group p. 66 Investigation 4 Day 2 Large Group p. 72 Investigation 5 Day 1 Choice Time p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group
EXPECTATION	4.A.2.b.	Contribute to a shared writing experience or topic of interest <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup p. 54 Investigation 3 Day 2 Large Group p. 66 Investigation 4 Day 2 Large Group p. 69 Investigation 4 Day 3 Large-Group Roundup p. 75 Investigation 5 Day 2 Large-Group Roundup p. 95 Celebrating Learning Day 1 Small Group p. 97 Celebrating Learning Day 2 Small Group
EXPECTATION	4.A.2.c.	Use drawings, letters, or symbols to express personal ideas <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 30 Investigation 1 Day 2 Large Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 54 Investigation 3 Day 2 Large Group p. 66 Investigation 4 Day 2 Large Group p. 72 Investigation 5 Day 1 Choice Time p. 79 Investigation 5 Day 4 Small Group

		p. 81 Investigation 5 Day 5 Small Group
TOPIC / INDICATOR	LLD.4.	WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.
INDICATOR / PROFICIENCY LEVEL	4.A.	Writing
OBJECTIVE	4.A.4.	Identify how language choices in writing and speaking affect thoughts and feelings
EXPECTATION	4.A.4.a.	Identify and use words to communicate feelings
		<u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Large Group p. 29 Investigation 1 Day 1 Read-Aloud p. 30 Investigation 1 Day 2 Large Group
		p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 45 Investigation 2 Day 3 Choice Time
		p. 53 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 2 Small Group p. 59 Investigation 3 Day 4 Read-Aloud
		p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 72 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Read-Aloud
		p. 97 Celebrating Learning Day 2 Large Group Roundup
TOPIC / INDICATOR	LLD.5.	CONTROLLING LANGUAGE: Students will control language by applying the conventions of standard English in speaking and writing.
INDICATOR / PROFICIENCY LEVEL	5.A.	Grammar
OBJECTIVE	5.A.1.	Use grammar concepts and skills that strengthen oral language
	5.A.1.a.	Use complete sentences to respond to questions <u>Buildings Study</u> p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 37 Investigation 1 Day 5 Small Group p. 39 Investigation 2 Outdoor Experiences p. 41 Investigation 2 Day 1 Large-Group Roundup p. 49 Investigation 2 Day 5 Small Group p. 69 Investigation 4 Day 3 Choice Time p. 71 Investigation 5 Outdoor Experiences p. 75 Investigation 5 Day 2 Small Group CONTROLLING LANGUAGE: Students will control language by
TOPIC / INDICATOR	LLD.5.	CONTROLLING LANGUAGE: Students will control language by applying the conventions of standard English in speaking and writing.
INDICATOR / PROFICIENCY LEVEL	5.C.	Mechanics
OBJECTIVE	5.C.1.	Comprehend basic punctuation and capitalization in written language
EXPECTATION	5.C.1.b.	Recognize that space is used to separate words <u>Buildings Study</u> p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 60 Investigation 3 Day 5 Large Group p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group
TOPIC / INDICATOR	LLD.6.	LISTENING: Students will demonstrate effective listening to learn, process, and analyze information.

INDICATOR / PROFICIENCY LEVEL	6.A.	Listening
OBJECTIVE	6.A.2.	Comprehend and analyze what is heard
EXPECTATION	6.A.2.a.	Determine a speaker 's general purpose <u>Buildings Study</u> p. 42 Investigation 2 Day 2 Large Group p. 68 Investigation 4 Day 3 Large Group p. 74 Investigation 5 Day 2 Large Group
EXPECTATION	6.A.2.b.	Identify rhythms and patterns of language, including rhyme and repetition <u>Buildings Study</u> p 97 Celebrating Learning Day 2 Mighty Minutes p. 14 Exploring the Topic - Day 1 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 61 Investigation 3 Day 5 Small Group
EXPECTATION	6.A.2.d.	Follow a set of two- or three-step directions 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. 61 Investigation 3 Day 5 Mighty Minutes p. 63 Investigation 5 Outdoor Experiences 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. 97 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Small Group
TOPIC / INDICATOR	LLD.7.	SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.
INDICATOR / PROFICIENCY LEVEL	7.A.	Speaking
OBJECTIVE	7.A.1.	Use organization and delivery strategies
EXPECTATION	7.A.1.a.	Speak clearly enough to be heard and understood in a variety of settings Buildings Study p. 14 Exploring the Topic - Day 1 Large Group p. 35 Investigation 1 Day 4 Small Group p. 61 Investigation 3 Day 5 Small Group p. 67 Investigation 4 Day 2 Small Group
TOPIC / INDICATOR	LLD.7.	SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.
INDICATOR / PROFICIENCY LEVEL	7.A.	Speaking
OBJECTIVE	7.A2.	Make oral presentations
EXPECTATION	7.A2.b.	Use props in situations, such as show-and-tell Buildings Study 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. 32 Investigation 1 Day 3 Choice Time p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Small Group p. 42 Investigation 2 Day 2 Large Group p. 43 Investigation 2 Day 2 Choice Time p. 61 Investigation 3 Day 5 Small Group p. 69 Investigation 4 Day 3 Small Group
	p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Choice Time p. 79 Investigation 5 Day 4 Large-Group Roundup p. 80 Investigation 5 Day 5 Choice Time p. 80 Investigation 5 Day 5 Large Group
MD.MA.	Mathematics
MA.1.	KNOWLEDGE OF ALGEBRA, PATTERNS, AND/OR FUNCTIONS: Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.
1.A.	Patterns and Functions
1.A.2.	Identify, copy, and extend non-numeric patterns
1.A.2.a.	Match patterns kinesthetically such as: clap/snap/clap Buildings Study p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Choice Time
1.A.2.0.	Recognize simple patterns <u>Buildings Study</u> p. 35 Investigation 1 Day 4 Mighty Minutes p. 55 Investigation 3 Day 2 Mighty Minutes
1.A.2.c.	Represent simple repeating patterns using no more than 2 different objects, and different actions in the core of the pattern <u>Buildings Study</u> p. 35 Investigation 1 Day 4 Mighty Minutes p. 55 Investigation 3 Day 2 Mighty Minutes
1420	Create a simple pattern of 2 different objects when given the rule
	Buildings Study p. 37 Investigation 1 Day 5 Small Group p. 49 Investigation 2 Day 5 Small Group p. 75 Investigation 5 Day 2 Small Group
1.A.2.f.	Identify patterns in real-world situations <u>Buildings Study</u> p. 35 Investigation 1 Day 4 Mighty Minutes p. 55 Investigation 3 Day 2 Mighty Minutes
MA.1.	KNOWLEDGE OF ALGEBRA, PATTERNS, AND/OR FUNCTIONS: Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.
1.B.	Expression, Equations, and Inequalities
1.B.2.	Identify inequalities
1.B.2.a.	Explore relationships by comparing groups of no more than 5 objects to determine more or less <u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Small Group p. 19 Exploring the Topic - Day 3 Small Group
	MA.1. 1.A. 1.A.2. 1.A.2.a. 1.A.2.b. 1.A.2.c. 1.A.2.c. 1.A.2.e. 1.A.2.f. MA.1. 1.B. 1.B.2.

TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
INDICATOR / PROFICIENCY LEVEL	2.A.	Plane Geometric Figures
OBJECTIVE	2.A.1.	Recognize and use the attributes of plane geometric figures
EXPECTATION	2.A.1.a.	Sort objects by one attribute such as: shape, color, and size Buildings Study p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Choice Time
EXPECTATION	2.A.1.b.	Name the attributes of plane figures such as: shape, color, size <u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 43 Investigation 2 Day 2 Mighty Minutes p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 57 Investigation 3 Day 3 Small Group
EXPECTATION	2.A.1.c.	Match triangles, circles, and squares <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Choice Time p. 15 Exploring the Topic - Day 2 Choice Time p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 5 Choice Time p. 36 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 55 Investigation 3 Day 2 Mighty Minutes p. 57 Investigation 3 Day 3 Small Group p. 58 Investigation 3 Day 4 Large Group p. 64 Investigation 4 Day 1 Choice Time p. 66 Investigation 4 Day 2 Choice Time
EXPECTATION	2.A.1.d.	Identify triangles, circles, and squares in the environment <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Choice Time p. 15 Exploring the Topic - Day 1 Small Group p. 17 Exploring the Topic - Day 2 Choice Time p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 23 Exploring the Topic - Day 5 Choice Time p. 39 Investigation 2 Outdoor Experiences p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Small Group p. 57 Investigation 3 Day 3 Small Group
TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
INDICATOR / PROFICIENCY LEVEL	2.B.	Solid Geometric Figure
OBJECTIVE	2.B.1.	Recognize and use the attributes of solid geometric figures
EXPECTATION	2.B.1.a.	Sort objects by one attribute such as: size, shape, weight, length <u>Buildings Study</u> p. 18 Exploring the Topic - Day 3 Large Group p. 22 Exploring the Topic - Day 5 Large Group p. 40 Investigation 2 Day 1 Choice Time

		p. 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
EXPECTATION	2.B.1.b.	Find solid figures in the environment
		Buildings Study
		p. 14 Exploring the Topic - Day 1 Choice Time
		p. 15 Exploring the Topic - Day 1 Small Group
		p. 17 Exploring the Topic - Day 2 Choice Time p. 18 Exploring the Topic - Day 3 Choice Time
		p. 18 Exploring the Topic - Day 3 Large Group
		p. 23 Exploring the Topic - Day 5 Choice Time
		p. 39 Investigation 2 Outdoor Experiences p. 51 Investigation 3 Outdoor Experiences
		p. 53 Investigation 3 Day 1 Small Group
		p. 57 Investigation 3 Day 3 Small Group
TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of
		one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of
		objects.
INDICATOR / PROFICIENCY LEVEL	2.E.	Transformations
OBJECTIVE	2.E.1.	Begin to recognize a transformation
EXPECTATION	2.E.1.a.	Tell position by using words such as: over, under, above, on, next
		to, below, beside, behind
		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 7 Day 5 Mighty Minutes
		p. 81 Investigation 5 Day 5 Large-Group Roundup
		p. 81 Investigation 5 Day 5 Mighty Minutes
TOPIC / INDICATOR	MA.3.	KNOWLEDGE OF MEASUREMENT: Students will identify attributes, units or systems of measurements or apply a variety of techniques,
		formulas, tools or technology for determining measurements.
INDICATOR / PROFICIENCY LEVEL	3.A.	Measurement Units
OBJECTIVE	3.A.1.	Recognize and use measurement attributes
EXPECTATION	3.A.1.a.	Demonstrate an understanding of comparative attributes such as:
		bigger, smaller, longer, shorter, lighter, heavier, shorter, taller,
		hotter, colder
		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
EXPECTATION	3.A.1.b.	Compare and describe objects according to a single attribute
		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

TOPIC / INDICATOR	MA.3.	KNOWLEDGE OF MEASUREMENT: Students will identify attributes, units or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements.
INDICATOR / PROFICIENCY LEVEL	3.B.	Measurement Tools
OBJECTIVE	3.B.1.	Measure in non-standard units
EXPECTATION	3.B.1.b.	Explore the capacity of containers Buildings Study p. 59 Investigation 3 Day 4 Small Group
EXPECTATION	3.B.1.c.	Explore the weight of objects Buildings Study p. 59 Investigation 3 Day 4 Small Group
TOPIC / INDICATOR	MA.4.	KNOWLEDGE OF STATISTICS: Students will collect, organize, display, analyze, or interpret data to make decisions or predictions.
INDICATOR / PROFICIENCY LEVEL	4.A.	Data Displays
OBJECTIVE	4.A.1.	Explore and display data
EXPECTATION	4.A.1.a.	Explore data by answering a yes/no question <u>Buildings Study</u> p. 64 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Large-Group Roundup
TOPIC / INDICATOR	MA.6.	KNOWLEDGE OF NUMBER RELATIONSHIPS AND COMPUTATION/ARITHMETIC: Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil, or technology.
INDICATOR / PROFICIENCY LEVEL	6.A.	Knowledge of number
OBJECTIVE	6.A.1.	Apply knowledge of whole numbers
EXPECTATION	6.A.1.b.	Show an understanding of quantity <u>Buildings Study</u> p. 17 Exploring the Topic - Day 2 Small Group p. 47 Investigation 2 Day 4 Small Group p. 77 Investigation 5 Day 3 Small Group
EXPECTATION	6.A.1.c.	Construct relationships based on quantity <u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Small Group p. 19 Exploring the Topic - Day 3 Small Group
EXPECTATION	6.A.1.d.	Use classroom experiences to indicate same, more, or less Buildings Study p. 15 Exploring the Topic - Day 1 Small Group p. 19 Exploring the Topic - Day 3 Small Group
EXPECTATION	6.A.1.e.	Count and discuss quantity <u>Buildings Study</u> p. 15 Exploring the Topic - Day 1 Small Group p. 17 Exploring the Topic - Day 2 Small Group p. 19 Exploring the Topic - Day 3 Small Group p. 23 Exploring the Topic - Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Small Group p. 41 Investigation 2 Day 1 Mighty Minutes p. 47 Investigation 2 Day 4 Small Group p. 58 Investigation 3 Day 4 Large Group p. 67 Investigation 4 Day 2 Mighty Minutes

EXPECTATION	1.A.1.b.	Seek information through reading, observation, exploration, and investigations
		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
EXPECTATION	1.A.1.c.	Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data
		Buildings Study p. 45 Investigation 2 Day 3 Choice Time p. 46 Investigation 2 Day 4 Large Group p. 59 Investigation 3 Day 4 Small Group p. 67 Investigation 4 Day 2 Small Group p. 69 Investigation 4 Day 3 Small Group p. 76 Investigation 5 Day 3 Choice Time p. 97 Celebrating Learning Day 2 Small Group
EXPECTATION	1.A.1.d.	Explain that when a science investigation is done the way it was done before, we expect to get a very similar result
EXPECTATION	1416	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. 35 Investigation 2 Outdoor Experiences p. 45 Investigation 2 Day 3 Choice Time p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Outdoor Experiences p. 54 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. 61 Investigation 4 Day 1 Choice Time p. 62 Investigation 4 Day 2 Small Group p. 63 Investigation 4 Day 3 Choice Time p. 64 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 C
EXPECTATION	1.A.1.e.	Participate in multiple experiences to verify that science investigations generally work the same way in different places Buildings Study p. 19 Exploring the Topic - Day 3 Small Group p. 30 Investigation 1 Day 2 Large Group p. 35 Investigation 1 Day 4 Small Group p. 39 Investigation 2 Outdoor Experiences p. 45 Investigation 2 Day 3 Choice Time p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Choice Time p. 54 Investigation 3 Day 2 Large Group p. 56 Investigation 3 Day 2 Choice Time p. 58 Investigation 3 Day 3 Choice Time p. 58 Investigation 3 Day 4 Choice Time p. 59 Investigation 3 Day 4 Small Group

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		 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
EXPECTATION	1.A.1.f.	Suggest things that you could do to find answers to questions raised by observing objects and/or phenomena (events such as water disappearing from the classroom aquarium or a pet's water bowl)
		Buildings Studyp. 16 Exploring the Topic - Day 2 Large Groupp. 19 Exploring the Topic - Day 3 Small Groupp. 30 Investigation 1 Day 2 Large Groupp. 39 Investigation 2 Outdoor Experiencesp. 43 Investigation 2 Day 2 Mighty Minutesp. 51 Investigation 3 Outdoor Experiencesp. 52 Investigation 3 Day 1 Choice Timep. 54 Investigation 4 Day 2 Large Groupp. 66 Investigation 4 Day 2 Large Groupp. 67 Investigation 4 Day 2 Small Groupp. 97 Celebrating Learning Day 2 Small Group
EXPECTATION	1.A.1.g.	Use whole numbers and simple, everyday fractions in ordering, counting, identifying, measuring, and describing things and experiences Buildings Study
		p. 94 Celebrating Learning Day 1 Choice Time p. 94 Celebrating Learning Day 1 Large Group p. 96 Celebrating Learning Day 2 Choice Time
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.B.	Applying Evidence and Reasoning
OBJECTIVE	1.B.1.	People are more likely to believe your ideas if you can give good reasons for them
EXPECTATION	1.B.1.a.	Provide reasons for accepting or rejecting ideas examined <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Choice Time p. 16 Exploring the Topic - Day 2 Large Group p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Small Group p. 22 Exploring the Topic - Day 5 Large Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 3 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 40 Investigation 2 Day 1 Choice Time p. 40 Investigation 2 Day 1 Choice Time p. 43 Investigation 2 Day 1 Choice Time p. 44 Investigation 2 Day 4 Choice Time p. 45 Investigation 2 Day 5 Large Group p. 46 Investigation 2 Day 4 Choice Time p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 3 Day 1 Choice Time p. 40 Investigation 3 Day 1 Choice Time

		p. 53 Investigation 3 Day 1 Small Group
		p. 55 Investigation 3 Day 2 Mighty Minutes
		p. 56 Investigation 3 Day 3 Choice Time
		p. 57 Investigation 3 Day 3 Small Group
		p. 58 Investigation 3 Day 4 Choice Time
		p. 59 Investigation 3 Day 4 Small Group
		p. 60 Investigation 3 Day 5 Choice Time
		p. 60 Investigation 3 Day 5 Large Group
		p. 61 Investigation 3 Day 5 Mighty Minutes
		p. 64 Investigation 4 Day 1 Choice Time
		p. 66 Investigation 4 Day 2 Large Group
		p. 67 Investigation 4 Day 2 Small Group
		p. 69 Investigation 4 Day 3 Choice Time
		p. 72 Investigation 5 Day 1 Choice Time
		p. 76 Investigation 5 Day 3 Choice Time
		p. 96 Celebrating Learning Day 2 Large Group
EXPECTATION	1.B.1.b.	Develop reasonable explanations for observation made,
EXFECTATION	1.D.1.0.	
		investigations completed, and information gained by sharing ideas
		and listening to others' ideas
		Buildings Study
		p. 16 Exploring the Topic - Day 2 Large Group
		p. 17 Exploring the Topic - Day 2 Small Group
		p. 18 Exploring the Topic - Day 3 Large Group
		p. 19 Exploring the Topic - Day 3 Small Group
		p. 22 Exploring the Topic - Day 5 Large Group
		p. 27 Investigation 1 Outdoor Experiences
		p. 30 Investigation 1 Day 2 Large Group
		p. 35 Investigation 1 Day 4 Small Group
		p. 39 Investigation 2 Outdoor Experiences
		p. 40 Investigation 2 Day 1 Large Group
		p. 41 Investigation 2 Day 1 Small Group
		p. 43 Investigation 2 Day 2 Mighty Minutes
		p. 43 Investigation 2 Day 2 Small Group
		p. 51 Investigation 3 Outdoor Experiences
		p. 52 Investigation 3 Day 1 Choice Time
		p. 53 Investigation 3 Day 1 Large-Group Roundup
		p. 53 Investigation 3 Day 1 Small Group
		p. 54 Investigation 3 Day 2 Large Group
		p. 55 Investigation 3 Day 2 Large-Group Roundup
		p. 55 Investigation 3 Day 2 Mighty Minutes
		p. 56 Investigation 3 Day 3 Choice Time
		p. 57 Investigation 3 Day 3 Large-Group Roundup
		p. 57 Investigation 3 Day 3 Small Group
		p. 58 Investigation 3 Day 4 Choice Time
		p. 59 Investigation 3 Day 4 Large-Group Roundup
		p. 59 Investigation 3 Day 4 Small Group
		p. 60 Investigation 3 Day 5 Choice Time
		p. 60 Investigation 3 Day 5 Large Group
		p. 61 Investigation 3 Day 5 Large-Group Roundup
		p. 64 Investigation 4 Day 1 Choice Time
		p. 66 Investigation 4 Day 2 Large Group
		p. 67 Investigation 4 Day 2 Small Group
		p. 69 Investigation 4 Day 3 Choice Time
		p. 69 Investigation 4 Day 3 Small Group
		p. 71 Investigation 5 Outdoor Experiences
		p. 72 Investigation 5 Day 1 Choice Time
		p. 76 Investigation 5 Day 3 Choice Time
		p. 79 Investigation 5 Day 4 Small Group
		p. 81 Investigation 5 Day 5 Small Group
		p. 95 Celebrating Learning Day 1 Large Group Roundup
		p. 95 Celebrating Learning Day 1 Small Group
		p. 96 Celebrating Learning Day 2 Large Group
		p. 96 Celebrating Learning Day 2 Choice Time
		p. 97 Celebrating Learning Day 2 Small Group
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EXPECTATION	1.B.1.c.	Explain why it is important to make some fresh observations when
		people give different descriptions of the same thing
		Buildings Study
		p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Small Group
		p. 18 Exploring the Topic - Day 2 Small Group
		p. 19 Exploring the Topic - Day 3 Small Group
		p. 22 Exploring the Topic - Day 5 Large Group
		p. 27 Investigation 1 Outdoor Experiences
		p. 30 Investigation 1 Day 2 Large Group
		p. 35 Investigation 1 Day 4 Small Group
		p. 40 Investigation 2 Day 1 Large Group
		p. 41 Investigation 2 Day 1 Small Group
		p. 43 Investigation 2 Day 2 Mighty Minutes p. 43 Investigation 2 Day 2 Small Group
		p. 53 Investigation 2 Day 2 Small Group p. 53 Investigation 3 Day 1 Large-Group Roundup
		p. 53 Investigation 3 Day 1 Small Group
		p. 54 Investigation 3 Day 2 Large Group
		p. 55 Investigation 3 Day 2 Large-Group Roundup
		p. 55 Investigation 3 Day 2 Mighty Minutes
		p. 57 Investigation 3 Day 3 Large-Group Roundup
		p. 57 Investigation 3 Day 3 Small Group
		p. 59 Investigation 3 Day 4 Large-Group Roundup
		p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Large Group
		p. 61 Investigation 3 Day 5 Large-Group Roundup
		p. 66 Investigation 4 Day 2 Large Group
		p. 67 Investigation 4 Day 2 Small Group
		p. 69 Investigation 4 Day 3 Small Group
		p. 71 Investigation 5 Outdoor Experiences
		p. 79 Investigation 5 Day 4 Small Group
		p. 81 Investigation 5 Day 5 Small Group
		p. 95 Celebrating Learning Day 1 Large Group Roundup
		p. 95 Celebrating Learning Day 1 Small Group p. 96 Celebrating Learning Day 2 Large Group
		p. 96 Celebrating Learning Day 2 Choice Time
		p. 97 Celebrating Learning Day 2 Small Group
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking
TOPIC / INDICATOR	30.1.	and acting inherent in the practice of science – Prekindergarten –
		Grade 2
INDICATOR / PROFICIENCY	1.0	Communicating Scientific Information
LEVEL		
OBJECTIVE	1.C.1.	Ask, "How do you know?" in appropriate situations and attempt
Objective	1.0.1.	reasonable answers when others ask them the same question
EXPECTATION	1.C.1.a.	Describe things as accurately as possible and compare
		observations with those of others
		Buildings Study
		p. 16 Exploring the Topic - Day 2 Large Group
		p. 17 Exploring the Topic - Day 2 Small Group
		p. 18 Exploring the Topic - Day 3 Large Group
		p. 19 Exploring the Topic - Day 3 Small Group p. 22 Exploring the Topic - Day 5 Large Group
		p. 22 Exploring the Topic - Day 5 Large Group p. 27 Investigation 1 Outdoor Experiences
		p. 30 Investigation 1 Day 2 Large Group
		p. 35 Investigation 1 Day 4 Small Group
		p. 40 Investigation 2 Day 1 Large Group
		p. 41 Investigation 2 Day 1 Small Group
		p. 43 Investigation 2 Day 2 Mighty Minutes
		p. 43 Investigation 2 Day 2 Small Group
		p. 53 Investigation 3 Day 1 Large-Group Roundup
		p. 53 Investigation 3 Day 1 Small Group
		p. 54 Investigation 3 Day 2 Large Group

		 p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Large Group p. 61 Investigation 3 Day 5 Large-Group Roundup p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Small Group
		 p. 69 Investigation 4 Day 3 Small Group p. 71 Investigation 5 Outdoor Experiences p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 95 Celebrating Learning Day 1 Large Group Roundup p. 95 Celebrating Learning Day 1 Small Group p. 96 Celebrating Learning Day 2 Large Group p. 96 Celebrating Learning Day 2 Choice Time
EXPECTATION	1.C.1.b.	p. 97 Celebrating Learning Day 2 Small Group Describe and compare things in terms of number, shape, texture, size, weight, color, and motion
		Buildings Studyp. 16 Exploring the Topic - Day 2 Large Groupp. 17 Exploring the Topic - Day 3 Small Groupp. 18 Exploring the Topic - Day 3 Small Groupp. 22 Exploring the Topic - Day 3 Large Groupp. 22 Exploring the Topic - Day 5 Large Groupp. 27 Investigation 1 Day 2 Large Groupp. 35 Investigation 1 Day 4 Small Groupp. 41 Investigation 2 Day 1 Large Groupp. 41 Investigation 2 Day 1 Small Groupp. 43 Investigation 2 Day 2 Mighty Minutesp. 43 Investigation 3 Day 2 Small Groupp. 53 Investigation 3 Day 1 Large-Group Roundupp. 53 Investigation 3 Day 1 Large-Group Roundupp. 55 Investigation 3 Day 2 Large Groupp. 55 Investigation 3 Day 2 Large-Group Roundupp. 55 Investigation 3 Day 2 Large-Group Roundupp. 55 Investigation 3 Day 2 Large-Group Roundupp. 55 Investigation 3 Day 3 Small Groupp. 56 Investigation 3 Day 4 Small Groupp. 57 Investigation 3 Day 4 Small Groupp. 58 Investigation 3 Day 5 Large-Group Roundupp. 59 Investigation 3 Day 5 Large Groupp. 61 Investigation 3 Day 5 Large Groupp. 61 Investigation 4 Day 2 Large Groupp. 61 Investigation 4 Day 2 Large Groupp. 62 Investigation 5 Outdoor Experiencesp. 79 Investigation 5 Day 4 Small Groupp. 63 Investigation 5 Day 5 Small Groupp. 64 Investigation 5 Day 5 Small Groupp. 65 Investigation 5 Day 5 Small Groupp. 66 Investigation 5 Day 5 Small Groupp. 71 Investigation 5 Day 4 Small Groupp. 72 Investigation 5 Day 4 Small Groupp. 73 Investigation 5 Day 5 Small
EXPECTATION	1.C.1.c.	Draw pictures that correctly portray at least some features of the thing being described and sequence of events (seasons, seed growth) Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 30 Investigation 1 Day 2 Large Group

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		 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
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.D.	Technology
OBJECTIVE	1.D.1.	Design and make things with simple tools and a variety of materials.
EXPECTATION	1.D.1.a.	Make something out of paper, cardboard, wood, plastic, metal, or existing objects that can actually be used to perform a task <u>Buildings Study</u> p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 57 Investigation 3 Day 3 Read-Aloud p. 73 Investigation 5 Day 1 Read-Aloud p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 94 Celebrating Learning Day 1 Choice Time p. 95 Celebrating Learning Day 1 Small Group
EXPECTATION	1.D.1.b.	 p. 97 Celebrating Learning Day 2 Read-Aloud Recognize that tools are used to do things better or more easily and to do some things that could not otherwise be done at all <u>Buildings Study</u> p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 57 Investigation 3 Day 3 Read-Aloud p. 73 Investigation 5 Day 1 Read-Aloud p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 94 Celebrating Learning Day 1 Choice Time p. 95 Celebrating Learning Day 1 Small Group p. 97 Celebrating Learning Day 2 Read-Aloud
EXPECTATION	1.D.1.c.	Assemble, describe, take apart and reassemble constructions using interlocking blocks, erector sets and the like <u>Buildings Study</u> p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 57 Investigation 3 Day 3 Read-Aloud p. 73 Investigation 5 Day 1 Read-Aloud p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 94 Celebrating Learning Day 1 Choice Time p. 95 Celebrating Learning Day 1 Small Group p. 97 Celebrating Learning Day 2 Read-Aloud
EXPECTATION	1.D.1.d.	Recognize that some kinds of materials are better than others for making any particular thing, for example, materials that are better in some ways (such as stronger and cheaper) may be worse in other ways (such as heavier and harder to cut) <u>Buildings Study</u> p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 57 Investigation 3 Day 3 Read-Aloud p. 73 Investigation 5 Day 1 Read-Aloud p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group

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		p. 94 Celebrating Learning Day 1 Choice Time
		p. 95 Celebrating Learning Day 1 Small Group p. 97 Celebrating Learning Day 2 Read-Aloud
EXPECTATION	1.D.1.e.	Explain that sometimes it is not possible to make or do everything that is designed
		Buildings Study
		p. 41 Investigation 2 Day 1 Small Group
		p. 43 Investigation 2 Day 2 Small Group
		p. 57 Investigation 3 Day 3 Read-Aloud
		p. 73 Investigation 5 Day 1 Read-Aloud
		p. 79 Investigation 5 Day 4 Small Group
		p. 81 Investigation 5 Day 5 Small Group p. 94 Celebrating Learning Day 1 Choice Time
		p. 95 Celebrating Learning Day 1 Small Group
		p. 97 Celebrating Learning Day 2 Read-Aloud
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking
		and acting inherent in the practice of science – Prekindergarten –
		Grade 2
INDICATOR / PROFICIENCY	1.D.	Technology
OBJECTIVE	1.D.2.	Practice identifying the parts of things and how one part connects to and affects another
EXPECTATION	1.D.2.a.	Investigate a variety of objects to identify that most things are made of parts
		Buildings Study
		p. 41 Investigation 2 Day 1 Small Group
		p. 43 Investigation 2 Day 2 Small Group
		p. 57 Investigation 3 Day 3 Read-Aloud
		p. 73 Investigation 5 Day 1 Read-Aloud
		p. 79 Investigation 5 Day 4 Small Group
		p. 81 Investigation 5 Day 5 Small Group
		p. 94 Celebrating Learning Day 1 Choice Time p. 95 Celebrating Learning Day 1 Small Group
		p. 97 Celebrating Learning Day 2 Read-Aloud
EXPECTATION	1.D.2.b.	Explain that something may not work if some of its parts are missing
		Buildings Study
		p. 41 Investigation 2 Day 1 Small Group
		p. 43 Investigation 2 Day 2 Small Group
		p. 57 Investigation 3 Day 3 Read-Aloud
		p. 73 Investigation 5 Day 1 Read-Aloud
		p. 79 Investigation 5 Day 4 Small Group
		p. 81 Investigation 5 Day 5 Small Group
		p. 94 Celebrating Learning Day 1 Choice Time p. 95 Celebrating Learning Day 1 Small Group
		p. 97 Celebrating Learning Day 2 Read-Aloud
EXPECTATION	1.D.2.c.	Explain that when parts are put together, they can do things that
		they couldn't do by themselves
		Buildings Study
		p. 41 Investigation 2 Day 1 Small Group
		p. 43 Investigation 2 Day 2 Small Group
		p. 57 Investigation 3 Day 3 Read-Aloud
		p. 73 Investigation 5 Day 1 Read-Aloud
		p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group
		p. 94 Celebrating Learning Day 1 Choice Time
		p. 95 Celebrating Learning Day 1 Small Group
		p. 97 Celebrating Learning Day 2 Read-Aloud
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking

		and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.D.	Technology
OBJECTIVE	1.D.3.	Examine a variety of physical models and describe what they teach about the real things they are meant to resemble
EXPECTATION	1.D.3.a.	Explain that a model of something is different from the real thing but can be used to learn something about the real thing <u>Buildings Study</u> p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 57 Investigation 3 Day 3 Read-Aloud p. 73 Investigation 5 Day 1 Read-Aloud p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 94 Celebrating Learning Day 1 Choice Time p. 95 Celebrating Learning Day 1 Small Group p. 97 Celebrating Learning Day 2 Read-Aloud
EXPECTATION	1.D.3.b.	Realize that one way to describe something is to say how it is like something else Buildings Study p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 57 Investigation 3 Day 3 Read-Aloud p. 73 Investigation 5 Day 1 Read-Aloud p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 94 Celebrating Learning Day 1 Choice Time p. 95 Celebrating Learning Day 1 Small Group p. 97 Celebrating Learning Day 2 Read-Aloud
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.E.	History of Science
OBJECTIVE	1.E.1.	Recognize that everyone can do science and invent things.
EXPECTATION	1.E.1.a.	Investigate and explore science concepts. 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. 58 Investigation 3 Day 5 Choice Time p. 60 Investigation 4 Day 5 Choice Time p. 61 Investigation 4 Day 5 Choice Time p. 64 Investigation 4 Day 1 Choice Time p. 69 Investigation 4 Day 1 Choice Time p. 69 Investigation 4 Day 2 Small Group p. 69 Investigation 4 Day 3 Choice Time p. 69 Investigation 5 Day 3 Choice Time p. 76 Investigation 5 Day 3 Choice Time p. 76 Investigation 5 Day 3 Choice Time p. 76 Investigation 5 Day 3 Choice Time
TOPIC / INDICATOR	SC.3.	LIFE SCIENCE: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and

		the results from the interactions that occur over time.
INDICATOR / PROFICIENCY LEVEL	3.A.	Diversity of Life
OBJECTIVE	3.A.1.	Observe a variety of familiar plants and animals to describe how they are alike and how they are different
EXPECTATION	3.A.1.a.	Gather information about how some animals are alike in the way they look and in the things they do. <u>Buildings Study</u> p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 36 Investigation 1 Day 5 Large Group
EXPECTATION	3.A.1.b.	Gather information about how some plants are alike in the way they look and the things they do. <u>Buildings Study</u> p. 18 Exploring the Topic - Day 3 Large Group p. 22 Exploring the Topic - Day 5 Large Group p. 60 Investigation 3 Day 5 Large Group
EXPECTATION	3.A.1.d.	Identify some of the things that all animals do, such as eat, move around and explain how their features (observable parts) help them do these things. <u>Buildings Study</u> p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 36 Investigation 1 Day 5 Large Group
TOPIC / INDICATOR	SC.3.	LIFE SCIENCE: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.
INDICATOR / PROFICIENCY LEVEL	3.C.	Genetics
OBJECTIVE	3.C.1.	Observe, describe and compare different kinds of animals and their offspring
EXPECTATION	3.C.1.b.	Describe how offspring are very much, but not exactly, like their parents and like one another <u>Buildings Study</u> p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 36 Investigation 1 Day 5 Large Group
TOPIC / INDICATOR	SC.4.	CHEMISTRY: Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.
INDICATOR / PROFICIENCY LEVEL	4.A.	Structure of Matter
OBJECTIVE	4.A.1.	Use evidence from investigations to describe the observable properties of a variety of objects.
EXPECTATION	4.A.1.a.	Examine and describe a variety of familiar objects, in terms of the materials from which they are made (clay, cloth, paper, etc.). <u>Buildings Study</u> p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 22 Exploring the Topic - Day 5 Large Group p. 32 Investigation 1 Day 3 Large Group p. 40 Investigation 2 Day 1 Large Group p. 43 Investigation 2 Day 5 Large Group p. 48 Investigation 2 Day 5 Large Group p. 52 Investigation 3 Day 1 Choice Time p. 52 Investigation 3 Day 1 Large Group

		 p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Choice Time p. 55 Investigation 3 Day 2 Mighty Minutes p. 56 Investigation 3 Day 3 Choice Time p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 4 Choice Time p. 60 Investigation 3 Day 5 Choice Time p. 60 Investigation 3 Day 5 Large Group p. 61 Investigation 3 Day 5 Large Group p. 61 Investigation 3 Day 5 Large Group p. 64 Investigation 4 Day 2 Large Group p. 69 Investigation 4 Day 1 Choice Time p. 69 Investigation 5 Day 1 Choice Time p. 76 Investigation 5 Day 3 Choice Time p. 77 Investigation 5 Day 3 Choice Time
EXPECTATION	4.A.1.b.	Based on data gathered, describe the observable properties of familiar objects (size, shape, color, and texture). <u>Buildings Study</u> p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Small Group p. 40 Investigation 2 Day 1 Large Group p. 43 Investigation 2 Day 2 Mighty Minutes p. 48 Investigation 2 Day 5 Large Group p. 55 Investigation 3 Day 2 Mighty Minutes p. 66 Investigation 4 Day 2 Large Group
STRAND / TOPIC / STANDARD	MD.SS.	Social Studies
TOPIC / INDICATOR	SS.1.	POLITICAL SCIENCE: (Prek – 3 Standard) Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.
INDICATOR / PROFICIENCY LEVEL	1.A.	The Foundation and Function of Government
OBJECTIVE	1.A.1.	Identify the importance of rules
EXPECTATION	1.A.1.a.	Recognize why people have rules at home and at school. <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 5 Large Group
EXPECTATION	1.A.1.b.	Generate and follow classroom rules, such as taking turns, walking inside, and forming a line that promote order and safety in the classroom. 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
TOPIC / INDICATOR	SS.3.	GEOGRAPHY: (PreK – 3 Standard) Students will use geographic concepts and processes to understand location and its relationship to human activities.
INDICATOR / PROFICIENCY LEVEL	3.A.	Using Geographic Tools
OBJECTIVE	3.A.1.	Recognize that a globe and maps are used to help people locate places.

EXPECTATION	3.A.1.a.	Recognize that maps are models of places.
		Buildings Study
		p. 28 Investigation 1 Day 1 Large Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 64 Investigation 4 Day 1 Choice Time
		p. 69 Investigation 4 Day 3 Choice Time
EXPECTATION	3.A.1.b.	Recognize that a globe is a model of Earth.
		Buildings Study
		p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group
		p. 64 Investigation 4 Day 1 Choice Time
		p. 69 Investigation 4 Day 3 Choice Time
EXPECTATION	3.A.1.c.	
EXPECTATION	3.A.1.C.	Make maps by drawing, building with blocks, and playing with clay, puzzles, pictures, and photographs.
		Buildings Study
		p. 28 Investigation 1 Day 1 Large Group
		p. 30 Investigation 1 Day 2 Large Group
		p. 64 Investigation 4 Day 1 Choice Time
		p. 69 Investigation 4 Day 3 Choice Time
TOPIC / INDICATOR	SS.4.	ECONOMICS: (Prek – 3 Standard) Students will identify the
		economic principles and processes that are helpful to producers
		and consumers when making good decisions.
INDICATOR / PROFICIENCY LEVEL	4.A.	Scarcity and Economic Decision-making
OBJECTIVE	4.A.2.	Identify that materials/resources are used to make products
EXPECTATION	4.A.2.a.	Recognize that workers do jobs in the home and school.
		Buildings Study p. 44 Investigation 2 Day 3 Large Group p. 46 Investigation 2 Day 4 Large Group p. 48 Investigation 2 Day 5 Large Group p. 76 Investigation 5 Day 3 Large Group
TOPIC / INDICATOR	SS.6.	SKILLS AND PROCESSES: Students shall use reading, writing, and
TOPIC / INDICATOR	55.6.	skills AND PROCESSES: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
INDICATOR / PROFICIENCY LEVEL	6.C.	Ask Social Studies Questions
OBJECTIVE	6.C.1.	Identify a topic that requires further study
EXPECTATION	6.C.1.a.	Identify prior knowledge about the topic.
		Buildings Study
		p. 42 Investigation 2 Day 2 Large Group
		p. 94 Celebrating Learning Day 1 Choice Time
	<u> </u>	p. 94 Celebrating Learning Day 1 Large Group
EXPECTATION	6.C.1.b.	Pose questions about the topic.
		Buildings Study
		p. 42 Investigation 2 Day 2 Large Group
		p. 94 Celebrating Learning Day 1 Large Group
STRAND / TOPIC / STANDARD	MD.FA-M.	Fine Arts - Music
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will
		demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY	1.A.	Perceiving and Responding

LEVEL		
OBJECTIVE	1.A.1.	Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment
EXPECTATION	1.A.1.c.	Respond to changes heard in music: fast/slow, loud/soft (quiet), long/short, high/low <u>Buildings Study</u> p. 27 Investigation 1 Outdoor Experiences
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.2.	Experience performance through singing, playing instruments, and listening to performances of others
EXPECTATION	1.A.2.a.	Sing songs that use the voice in a variety of ways Buildings Study p. 14 Exploring the Topic - Day 1 Large Group p. 16 Exploring the Topic - Day 2 Small Group p. 17 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 4 Mighty Minutes p. 20 Exploring the Topic - Day 4 Mighty Minutes p. 20 Exploring the Topic - Day 4 Mighty Minutes p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Small Group p. 33 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large Group p. 34 Investigation 1 Day 4 Large Group p. 34 Investigation 2 Outdoor Experiences p. 40 Investigation 2 Day 1 Large Group p. 44 Investigation 2 Day 1 Large Group p. 44 Investigation 2 Day 1 Large Group p. 44 Investigation 2 Day 3 Large Group p. 44 Investigation 2 Day 4 Large Group p. 44 Investigation 2 Day 3 Large Group p. 44 Investigation 2 Day 4 Large Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 4 Large Group p. 46 Investigation 3 Day 4 Large Group p. 47 Investigation 3 Day 4 Large Group p. 48 Investigation 3 Day 4 Large Group p. 51 Investigation 3 Day 4 Large Group p. 51 Investigation 3 Day 1 Large Group p. 51 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large Group p. 54 Investigation 3 Day 3 Large Group p. 55 Investigation 3 Day 4 Large Group p. 56 Investigation 3 Day 5 Small Group p. 56 Investigation 3 Day 5 Large Group p. 56 Investigation 3 Day 5 Large Group p. 56 Investigation 4 Day 1 Large Group p. 66 Investigation 4 Day 3 Small Group p. 66 Investigation 4 Day 3 Large Group p. 66 Investigation 4 Day 3 Large Group p. 66 Investigation 5 Day 5 Large Group p. 66 Investigation 5 Day 3 Large Group p. 76 Investigation 5 Day 3 Large Group p. 76 Investigation 5 Day 3 Large G

EXPECTATION	1.A.2.b.	Listen to examples of adult male voices, adult female voices, and children's voices Buildings Study
		p. 27 Investigation 1 Outdoor Experiences
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.3.	Respond to music through movement
EXPECTATION	1.A.3.a.	Express music through movement, developing the concept of personal space ("bubble space") Buildings Study p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 96 Celebrating Learning Day 2 Large Group
EXPECTATION	1.A.3.b.	Respond to steady beat through locomotor and body movement
	1.4.3.0.	Buildings Study p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 96 Celebrating Learning Day 2 Large Group
EXPECTATION	1.A.3.c.	Listen for simple directions or verbal cues in singing games
		Buildings Study p. 14 Exploring the Topic - Day 1 Large Group p. 16 Exploring the Topic - Day 2 Small Group p. 17 Exploring the Topic - Day 3 Large Group p. 18 Exploring the Topic - Day 4 Large Group p. 19 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Large Group p. 23 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 3 Small Group p. 32 Investigation 1 Day 3 Small Group p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Large Group p. 36 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 1 Large Group p. 42 Investigation 2 Day 4 Large Group p. 44 Investigation 2 Day 4 Large Group p. 44 Investigation 2 Day 4 Large Group p. 45 Investigation 2 Day 4 Large Group p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large Group p. 54 Investigation 3 Day 3 Small Group

		 p. 72 Investigation 5 Day 1 Large Group p. 74 Investigation 5 Day 2 Large Group p. 76 Investigation 5 Day 3 Large Group p. 78 Investigation 5 Day 4 Large Group p. 80 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Mighty Minutes p. 93 Celebrating Learning Outdoor Experiences p. 94 Celebrating Learning Day 1 Large Group p. 96 Celebrating Learning Day 2 Large Group
EXPECTATION	1.A.3.d.	Explore a variety of locomotor and nonlocomotor movements to show meter Buildings Study p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 96 Celebrating Learning Day 2 Large Group
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.1.	Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression
EXPECTATION	2.B.1.a.	Explore music used in daily living Buildings Study p. 27 Investigation 1 Outdoor Experiences
EXPECTATION	2.B.1.b.	Sing songs representative of different activities, holidays, and seasons in a variety of world cultures Buildings Study p. 14 Exploring the Topic - Day 1 Large Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 3 Large Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 20 Exploring the Topic - Day 4 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 3 Small Group p. 35 Investigation 1 Day 4 Large Group p. 36 Investigation 1 Day 5 Large Group p. 39 Investigation 2 Day 4 Large Group p. 40 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 1 Large Group p. 42 Investigation 2 Day 1 Large Group p. 44 Investigation 2 Day 4 Large Group p. 45 Investigation 2 Day 1 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. 48 Investigation 2 Day 4 Large Group p. 48 Investigation 3 Day 5 Large Group p. 51 Investigation 3 Day 1 Large Group p. 51 Investigation 3 Day 1 Large Group p. 51 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large Group p. 54 Investigation 3 Day 1 Large Group p. 55 Investigation 3 Day 1 Large Group p. 56 Investigation 3 Day 3 Large Group p. 56 Investigation 3 Day 4 Large Group p. 57 Investigation 3 Day 3 Large Group p. 58 Investigation 3 Day 3 Large Group p. 58 Investigation 3 Day 3 Large Group p. 58 Investigation 3 Day 4 Large Group p. 58 Investigation 3 Day 5 Large Group p. 58 Investigation 3 Day 5 Large Group p. 58 Investigati

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TOPIC / INDICATOR	FA-M.2.	 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 HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
		Historical, Cultural, and Social Context
	2.B.3.	Explore the relationship of music to dance, theatre, the visual arts, and other disciplines
EXPECTATION	2.B.3.a.	Explore creative expression through music, dance, creative dramatics, and the visual arts Buildings Study p. 14 Exploring the Topic - Day 2 Large Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 2 Mighty Minutes p. 20 Exploring the Topic - Day 4 Large Group p. 19 Exploring the Topic - Day 4 Mighty Minutes p. 20 Exploring the Topic - Day 4 Mighty Minutes p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 22 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Small Group p. 31 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large Group p. 34 Investigation 1 Day 3 Large Group p. 34 Investigation 1 Day 4 Large Group p. 34 Investigation 2 Day 1 Large Group p. 34 Investigation 2 Day 2 Large Group p. 44 Investigation 2 Day 1 Large Group p. 44 Investigation 2 Day 4 Large Group p. 44 Investigation 2 Day 1 Large Group p. 44 Investigation 2 Day 4 Large Group p. 44 Investigation 2 Day 1 Large Group p. 44 Investigation 3 Day 1 Large Group p. 44 Investigation 3 Day 1 Large Group p. 51 Investigation 3 Day 1 Large Group <

		p. 96 Celebrating Learning Day 2 Large Group
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of
		history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.4.	Develop knowledge of a wide variety of styles and genres through the study of music history
EXPECTATION	2.B.4.a.	Listen to two versions of the same piece and identify them as same or different, such as a vocal version and a strictly instrumental version Buildings Study
		p. 27 Investigation 1 Outdoor Experiences
TOPIC / INDICATOR	FA-M.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize musical ideas and sounds creatively.
INDICATOR / PROFICIENCY LEVEL	3.D.	Aesthetics and Criticism
OBJECTIVE	3.D.1.	Express preferences about selected musical compositions
EXPECTATION	3.D.1.a.	Verbalize or use visual representation for at least one reason for musical experience
		Buildings Study p. 27 Investigation 1 Outdoor Experiences
STRAND / TOPIC / STANDARD	MD.FA-V.	Fine Arts - Visual Arts
TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.1.	Identify, describe, and interpret observed form
EXPECTATION	1.A.1.a.	Identify colors, lines, and shapes found in the environment Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 30 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Large-Group Roundup p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Large-Group Roundup p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large Group p. 60 Investigation 3 Day 2 Large Group p. 60 Investigation 3 Day 4 Small Group p. 60 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Large Group p. 68 Investigation 4 Day 2 Large Group p. 69 Investigation 4 Day 2 Large Group p. 69 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Large Group p. 69 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Large-Group Roundup p. 79 Investigation 5 Day 2 Large-Group Roundup p. 71 Investigation 5 Day 3 Large-Group Roundup p. 72 Investigation 5 Day 4 Small Group p. 75 Investigation 5 Day 5 Small Group p. 75 Investigation 5 Day 5 Small Group
EXPECTATION	1.A.1.b.	Use colors, lines, and shapes to communicate ideas about the

		observed world
		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
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		p. 53 Investigation 3 Day 1 Large-Group Roundup
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		p. 55 Investigation 3 Day 2 Large-Group Roundup
		p. 59 Investigation 3 Day 4 Small Group
		p. 60 Investigation 3 Day 5 Choice Time
		p. 66 Investigation 4 Day 2 Large Group
		p. 67 Investigation 4 Day 2 Large-Group Roundup
		p. 68 Investigation 4 Day 3 Large Group
		p. 69 Investigation 4 Day 3 Large-Group Roundup
		p. 72 Investigation 5 Day 1 Choice Time
		p. 75 Investigation 5 Day 2 Large-Group Roundup p. 79 Investigation 5 Day 4 Small Group
		p. 81 Investigation 5 Day 5 Small Group
TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION:
		Students will demonstrate the ability to perceive, interpret, and
		respond to ideas, experiences and the environment through visual
		art.
INDICATOR / PROFICIENCY	1.A.	Aesthetic Education
OBJECTIVE	1.A.2.	Identify and compare ways in which selected artworks represent
		what people see, feel, know, and imagine
EXPECTATION	1.2.A.a.	Identify the subject matter of various works of art
		Buildings Study
		Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time
		p. 14 Exploring the Topic - Day 1 Choice Time
		p. 15 Exploring the Topic - Day 1 Small Group
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		p. 16 Exploring the Topic - Day 2 Large Group
		p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time
		p. 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. 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. 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. 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. 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. 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 Large-Group Roundup
		 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 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Choice Time
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		 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 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. 24 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Choice Time 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. 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 Small Group p. 19 Exploring the Topic - Day 4 Large Group p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 4 Choice Time
		 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 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. 24 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Choice Time 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. 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 Small Group p. 19 Exploring the Topic - Day 4 Large Group p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 4 Large Group p. 34 Investigation 1 Day 4 Large Group
		 p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Small Group p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 3 Small Group p. 33 Investigation 1 Day 4 Large Group p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Large Group

		p. 36 Investigation 1 Day 5 Choice Time
		p. 36 Investigation 1 Day 5 Large Group
		p. 37 Investigation 1 Day 5 Large-Group Roundup
		p. 37 Investigation 1 Day 5 Small Group
		p. 40 Investigation 2 Day 1 Large Group
		p. 41 Investigation 2 Day 1 Read-Aloud
		p. 41 Investigation 2 Day 1 Small Group
		p. 43 Investigation 2 Day 2 Mighty Minutes
		p. 43 Investigation 2 Day 2 Read-Aloud
		p. 43 Investigation 2 Day 2 Small Group
		p. 44 Investigation 2 Day 3 Large Group
		p. 45 Investigation 2 Day 3 Large-Group Roundup
		p. 45 Investigation 2 Day 3 Read-Aloud
		p. 46 Investigation 2 Day 4 Choice Time
		p. 46 Investigation 2 Day 4 Large Group
		p. 47 Investigation 2 Day 4 Large-Group Roundup
		p. 47 Investigation 2 Day 4 Small Group
		p. 48 Investigation 2 Day 5 Large Group
		p. 49 Investigation 2 Day 5 Mighty Minutes
		p. 49 Investigation 2 Day 5 Small Group
		p. 51 Investigation 3 Outdoor Experiences
		p. 52 Investigation 3 Day 1 Large Group
		p. 53 Investigation 3 Day 1 Large-Group Roundup
		p. 54 Investigation 3 Day 2 Large Group
		p. 55 Investigation 3 Day 2 Read-Aloud
		p. 56 Investigation 3 Day 3 Large Group
		p. 57 Investigation 3 Day 3 Read-Aloud
		p. 59 Investigation 3 Day 4 Large-Group Roundup
		p. 59 Investigation 3 Day 4 Small Group
		p. 61 Investigation 3 Day 5 Read-Aloud
		p. 61 Investigation 3 Day 5 Small Group
		p. 64 Investigation 4 Day 1 Choice Time
		p. 64 Investigation 4 Day 1 Large Group
		p. 66 Investigation 4 Day 2 Choice Time
		p. 66 Investigation 4 Day 2 Large Group
		p. 67 Investigation 4 Day 2 Small Group
		p. 68 Investigation 4 Day 3 Large Group
		p. 69 Investigation 4 Day 3 Small Group
		p. 72 Investigation 5 Day 1 Choice Time
		p. 72 Investigation 5 Day 1 Large Group
		p. 73 Investigation 5 Day 1 Large-Group Roundup
		p. 73 Investigation 5 Day 1 Mighty Minutes
		p. 73 Investigation 5 Day 1 Read-Aloud
		p. 74 Investigation 5 Day 2 Large Group
		p. 75 Investigation 5 Day 2 Small Group
		p. 76 Investigation 5 Day 3 Large Group
		p. 77 Investigation 5 Day 3 Read-Aloud
		p. 77 Investigation 5 Day 3 Small Group
		p. 78 Investigation 5 Day 4 Large Group
		p. 79 Investigation 5 Day 4 Read-Aloud
		p. 79 Investigation 5 Day 4 Small Group
		p. 81 Investigation 5 Day 5 Small Group
		p. 93 Celebrating Learning Outdoor Experiences
		p. 94 Celebrating Learning Day 1 Choice Time
		p. 95 Celebrating Learning Day 1 Read-Aloud
		p. 95 Celebrating Learning Day 1 Small Group
		p. 97 Celebrating Learning Day 2 Read-Aloud
		p. 97 Celebrating Learning Day 2 Small Group
EXPECTATION	124b	
EXPECTATION	1.2.A.b.	Use color, line, and shape to represent ideas visually from
		observation, memory, and imagination
		Buildings Study
		Buildings Study p. 16 Exploring the Topic - Day 2 Large Group
		Buildings Study

		 p. 31 Investigation 1 Day 2 Large-Group Roundup p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large Group p. 50 Investigation 3 Day 4 Small Group p. 60 Investigation 4 Day 2 Large Group p. 61 Investigation 4 Day 2 Large Group p. 63 Investigation 4 Day 3 Large-Group Roundup p. 69 Investigation 4 Day 3 Large-Group Roundup p. 72 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Large-Group Roundup p. 75 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Large-Group Roundup p. 75 Investigation 5 Day 5 Small Group p. 79 Investigation 5 Day 5 Small Group p. 81 Investigation 5 Day 5 Small Group
TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.3.	Experiment with elements of art elements of design to organize personally meaningful compositions
EXPECTATION	1.A.3.a.	Explore color, line, and shape in artworks 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. 43 Investigation 2 Day 4 Large-Group Roundup p. 47 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 55 Investigation 3 Day 1 Large-Group Roundup p. 55 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large 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 Roundup p. 69 Investigation 5 Day 1 Choice Time p. 69 Investigation 5 Day 1 Choice Time p. 72 Investigation 5 Day 2 Large-Group Roundup p. 79 Investigation 5 Day 4 Small Group p. 71 Investigation 5 Day 1 Choice Time p. 72 Investigation 5 Day 1 Choice Time p. 73 Investigation 5 Day 2 Large-Group Roundup p. 74 Investigation 5 Day 2 Large-Group Roundup p. 75 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Large-Group Roundup p. 71 Investigation 5 Day 2 Large-Group Roundup p. 72 Investigation 5 Day 2 Large-Group Roundup p. 73 Investigation 5 Day 2 Large-Group Roundup p. 74 Investigation 5 Day 2 Large-Group Roundup p. 75 Investigation 5 Day 2 Large-Group Roundup p. 74 Investigation 5 Day 3 Small Group
EXPECTATION	1.A.3.b.	Use color, line, and shape to make artworks <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group

		 p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 55 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 2 Large-Group Roundup p. 60 Investigation 3 Day 5 Choice Time p. 66 Investigation 4 Day 2 Large-Group Roundup p. 67 Investigation 4 Day 2 Large-Group Roundup p. 68 Investigation 4 Day 3 Large-Group Roundup p. 69 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Large-Group Roundup p. 75 Investigation 5 Day 2 Large-Group Roundup p. 78 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.1.	Determine ways in which works of art express ideas about oneself, other people, places, and events
EXPECTATION	2.B.1.a.	Observe works of art and identify ideas expressed by the artistsBuildings Studyp. 14 Exploring the Topic - Day 1 Choice Timep. 14 Exploring the Topic - Day 1 Large Groupp. 15 Exploring the Topic - Day 2 Large Groupp. 16 Exploring the Topic - Day 2 Choice Timep. 17 Exploring the Topic - Day 2 Read-Aloudp. 17 Exploring the Topic - Day 3 Small Groupp. 18 Exploring the Topic - Day 4 Large Groupp. 20 Exploring the Topic - Day 4 Large Groupp. 21 Exploring the Topic - Day 4 Large Groupp. 22 Exploring the Topic - Day 4 Large Groupp. 23 Exploring the Topic - Day 5 Choice Timep. 23 Exploring the Topic - Day 5 Large-Group Roundupp. 23 Exploring the Topic - Day 5 Large-Group Roundupp. 23 Exploring the Topic - Day 5 Large-Group Roundupp. 24 Investigation 1 Day 1 Large Groupp. 30 Investigation 1 Day 2 Large Groupp. 31 Investigation 1 Day 2 Large Groupp. 33 Investigation 1 Day 3 Small Groupp. 34 Investigation 1 Day 3 Large Groupp. 35 Investigation 1 Day 4 Large Groupp. 36 Investigation 1 Day 4 Large Groupp. 35 Investigation 1 Day 4 Large Groupp. 36 Investigation 1 Day 4 Small Groupp. 36 Investigation 1 Day 4 Small Groupp. 37 Investigation 1 Day 5 Choice Timep. 36 Investigation 1 Day 4 Large Groupp. 37 Investigation 1 Day 4 Small Groupp. 36 Investigation 1 Day 4 Large Groupp. 37 Investigation 1 Day 5 Large Groupp. 36 Investigation 1 Day 5 Large Groupp. 37 Investigation 1 Day 5 Large Groupp. 36 Investigation 1 Day 5 Large Group </td

		 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 Large-Group Roundup p. 47 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Mighty Minutes p. 49 Investigation 2 Day 5 Small Group p. 51 Investigation 3 Day 1 Large Group p. 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. 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 4 Large Group p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 4 Small Group p. 93 Celebrating Learning Outdoor Experiences p. 94 Celebrating Learning Day 1 Read-Aloud
EXPECTATION	2.B.1.b.	 p. 95 Celebrating Learning Day 1 Small Group p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group Use selected works of art as inspiration to express ideas visually
		and verbally <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Small Group p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 4 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Choice Time

p. 23 Exploring the Topic - Day 5 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Large-Group Roundup p. 35 Investigation 1 Day 4 Read-Aloud p. 35 Investigation 1 Day 4 Small Group p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Large-Group Roundup p. 37 Investigation 1 Day 5 Small Group p. 40 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 1 Read-Aloud p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Mighty Minutes p. 43 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 2 Small Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Large-Group Roundup p. 45 Investigation 2 Day 3 Read-Aloud p. 46 Investigation 2 Day 4 Choice Time p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 47 Investigation 2 Day 4 Small Group p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Mighty Minutes p. 49 Investigation 2 Day 5 Small Group p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Large-Group Roundup p. 54 Investigation 3 Day 2 Large Group p. 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

TOPIC / INDICATOR	FA-V.2. 2.B.	 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 HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience. Historical, Cultural, and Social Context
OBJECTIVE	2.B.2.	Discuss reasons why people (including self) create and use art by studying artworks and other sources of information
EXPECTATION	2.B.2.a.	studying artworks and other sources of information Discuss and describe artworks with common themes or similar ideas expressed Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 15 Exploring the Topic - Day 2 Large Group p. 15 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Small Group p. 17 Exploring the Topic - Day 3 Small Group p. 18 Exploring the Topic - Day 4 Large Group p. 19 Exploring the Topic - Day 4 Large Group p. 20 Exploring the Topic - Day 4 Large Group Roundup p. 21 Exploring the Topic - Day 5 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Large Group p. 24 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 3 Large Group p. 34 Investigation 1 Day 4 Large-Group Roundup p. 33 Investigation 1 Day 4 Large Group p. 34 Investigation 1 Day 4 Large Group p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Large Group p. 36 Investigation 1 Day 4 Large Group <

		p. 49 Investigation 2 Day 5 Small Group
		p. 51 Investigation 3 Outdoor Experiences
		p. 52 Investigation 3 Day 1 Large Group
		p. 53 Investigation 3 Day 1 Large-Group Roundup
		p. 54 Investigation 3 Day 2 Large Group
		p. 55 Investigation 3 Day 2 Read-Aloud
		p. 56 Investigation 3 Day 3 Large Group
		p. 57 Investigation 3 Day 3 Read-Aloud
		p. 59 Investigation 3 Day 4 Large-Group Roundup
		p. 59 Investigation 3 Day 4 Small Group
		p. 61 Investigation 3 Day 5 Read-Aloud
		p. 61 Investigation 3 Day 5 Small Group
		p. 64 Investigation 4 Day 1 Choice Time
		p. 64 Investigation 4 Day 1 Large Group
		p. 66 Investigation 4 Day 2 Choice Time
		p. 66 Investigation 4 Day 2 Large Group
		p. 67 Investigation 4 Day 2 Small Group
		p. 68 Investigation 4 Day 3 Large Group
		p. 69 Investigation 4 Day 3 Small Group
		p. 72 Investigation 5 Day 1 Choice Time
		p. 72 Investigation 5 Day 1 Large Group
		p. 73 Investigation 5 Day 1 Large-Group Roundup
		p. 73 Investigation 5 Day 1 Mighty Minutes
		p. 73 Investigation 5 Day 1 Read-Aloud
		p. 74 Investigation 5 Day 2 Large Group
		p. 75 Investigation 5 Day 2 Small Group
		p. 76 Investigation 5 Day 3 Large Group
		p. 77 Investigation 5 Day 3 Read-Aloud
		p. 77 Investigation 5 Day 3 Small Group
		p. 78 Investigation 5 Day 4 Large Group
		p. 79 Investigation 5 Day 4 Read-Aloud
		p. 79 Investigation 5 Day 4 Small Group
		p. 81 Investigation 5 Day 5 Small Group
		p. 93 Celebrating Learning Outdoor Experiences
		p. 94 Celebrating Learning Day 1 Choice Time
		p. 95 Celebrating Learning Day 1 Read-Aloud
		p. 95 Celebrating Learning Day 1 Small Group
		p. 97 Celebrating Learning Day 2 Read-Aloud
		p. 97 Celebrating Learning Day 2 Small Group
EXPECTATION	2.B.2.b.	Describe and share personal artworks
1		
		Buildings Study
		<u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group
		<u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup
		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
		<u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup
		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
		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
		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
		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
		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
		Buildings Studyp. 16 Exploring the Topic - Day 2 Large Groupp. 17 Exploring the Topic - Day 2 Large-Group Roundupp. 30 Investigation 1 Day 2 Large-Groupp. 31 Investigation 1 Day 2 Large-Group Roundupp. 37 Investigation 1 Day 5 Small Groupp. 41 Investigation 2 Day 1 Small Groupp. 43 Investigation 2 Day 2 Small Groupp. 47 Investigation 2 Day 4 Large-Group Roundupp. 51 Investigation 3 Outdoor Experiencesp. 53 Investigation 3 Day 1 Large-Group Roundup
		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
		Buildings Studyp. 16 Exploring the Topic - Day 2 Large Groupp. 17 Exploring the Topic - Day 2 Large-Group Roundupp. 30 Investigation 1 Day 2 Large-Groupp. 31 Investigation 1 Day 2 Large-Group Roundupp. 37 Investigation 1 Day 5 Small Groupp. 41 Investigation 2 Day 1 Small Groupp. 43 Investigation 2 Day 2 Small Groupp. 47 Investigation 2 Day 4 Large-Group Roundupp. 51 Investigation 3 Outdoor Experiencesp. 53 Investigation 3 Day 1 Large-Group Roundup
		Buildings Studyp. 16 Exploring the Topic - Day 2 Large Groupp. 17 Exploring the Topic - Day 2 Large-Group Roundupp. 30 Investigation 1 Day 2 Large-Group Roundupp. 31 Investigation 1 Day 2 Large-Group Roundupp. 37 Investigation 1 Day 5 Small Groupp. 41 Investigation 2 Day 1 Small Groupp. 43 Investigation 2 Day 2 Small Groupp. 47 Investigation 2 Day 4 Large-Group Roundupp. 51 Investigation 3 Outdoor Experiencesp. 53 Investigation 3 Day 1 Large-Group Roundupp. 54 Investigation 3 Day 2 Large Group
		Buildings Studyp. 16 Exploring the Topic - Day 2 Large Groupp. 17 Exploring the Topic - Day 2 Large-Group Roundupp. 30 Investigation 1 Day 2 Large-Group Roundupp. 31 Investigation 1 Day 2 Large-Group Roundupp. 37 Investigation 1 Day 5 Small Groupp. 41 Investigation 2 Day 1 Small Groupp. 43 Investigation 2 Day 2 Small Groupp. 47 Investigation 2 Day 4 Large-Group Roundupp. 51 Investigation 3 Outdoor Experiencesp. 53 Investigation 3 Day 1 Large-Group Roundupp. 54 Investigation 3 Day 2 Large Groupp. 55 Investigation 3 Day 2 Large-Groupp. 55 Investigation 3 Day 2 Large-Group
		Buildings Studyp. 16 Exploring the Topic - Day 2 Large Groupp. 17 Exploring the Topic - Day 2 Large-Group Roundupp. 30 Investigation 1 Day 2 Large-Group Roundupp. 31 Investigation 1 Day 2 Large-Group Roundupp. 37 Investigation 1 Day 5 Small Groupp. 41 Investigation 2 Day 1 Small Groupp. 43 Investigation 2 Day 2 Small Groupp. 47 Investigation 2 Day 4 Large-Group Roundupp. 51 Investigation 3 Outdoor Experiencesp. 53 Investigation 3 Day 1 Large-Group Roundupp. 54 Investigation 3 Day 2 Large Groupp. 55 Investigation 3 Day 2 Large-Group Roundupp. 55 Investigation 3 Day 4 Small Group
		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 2 Large Group p. 55 Investigation 3 Day 2 Large Group p. 56 Investigation 3 Day 4 Small Group p. 55 Investigation 3 Day 2 Large Group p. 56 Investigation 3 Day 2 Large Group p. 56 Investigation 3 Day 2 Large Group p. 59 Investigation 3 Day 4 Small Group p. 59 Investigation 3 Day 5 Choice Time
		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. 43 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. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large Group p. 59 Investigation 3 Day 4 Small Group p. 59 Investigation 3 Day 5 Choice Time p. 60 Investigation 4 Day 2 Large Group
		Buildings Studyp. 16 Exploring the Topic - Day 2 Large Groupp. 17 Exploring the Topic - Day 2 Large-Group Roundupp. 30 Investigation 1 Day 2 Large-Group Roundupp. 31 Investigation 1 Day 2 Large-Group Roundupp. 37 Investigation 1 Day 5 Small Groupp. 41 Investigation 2 Day 1 Small Groupp. 43 Investigation 2 Day 2 Small Groupp. 47 Investigation 2 Day 4 Large-Group Roundupp. 51 Investigation 3 Outdoor Experiencesp. 53 Investigation 3 Day 1 Large-Group Roundupp. 54 Investigation 3 Day 2 Large Groupp. 55 Investigation 3 Day 2 Large Groupp. 55 Investigation 3 Day 2 Large Groupp. 55 Investigation 3 Day 2 Large Groupp. 60 Investigation 3 Day 5 Choice Timep. 66 Investigation 4 Day 2 Large Groupp. 67 Investigation 4 Day 2 Large-Group Roundup
		Buildings Studyp. 16 Exploring the Topic - Day 2 Large Groupp. 17 Exploring the Topic - Day 2 Large-Group Roundupp. 30 Investigation 1 Day 2 Large-Group Roundupp. 31 Investigation 1 Day 2 Large-Group Roundupp. 37 Investigation 1 Day 5 Small Groupp. 41 Investigation 2 Day 1 Small Groupp. 43 Investigation 2 Day 2 Small Groupp. 47 Investigation 2 Day 4 Large-Group Roundupp. 51 Investigation 3 Day 4 Large-Group Roundupp. 53 Investigation 3 Day 1 Large-Group Roundupp. 54 Investigation 3 Day 1 Small Groupp. 55 Investigation 3 Day 2 Large Groupp. 55 Investigation 3 Day 2 Large Groupp. 59 Investigation 3 Day 2 Large Groupp. 60 Investigation 3 Day 5 Choice Timep. 66 Investigation 4 Day 2 Large Groupp. 67 Investigation 4 Day 3 Large Group
		Buildings Studyp. 16 Exploring the Topic - Day 2 Large Groupp. 17 Exploring the Topic - Day 2 Large-Group Roundupp. 30 Investigation 1 Day 2 Large-Group Roundupp. 31 Investigation 1 Day 2 Large-Group Roundupp. 37 Investigation 1 Day 5 Small Groupp. 41 Investigation 2 Day 1 Small Groupp. 43 Investigation 2 Day 2 Small Groupp. 47 Investigation 2 Day 4 Large-Group Roundupp. 51 Investigation 3 Outdoor Experiencesp. 53 Investigation 3 Day 1 Large-Group Roundupp. 54 Investigation 3 Day 2 Large Groupp. 55 Investigation 3 Day 2 Large Groupp. 55 Investigation 3 Day 2 Large-Group Roundupp. 55 Investigation 3 Day 5 Choice Timep. 66 Investigation 4 Day 2 Large Groupp. 67 Investigation 4 Day 2 Large Groupp. 68 Investigation 4 Day 3 Large Groupp. 69 Investigation 4 Day 3 Large Group
		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. 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. 59 Investigation 3 Day 5 Choice Time p. 60 Investigation 4 Day 2 Large Group p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 3 Large Group p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Large Group p. 69 Investigation 5 Day 1 Choice Time
		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. 31 Investigation 1 Day 2 Large-Group Roundup p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 4 Small Group p. 59 Investigation 3 Day 5 Choice Time p. 60 Investigation 4 Day 2 Large Group p. 64 Investigation 4 Day 2 Large Group p. 68 Investigation 4 Day 3 Large Group p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Large-Group Roundup p. 72 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Large-Group Roundup
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TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of
INDICATOR / PROFICIENCY	2.B.	history and human experience. Historical, Cultural, and Social Context
LEVEL		
OBJECTIVE	2.B.3.	Differentiate among works by artists representative of different cultures
EXPECTATION	2.B.3.a.	Discuss the subject matter of selected artworks
EXPECTATION	2.B.3.a.	Discuss the subject matter of selected artworks Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Small Group p. 15 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Small Group p. 17 Exploring the Topic - Day 3 Large Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 4 Large Group p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Large Group p. 22 Exploring the Topic - Day 4 Large Group p. 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 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Small Group p. 24 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 2 Large Group 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 Large-Group Roundup p. 35 Investigation 1 Day 4 Large Group p. 36 Investigation 1 Day 4 Large-Group Roundup p. 35 Investigation 1 Day 4 Large-Group Roundup p. 35 Investigation 1 Day 4 Large-Group Roundup p. 36 Investigation 1 Day 4 Large-Group Roundup p. 37 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Large-Group Roundup p. 37 Investigation 1 Day 5 Large-Group Roundup p. 37 Investigation 1 Day 5 Large-Group Roundup p. 37 Investigation 1 Day 5 Large-Group Roundup p. 34 Investigation 2 Day 1 Small Group p. 44 Investigation 2 Day 1 Large Group p. 44 Investigation 2 Day 2 Small Group p. 44 Investigation 2 Day 3 Small Group p. 44 Investigation 2 Day 4 Large-Gr

		p. 59 Investigation 3 Day 4 Large-Group Roundup
		p. 59 Investigation 3 Day 4 Small Group
		p. 61 Investigation 3 Day 5 Read-Aloud
		p. 61 Investigation 3 Day 5 Small Group
		p. 64 Investigation 4 Day 1 Choice Time
		p. 64 Investigation 4 Day 1 Large Group
		p. 66 Investigation 4 Day 2 Choice Time
		p. 66 Investigation 4 Day 2 Large Group
		p. 67 Investigation 4 Day 2 Small Group
		p. 68 Investigation 4 Day 3 Large Group
		p. 69 Investigation 4 Day 3 Small Group
		p. 72 Investigation 5 Day 1 Choice Time
		p. 72 Investigation 5 Day 1 Large Group
		p. 73 Investigation 5 Day 1 Large-Group Roundup
		p. 73 Investigation 5 Day 1 Mighty Minutes
		p. 73 Investigation 5 Day 1 Read-Aloud
		p. 74 Investigation 5 Day 2 Large Group
		p. 75 Investigation 5 Day 2 Small Group
		p. 76 Investigation 5 Day 3 Large Group
		p. 77 Investigation 5 Day 3 Read-Aloud
		p. 77 Investigation 5 Day 3 Small Group
		p. 78 Investigation 5 Day 4 Large Group
		p. 79 Investigation 5 Day 4 Read-Aloud
		p. 79 Investigation 5 Day 4 Small Group
		p. 81 Investigation 5 Day 5 Small Group
		p. 93 Celebrating Learning Outdoor Experiences
		p. 94 Celebrating Learning Day 1 Choice Time
		p. 95 Celebrating Learning Day 1 Read-Aloud
		p. 95 Celebrating Learning Day 1 Small Group
		p. 97 Celebrating Learning Day 2 Read-Aloud
		p. 97 Celebrating Learning Day 2 Small Group
EXPECTATION	2.B.3.b.	Categorize the subject matter of artworks as the same or different
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	2.0.0.0.	Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time
	2.0.0.0	Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group
	2.0.0.	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
	2.0.0.	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
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	2.0.0.	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
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		Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 2 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 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 Small Group p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Large Group p. 22 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. 23 Exploring the Topic - Day 5 Small Group p. 23 Exploring the Topic - Day 5 Small Group p. 23 Exploring the Topic - Day 5 Small Group p. 23 Exploring the Topic - Day 5 Small Group p. 23 Exploring the Topic - Day 5 Small Group p. 23 Exploring the Topic - Day 5 Small Group p. 24 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group
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TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.4.	Describe the processes used to interpret and express ideas in the visual arts and other disciplines
EXPECTATION	2.B.4.a.	Identify the visual qualities of works of art and the environment
		Buildings Study

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EXPECTATION	2.B.4.b.	Explain and use a variety of visual arts processes to express ideas 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. 43 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Day 1 Large-Group Roundup 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 p. 55 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 2 Large-Group Roundup p. 60 Investigation 4 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 2 Large Group p. 64 Investigation 4 Day 2 Large Group p. 65 Investigation 4 Day 2 Large Group p. 66 Investigation 4 Day 2 Large-Group Roundup p. 68 Investigation 4 Day 2 Large-Group Roundup p. 69 Investigation 5 Day 1 Choice Time p. 71 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Large-Group Roundup p. 79 Investigation 5 Day 2 Large-Group Roundup p. 79 Investigation 5 Day 5 Small Group
TOPIC / INDICATOR	FA-V.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Create images and forms from observation, memory, imagination, and feelings
EXPECTATION	3.C.1.a.	Explore art media, processes, and techniques <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup p. 37 Investigation 1 Day 5 Small Group

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		p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group
EXPECTATION	3.C.1.b.	Manipulate art media, materials and tools safely
		Buildings Studyp. 16 Exploring the Topic - Day 2 Large Groupp. 17 Exploring the Topic - Day 2 Large-Group Roundupp. 30 Investigation 1 Day 2 Large-Group Roundupp. 31 Investigation 1 Day 2 Large-Group Roundupp. 37 Investigation 1 Day 5 Small Groupp. 41 Investigation 2 Day 1 Small Groupp. 43 Investigation 2 Day 2 Small Groupp. 47 Investigation 2 Day 4 Large-Group Roundupp. 51 Investigation 3 Outdoor Experiencesp. 53 Investigation 3 Day 1 Large-Group Roundupp. 54 Investigation 3 Day 2 Large Groupp. 55 Investigation 3 Day 2 Large-Group Roundupp. 55 Investigation 3 Day 2 Large Groupp. 60 Investigation 3 Day 5 Choice Timep. 66 Investigation 4 Day 2 Large Groupp. 67 Investigation 4 Day 2 Large-Group Roundupp. 68 Investigation 4 Day 2 Large-Group Roundupp. 72 Investigation 5 Day 1 Choice Timep. 75 Investigation 5 Day 2 Large-Group Roundupp. 75 Investigation 5 Day 3 Large-Group Roundupp. 75 Investigation 5 Day 4 Small Groupp. 75 Investigation 5 Day 5 Choice Timep. 68 Investigation 5 Day 1 Choice Timep. 75 Investigation 5 Day 2 Large-Group Roundupp. 75 Investigation 5 Day 1 Choice Timep. 75 Investigation 5 Day 2 Large-Group Roundupp. 75 Investigation 5 Day 3 Choice Timep. 75 Investigation 5 Day 3 Choice Timep. 75 Investigation 5 Day 5 Choice Timep. 75
EXPECTATION	3.C.1.c.	Create artworks that explore the uses of color, line, and shape, to express ideas <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 30 Investigation 1 Day 2 Large-Group 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 p. 50 Investigation 3 Day 2 Large Group p. 60 Investigation 3 Day 5 Choice Time p. 66 Investigation 4 Day 2 Large Group

		p. 67 Investigation 4 Day 2 Large-Group Roundup p. 68 Investigation 4 Day 3 Large Group
		p. 69 Investigation 4 Day 3 Large-Group Roundup
		p. 72 Investigation 5 Day 1 Choice Time
		p. 75 Investigation 5 Day 2 Large-Group Roundup p. 79 Investigation 5 Day 4 Small Group
		p. 81 Investigation 5 Day 5 Small Group
TOPIC / INDICATOR	FA-V.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will
		demonstrate the ability to organize knowledge and ideas for
		expression in the production of art.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.2.	Investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know, and feel
EXPECTATION	3.C.2.a.	Explore ways images communicate ideas
		Buildings Study
		p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup
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		p. 31 Investigation 1 Day 2 Large-Group Roundup
		p. 37 Investigation 1 Day 5 Small Group
		p. 41 Investigation 2 Day 1 Small Group
		p. 43 Investigation 2 Day 2 Small Group
		p. 47 Investigation 2 Day 4 Large-Group Roundup
		p. 51 Investigation 3 Outdoor Experiences
		p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group
		p. 54 Investigation 3 Day 2 Large Group
		p. 55 Investigation 3 Day 2 Large-Group Roundup
		p. 59 Investigation 3 Day 4 Small Group
		p. 60 Investigation 3 Day 5 Choice Time
		p. 66 Investigation 4 Day 2 Large Group
		p. 67 Investigation 4 Day 2 Large-Group Roundup
		p. 68 Investigation 4 Day 3 Large Group
		p. 69 Investigation 4 Day 3 Large-Group Roundup p. 72 Investigation 5 Day 1 Choice Time
		p. 75 Investigation 5 Day 2 Large-Group Roundup
		p. 79 Investigation 5 Day 4 Small Group
		p. 81 Investigation 5 Day 5 Small Group
EXPECTATION	3.C.2.b.	Identify color, line, and shape in artworks
		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
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		p. 75 Investigation 5 Day 2 Large-Group Roundup p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group
TOPIC / INDICATOR	FA-V.4.	AESTHETICS AND CRITICISM: Students will demonstrate the ability to identify, analyze, and apply criteria for making visual aesthetic judgments.
INDICATOR / PROFICIENCY LEVEL	4.D.	Criticism and Aesthetics
OBJECTIVE	4.D.1.	Develop and apply criteria to evaluate personally created artworks and the artworks of others
EXPECTATION	4.D.1.a.	Observe and respond to selected artworks Buildings Study 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 Choice Time p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 3 Large Group p. 18 Exploring the Topic - Day 3 Large Group p. 18 Exploring the Topic - Day 4 Large Group p. 19 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Small Group p. 23 Exploring the Topic - Day 5 Small Group p. 23 Exploring the Topic - Day 5 Small Group p. 23 Exploring the Topic - Day 5 Small Group p. 23 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 3 Large Group p. 31 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Large 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 Large Group Roundup p. 36 Investigation 1 Day 5 Large-Grou

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		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
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		p. 73 Investigation 5 Day 1 Mighty Minutes
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		p. 75 Investigation 5 Day 2 Small Group
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		p. 94 Celebrating Learning Day 1 Choice Time
		p. 95 Celebrating Learning Day 1 Read-Aloud
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		p. 97 Celebrating Learning Day 2 Read-Aloud
		p. 97 Celebrating Learning Day 2 Small Group
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STANDARD		p. 97 Celebrating Learning Day 2 Small Group Fine Arts - Theatre
	MD.FA-T. FA-T.1.	p. 97 Celebrating Learning Day 2 Small Group Fine Arts - Theatre PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The
STANDARD		p. 97 Celebrating Learning Day 2 Small Group Fine Arts - Theatre PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the
STANDARD		p. 97 Celebrating Learning Day 2 Small Group Fine Arts - Theatre PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the
STANDARD TOPIC / INDICATOR	FA-T.1.	p. 97 Celebrating Learning Day 2 Small Group Fine Arts - Theatre PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.
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STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL	FA-T.1.	p. 97 Celebrating Learning Day 2 Small Group Fine Arts - Theatre PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect. Aesthetics Education Describe ways that theatre depicts themes and stories Listen to and perform nursery rhymes, finger plays, and popular
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STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE	FA-T.1. 1.A. 1.A.1.	p. 97 Celebrating Learning Day 2 Small Group Fine Arts - Theatre PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect. Aesthetics Education Describe ways that theatre depicts themes and stories Listen to and perform nursery rhymes, finger plays, and popular books and other media Buildings Study
STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE EXPECTATION	FA-T.1. 1.A. 1.A.1. 1.A.1.a.	p. 97 Celebrating Learning Day 2 Small Group Fine Arts - Theatre PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect. Aesthetics Education Describe ways that theatre depicts themes and stories Listen to and perform nursery rhymes, finger plays, and popular books and other media Buildings Study p. 31 Investigation 1 Day 2 Small Group
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STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE EXPECTATION	FA-T.1. 1.A. 1.A.1. 1.A.1.a.	p. 97 Celebrating Learning Day 2 Small Group Fine Arts - Theatre PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect. Aesthetics Education Describe ways that theatre depicts themes and stories Listen to and perform nursery rhymes, finger plays, and popular books and other media Buildings Study p. 31 Investigation 1 Day 2 Small Group
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STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE EXPECTATION	FA-T.1. 1.A. 1.A.1. 1.A.1.a.	p. 97 Celebrating Learning Day 2 Small Group Fine Arts - Theatre PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect. Aesthetics Education Describe ways that theatre depicts themes and stories Listen to and perform nursery rhymes, finger plays, and popular books and other media Buildings Study p. 31 Investigation 1 Day 2 Small Group Explore themes and ideas about people and events through improvisational play Buildings Study p. 16 Exploring the Topic - Day 2 Large Group
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STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE EXPECTATION	FA-T.1. 1.A. 1.A.1. 1.A.1.a.	p. 97 Celebrating Learning Day 2 Small GroupFine Arts - TheatrePERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.Aesthetics EducationDescribe ways that theatre depicts themes and storiesListen to and perform nursery rhymes, finger plays, and popular books and other mediaBuildings Study p. 31 Investigation 1 Day 2 Small GroupExplore themes and ideas about people and events through improvisational playBuildings 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
STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE EXPECTATION	FA-T.1. 1.A. 1.A.1. 1.A.1.a.	p. 97 Celebrating Learning Day 2 Small GroupFine Arts - TheatrePERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.Aesthetics EducationDescribe ways that theatre depicts themes and storiesListen to and perform nursery rhymes, finger plays, and popular books and other mediaBuildings Study p. 31 Investigation 1 Day 2 Small GroupExplore themes and ideas about people and events through improvisational playBuildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Mighty Minutes
STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE EXPECTATION	FA-T.1. 1.A. 1.A.1. 1.A.1.a.	p. 97 Celebrating Learning Day 2 Small GroupFine Arts - TheatrePERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.Aesthetics EducationDescribe ways that theatre depicts themes and storiesListen to and perform nursery rhymes, finger plays, and popular books and other mediaBuildings Study p. 31 Investigation 1 Day 2 Small GroupExplore themes and ideas about people and events through improvisational playBuildings 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
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STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE EXPECTATION	FA-T.1. 1.A. 1.A.1. 1.A.1.a.	p. 97 Celebrating Learning Day 2 Small Group Fine Arts - Theatre PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect. Aesthetics Education Describe ways that theatre depicts themes and stories Listen to and perform nursery rhymes, finger plays, and popular books and other media Buildings Study p. 31 Investigation 1 Day 2 Small Group Explore themes and ideas about people and events through improvisational play Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 17 Exploring the Topic - Day 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
STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE EXPECTATION	FA-T.1. 1.A. 1.A.1. 1.A.1.a.	p. 97 Celebrating Learning Day 2 Small GroupFine Arts - TheatrePERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.Aesthetics EducationDescribe ways that theatre depicts themes and storiesListen to and perform nursery rhymes, finger plays, and popular books and other mediaBuildings Study p. 31 Investigation 1 Day 2 Small GroupExplore themes and ideas about people and events through improvisational playBuildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Small Groupp. 18 Exploring the Topic - Day 2 Mighty Minutes p. 17 Exploring the Topic - Day 4 Mighty Minutes p. 21 Exploring the Topic - Day 4 Read-Aloud p. 22 Exploring the Topic - Day 5 Large Group p. 23 Investigation 1 Day 1 Large Group

		 p. 33 Investigation 1 Day 3 Mighty Minutes p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 5 Mighty Minutes p. 37 Investigation 1 Day 5 Mighty Minutes p. 41 Investigation 2 Day 1 Mighty Minutes p. 42 Investigation 2 Day 2 Large Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 3 Choice Time p. 43 Investigation 2 Day 4 Mighty Minutes p. 44 Investigation 2 Day 3 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. 47 Investigation 2 Day 5 Mighty Minutes p. 48 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 Large Group p. 65 Investigation 3 Day 5 Large Group p. 65 Investigation 4 Day 1 Mighty Minutes p. 65 Investigation 4 Day 1 Small Group p. 65 Investigation 4 Day 3 Small Group p. 61 Investigation 5 Day 1 Mighty Minutes p. 73 Investigation 5 Day 1 Small Group p. 71 Investigation 5 Day 1 Small Group p. 73 Investigation 5 Day 1 Mighty Minutes p. 74 Investigation 5 Day 1 Mighty Minutes p. 73 Investigation 5 Day 1 Mighty Minutes p. 74 Investigation 5 Day 1 Small Group p. 74 Investigation 5 Day 4 Large Group p. 75 Investigation 5 Day 4 Large Group p. 76 Investigation 5 Day 4 Large Group p. 77 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Large Grou
TOPIC / INDICATOR	FA-T.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetics Education
OBJECTIVE	1.A.2.	Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances
EXPECTATION	1.A.2.a.	Explore expressive qualities in dance, music, theatre, and visual arts Buildings Study p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 35 Investigation 1 Day 4 Small Group p. 69 Investigation 4 Day 3 Small Group p. 73 Investigation 5 Day 1 Small Group p. 96 Celebrating Learning Day 2 Large Group
TOPIC / INDICATOR	FA-T.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: The students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic texts, and other literature of the theatre.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Contexts
OBJECTIVE	2.B.1.	Express a range of responses to a variety of stimuli
EXPECTATION	2.B.1.b.	Sing and move to a variety of traditional children's songs from a variety of cultures <u>Buildings Study</u> p. 14 Exploring the Topic - Day 1 Large Group

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		p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 3 Large Group p. 18 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 20 Exploring the Topic - Day 4 Mighty Minutes p. 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. 30 Investigation 1 Day 2 Small Group p. 31 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 33 Investigation 1 Day 3 Mighty Minutes p. 34 Investigation 1 Day 4 Large Group p. 34 Investigation 1 Day 5 Large Group p. 34 Investigation 1 Day 5 Large Group p. 36 Investigation 2 Day 1 Large Group p. 42 Investigation 2 Day 1 Large Group p. 42 Investigation 2 Day 2 Large Group p. 42 Investigation 2 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 44 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Large Group p. 48 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Large Group p. 51 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Mighty Minutes p. 48 Investigation 3 Day 1 Large Group p. 51 Investigation 3 Day 1 Mighty Minutes p. 54 Investigation 3 Day 1 Large Group p. 55 Investigation 3 Day 2 Large Group p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 4 Large Group p. 56 Investigation 3 Day 4 Large Group p. 56 Investigation 3 Day 5 Large Group p. 60 Investigation 3 Day 5 Large Group p. 61 Investigation 4 Day 1 Large Group p. 61 Investigation 4 Day 1 Large Group p. 64 Investigation 4 Day 1 Large Group p. 64 Investigation 4 Day 1 Large Group p. 64 Investigation 5 Day 5 Large Group p. 66 Investigation 5 Day 4 Large Group p. 76 Investigation 5 Day 1 Large Group p. 76 Investigation 5 Day 1 Large Group p. 76 Investigation 5 Day 3 Large Group p. 76 Investigation 5 Day 4 Large Group p. 76 Investigation 5 Day 4 Large Group p. 76 Investigation 5 Day 4
TOPIC / INDICATOR	FA-T.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Use a variety of theatrical elements to communicate ideas and feelings
EXPECTATION	3.C.1.b.	Use sound effects, costumes, and properties to enhance the quality of dramatic activities <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 21 Exploring the Topic - Day 4 Read-Aloud p. 22 Exploring the Topic - Day 5 Large Group

		 p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 4 Mighty Minutes p. 34 Investigation 1 Day 4 Mighty Minutes p. 35 Investigation 1 Day 4 Mighty Minutes p. 37 Investigation 1 Day 2 Large Group p. 35 Investigation 2 Day 1 Mighty Minutes p. 41 Investigation 2 Day 2 Large Group p. 43 Investigation 2 Day 2 Mighty Minutes p. 43 Investigation 2 Day 2 Mighty Minutes p. 43 Investigation 2 Day 3 Choice Time p. 43 Investigation 2 Day 5 Mighty Minutes p. 45 Investigation 2 Day 5 Large Group p. 48 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 Large Group p. 53 Investigation 3 Day 1 Large Group p. 66 Investigation 3 Day 1 Sangl Group p. 66 Investigation 4 Day 1 Small Group p. 68 Investigation 4 Day 1 Small Group p. 68 Investigation 4 Day 3 Small Group p. 68 Investigation 5 Day 1 Mighty Minutes p. 73 Investigation 5 Day 1 Mighty Minutes p. 73 Investigation 5 Day 1 Mighty Minutes p. 73 Investigation 5 Day 1 Small Group p. 74 Investigation 5 Day 1 Mighty Minutes p. 73 Investigation 5 Day 1 Mighty Minutes p. 74 Investigation 5 Day 1 Large Group p. 73 Investigation 5 Day 1 Mighty Minutes p. 74 Investigation 5 Day 1 Small Group p. 74 Investigation 5 Day 1 Large Group p. 74 Investigation 5 Day 1 Mighty Minutes p. 73 Investigation 5 Day 2 Large Group p. 74 Investigation 5 Day 4 Large Group p. 74 Investigation 5 Day 4 Large Group p. 74 Investigation 5 Day 4 Larg
EXPECTATION	3.C.1.c.	Explore the expressive qualities of a variety of locomotor and non- locomotor movements <u>Buildings Study</u> p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 96 Celebrating Learning Day 2 Large Group
EXPECTATION	3.C.1.d.	Improvise roles and behaviors associated with a variety of animals and professions 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 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 5 Mighty Minutes p. 37 Investigation 1 Day 5 Mighty Minutes

		 p. 41 Investigation 2 Day 1 Mighty Minutes p. 42 Investigation 2 Day 2 Large Group p. 43 Investigation 2 Day 2 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 Small Group p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 3 Large Group p. 60 Investigation 3 Day 5 Large Group p. 61 Investigation 3 Day 5 Large Group p. 63 Investigation 3 Day 3 Large Group p. 64 Investigation 4 Day 1 Mighty Minutes p. 65 Investigation 4 Day 1 Small Group p. 65 Investigation 4 Day 1 Small Group p. 68 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 Mighty Minutes p. 73 Investigation 5 Day 1 Mighty Minutes p. 74 Investigation 5 Day 1 Mighty Minutes p. 75 Investigation 5 Day 1 Mighty Minutes p. 76 Investigation 5 Day 1 Mighty Minutes p. 77 Investigation 5 Day 1 Mighty Minutes p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 5 Choice Time p. 80 Investigation 5 Day 5 Large Group p. 79 Investigation 5 Day 5 Large Group p. 79 Investigation 5 Day 5 Large Group p. 79 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 5 Large Group p. 79 Investigation 5 Day 5 Large Group p. 80 Investigation 5 Day 5 Large Group<!--</td-->
TOPIC / INDICATOR	FA-T.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.2.	Demonstrate knowledge of theatre performance and production skills in formal and informal presentations
EXPECTATION	3.C.2.a.	Recognize that a play has characters, dialogue, setting(s), and tells a story <u>Buildings Study</u> p. 35 Investigation 1 Day 4 Small Group p. 69 Investigation 4 Day 3 Small Group p. 73 Investigation 5 Day 1 Small Group
EXPECTATION	3.C.2.b.	Observe and identify what characters do in a variety of settings <u>Buildings Study</u> p. 35 Investigation 1 Day 4 Small Group p. 69 Investigation 4 Day 3 Small Group p. 73 Investigation 5 Day 1 Small Group
EXPECTATION	3.C.2.c.	Imitate the actions of observed characters and objects <u>Buildings Study</u> p. 35 Investigation 1 Day 4 Small Group p. 69 Investigation 4 Day 3 Small Group p. 73 Investigation 5 Day 1 Small Group
TOPIC / INDICATOR	FA-T.4.	AESTHETICS AND CRITICISM: Students will demonstrate the ability to identify, analyze, and apply criteria for making aesthetic judgments.
INDICATOR / PROFICIENCY LEVEL	4.D.	Aesthetics and Criticism
OBJECTIVE	4.D.2.	Identify, describe, and apply criteria to assess dramatic texts and

		other literature of the theatre
EXPECTATION	4.D.2.a.	Identify and discuss characters in stories
	D.2.a.	Buildings Study p. 35 Investigation 1 Day 4 Small Group p. 69 Investigation 4 Day 3 Small Group p. 73 Investigation 5 Day 1 Small Group
STRAND / TOPIC / STANDARD	MD.FA-D.	Fine Arts - Dance
TOPIC / INDICATOR	FA-D.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, perform, and respond to dance.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.1.	Demonstrate knowledge of how elements of dance are used to communicate meaning
EXPECTATION	1.A.1.a.	Demonstrate selected locomotor and non-locomotor movements that communicate ideas, thoughts, and feelings <u>Buildings Study</u> p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 96 Celebrating Learning Day 2 Large Group
EXPECTATION	1.A.1.b.	Combine selected characteristics of the elements of dance, such as body parts and positions; shapes, levels, energy, fast and slow, and use sensory stimuli to create movement <u>Buildings Study</u> p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 96 Celebrating Learning Day 2 Large Group
TOPIC / INDICATOR	FA-D.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, perform, and respond to dance.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.2.	Demonstrate kinesthetic awareness and technical proficiency in dance movement
EXPECTATION	1.A.2.a.	Explore locomotor and non-locomotor movements using kinesthetic awareness Buildings Study p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 96 Celebrating Learning Day 2 Large Group
EXPECTATION	1.A.2.b.	Respond to prompts related to timing while executing locomotor and non-locomotor movements Buildings Study p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 96 Celebrating Learning Day 2 Large Group
EXPECTATION	1.A.2.c.	Perform and name selected dance movements <u>Buildings Study</u> p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 96 Celebrating Learning Day 2 Large Group
EXPECTATION	1.A.2.d.	Reproduce movement demonstrated by the teacher

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		Buildings Study p. 27 Investigation 1 Outdoor Experiences
		p. 32 Investigation 1 Day 3 Large Group
		p. 96 Celebrating Learning Day 2 Large Group
TOPIC / INDICATOR	FA-D.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION:
		Students will demonstrate the ability to perceive, perform, and
		respond to dance.
INDICATOR / PROFICIENCY LEVEL		Aesthetic Education
OBJECTIVE	1.A.3.	Respond to dance through observation, experience, and analysis
EXPECTATION	1.A.3.a.	Apply the language of dance to observed movement
		Buildings Study
		p. 27 Investigation 1 Outdoor Experiences
		p. 32 Investigation 1 Day 3 Large Group
		p. 96 Celebrating Learning Day 2 Large Group
EXPECTATION	1.A.3.b.	Explore the uses of dance movements
		Buildings Study
		p. 27 Investigation 1 Outdoor Experiences
		p. 32 Investigation 1 Day 3 Large Group p. 96 Celebrating Learning Day 2 Large Group
TOPIC / INDICATOR	FA-D.2.	
TOPIC / INDICATOR	FA-D.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of dance as an essential aspect of
		history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.1.	Demonstrate knowledge of dances from a variety of cultures
EXPECTATION	2.B.1.a.	View dances from other cultures
		Buildings Study p. 27 Investigation 1 Outdoor Experiences
		p. 32 Investigation 1 Day 3 Large Group
		p. 96 Celebrating Learning Day 2 Large Group
EXPECTATION	2.B.1.b.	Perform selected traditional dances from various cultures
		Buildings Study
		p. 27 Investigation 1 Outdoor Experiences
		p. 32 Investigation 1 Day 3 Large Group
		p. 96 Celebrating Learning Day 2 Large Group
TOPIC / INDICATOR	FA-D.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will
		demonstrate an understanding of dance as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY	2 B	Historical, Cultural, and Social Context
LEVEL	2.0.	
OBJECTIVE	2.B.2.	Relate dance to history, society and personal experience
EXPECTATION	2.B.2.a.	View and discuss selected contemporary and representative dance
		styles from other times and places and label them as old or new
		Buildings Study
		p. 27 Investigation 1 Outdoor Experiences
		p. 32 Investigation 1 Day 3 Large Group
	<u> </u>	p. 96 Celebrating Learning Day 2 Large Group
EXPECTATION	2.B.2.b.	Create movements that express specific moods
		Buildings Study
		p. 27 Investigation 1 Outdoor Experiences
		p. 32 Investigation 1 Day 3 Large Group
		p. 96 Celebrating Learning Day 2 Large Group

TOPIC / INDICATOR	FA-D.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.3.	Demonstrate understanding of the relationships between and among dance and other content areas
EXPECTATION	2.B.3.a.	Explore ways line and shape are used in dance and other content areas Buildings Study p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 96 Celebrating Learning Day 2 Large Group
TOPIC / INDICATOR	FA-D.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to create and perform dance.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Develop the ability to improvise dance
EXPECTATION	3.C.1.a.	Improvise movements to communicate ideas and concepts in response to a variety of stimuli Buildings Study p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 96 Celebrating Learning Day 2 Large Group
EXPECTATION	3.C.1.b.	Use improvisation to link two or more locomotor or non-locomotor movements Buildings Study p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 96 Celebrating Learning Day 2 Large Group
EXPECTATION	3.C.1.c.	Communicate ideas from stories, poems, or songs using improvisation Buildings Study p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 96 Celebrating Learning Day 2 Large Group
TOPIC / INDICATOR	FA-D.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to create and perform dance.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.2.	Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning
EXPECTATION	3.C.2.a.	Communicate movement ideas using the elements of dance <u>Buildings Study</u> p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 96 Celebrating Learning Day 2 Large Group
EXPECTATION	3.C.2.b.	Demonstrate movement effects using repetition <u>Buildings Study</u> p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 96 Celebrating Learning Day 2 Large Group
EXPECTATION	3.C.2.c.	Use dance movement to tell stories

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		Buildings Study p. 27 Investigation 1 Outdoor Experiences
		p. 32 Investigation 1 Day 3 Large Group
		p. 96 Celebrating Learning Day 2 Large Group
TOPIC / INDICATOR	FA-D.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to create and perform dance.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.3.	Develop performance competencies in dance
EXPECTATION	3.C.3.a.	Recognize how specific performance competencies, such as maintaining formation, maintaining personal space, entrance and exit affect dance presentation
		<u>Buildings Study</u> p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 96 Celebrating Learning Day 2 Large Group
EXPECTATION	3.C.3.b.	Complete simple dances from beginning to end, following cues or models
		<u>Buildings Study</u> p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 96 Celebrating Learning Day 2 Large Group
TOPIC / INDICATOR	FA-D.4.	AESTHETIC CRITICISM: Students will demonstrate the ability to make aesthetic judgments in dance.
INDICATOR / PROFICIENCY LEVEL	4.D.	Aesthetic Criticism
OBJECTIVE	4.D.1.	Identify and apply criteria to evaluate choreography and performance
EXPECTATION	4.D.1.a.	Recognize and describe locomotor and non-locomotor movements in dance performances Buildings Study p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 96 Celebrating Learning Day 2 Large Group
EXPECTATION	4.D.1.b.	Recognize selected characteristics of the elements of dance in performances, such as body parts and positions, shapes and levels, and tempo in performances
		Buildings Study p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 96 Celebrating Learning Day 2 Large Group
STRAND / TOPIC / STANDARD	MD.PE.	Physical Education
TOPIC / INDICATOR	PE.1.	SKILLFULNESS: Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combing skills effectively in skill themes, and applying skills.
INDICATOR / PROFICIENCY LEVEL	1.A.	Fundamental Movement
OBJECTIVE	1.A.1.	Show fundamental movement skills
EXPECTATION	1.A.1.a.	Use general spatial awareness and self space awareness in physical activity
		Buildings Study p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes

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EXPECTATION	1.A.1.b.	 p. 22 Exploring the Topic - Day 5 Large Group p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 40 Investigation 2 Day 1 Large Group p. 55 Investigation 3 Day 2 Mighty Minutes p. 60 Investigation 3 Day 5 Large Group p. 71 Investigation 5 Outdoor Experiences p. 96 Celebrating Learning Day 2 Large Group Demonstrate locomotor skills including walking, jogging, running, galloping, hopping, and jumping
		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
EXPECTATION	1.A.1.c.	Demonstrate non-locomotive skills of bending and stretching <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 1 Day 5 Large Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences p. 96 Celebrating Learning Day 2 Large Group
TOPIC / INDICATOR	PE.1.	SKILLFULNESS: Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combing skills effectively in skill themes, and applying skills.
INDICATOR / PROFICIENCY LEVEL	1.B.	Creative Movement
OBJECTIVE	1.B.1.	Show creative movement skills
EXPECTATION	1.B.1.b.	Demonstrate spatial concepts of big, small, tall, and short in a variety of movement patterns <u>Buildings Study</u> p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 22 Exploring the Topic - Day 5 Large Group p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 40 Investigation 2 Day 1 Large Group p. 55 Investigation 3 Day 2 Mighty Minutes p. 60 Investigation 3 Day 5 Large Group p. 71 Investigation 5 Outdoor Experiences p. 96 Celebrating Learning Day 2 Large Group
TOPIC / INDICATOR	PE.2.	BIOMECHANICAL PRINCIPLES: Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.
INDICATOR / PROFICIENCY LEVEL	2.A.	Effects on Objects
OBJECTIVE	2.A.1.	Identify ways that people and objects move
EXPECTATION	2.A.1.a.	Show how a body moves fast and slow <u>Buildings Study</u> p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 22 Exploring the Topic - Day 5 Large Group

EXPECTATION	2.A.1.b.	 p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 40 Investigation 2 Day 1 Large Group p. 55 Investigation 3 Day 2 Mighty Minutes p. 60 Investigation 3 Day 5 Large Group p. 71 Investigation 5 Outdoor Experiences p. 96 Celebrating Learning Day 2 Large Group Show how to move a body forward, backward, and sideways in open
		space <u>Buildings Study</u> p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 22 Exploring the Topic - Day 5 Large Group p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 40 Investigation 2 Day 1 Large Group p. 55 Investigation 3 Day 2 Mighty Minutes p. 60 Investigation 3 Day 5 Large Group p. 71 Investigation 5 Outdoor Experiences p. 96 Celebrating Learning Day 2 Large Group
TOPIC / INDICATOR	PE.3.	MOTOR LEARNING PRINCIPLES: Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.
INDICATOR / PROFICIENCY LEVEL	3.A.	Appropriate Practices
OBJECTIVE	3.A.1.	Recognize that skills will develop over time with appropriate practice and use of the correct cues.
EXPECTATION	3.A.1.a.	Show basic motor skills, using imitation, as a means for motor skill improvement 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
TOPIC / INDICATOR	PE.3.	MOTOR LEARNING PRINCIPLES: Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.
INDICATOR / PROFICIENCY LEVEL	3.B.	Corrective Feedback
OBJECTIVE	3.B.1.	Identify the importance of corrective feedback on performance
EXPECTATION	3.B.1.a.	Use verbal and visual cues to improve skill performance <u>Buildings Study</u> p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 1 Day 5 Large Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences p. 96 Celebrating Learning Day 2 Large Group
TOPIC / INDICATOR	PE.6.	SOCIAL PSYCHOLOGICAL PRINCIPLES: Students will demonstrate the ability to use skills essential for developing self- efficacy, fostering a sense of community, and working effectively with others in physical activity settings.
INDICATOR / PROFICIENCY	6.A.	Safety in Physical Activity

LEVEL		
OBJECTIVE	6.A.1.	Demonstrate safety in physical activity settings
EXPECTATION	6.A.1.a.	Use person and general space safely in a physical activity setting to avoid injury <u>Buildings Study</u> p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 22 Exploring the Topic - Day 5 Large Group p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group p. 40 Investigation 2 Day 1 Large Group p. 55 Investigation 3 Day 2 Mighty Minutes p. 60 Investigation 3 Day 5 Large Group p. 71 Investigation 5 Outdoor Experiences p. 96 Celebrating Learning Day 2 Large Group
STRAND / TOPIC / STANDARD	MD.HE.EC.	Health Education
TOPIC / INDICATOR	HE.6.	NUTRITION AND FITNESS: Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.
INDICATOR / PROFICIENCY LEVEL	6.A.	Responses to Food
OBJECTIVE	6.A.1.	Students will identify the relationship between food and the senses
EXPECTATION	6.A.1.a.	Recognize that foods have different tastes such as, sweet, sour, bitter, and salty <u>Buildings Study</u> p. 97 Celebrating Learning Day 2 Small Group
TOPIC / INDICATOR	HE.6.	NUTRITION AND FITNESS: Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.
INDICATOR / PROFICIENCY LEVEL	6.E.	Food and Health
OBJECTIVE	6.E.1.	Recognize the relationship between food and health
EXPECTATION	6.E.1.a.	Tell why the body needs food Buildings Study
		p. 97 Celebrating Learning Day 2 Small Group

Clothes Study State: Maryland Model for School Readiness

Subject: Early Childhood Education

Grade: Ages 3-5

STRAND / TOPIC / STANDARD	MD.PSD.	Personal and Social Development
TOPIC / INDICATOR	PSD.1.	PERSONAL SELF-REGULATIONS: Students will demonstrate effective personal functioning in group settings and as individuals.
INDICATOR / PROFICIENCY LEVEL	1.A.	Self Concept and Control
OBJECTIVE	1.A.2.	Uses coping skills with help from others
EXPECTATION	1.A.2.a.	Relate needs, wants, and feelings to others
		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. 059 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Read-Aloud
TOPIC / INDICATOR	PSD.1.	PERSONAL SELF-REGULATIONS: Students will demonstrate effective personal functioning in group settings and as individuals.
INDICATOR / PROFICIENCY LEVEL	1.A.	Self Concept and Control
OBJECTIVE	1.A.4.	Follow simple classroom rules and routines with guidance
EXPECTATION	1.A.4.a.	Generate and follow classroom rules <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 049 Investigation 3 Outdoor Experiences p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud
EXPECTATION	1.A.4.b.	Plan routine activities in the classroom with guidance <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 049 Investigation 3 Outdoor Experiences p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud
TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others

EXPECTATION2.A.1.a.Initiate conversation with peers and adultsClothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Read-Aloud p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 3 Small Group 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 Large Group p. 021 Exploring the Topic Day 4 Large Group	
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TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	2.A.2.	Participate cooperatively in group activities
EXPECTATION	2.A.2.a.	Listen to directions from peers and responds to simple tasks 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 3 Outdoor Experiences p. 049 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 057 Investigation 4 Outdoor Experiences p. 061 Investigation 4 Outdoor Experiences p. 067 Investigation 4 Day 3 Small Group p. 072 Investigation 4 Day 3 Small Group p. 072 Investigation 5 Day 2 Large Group
EXPECTATION	2.A.2.b.	p. 077 Investigation 6 Outdoor Experience p. 081 Investigation 6 Day 2 Mighty Minutes p. 107 Celebrating Learning Outdoor Experiences Understand rules of group activities with guidance
		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
EXPECTATION	2.A.2.c.	Speak of individual contributions and group accomplishments Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Read-Aloud p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 017 Exploring the Topic Day 3 Large-Group Roundup p. 018 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 3 Read-Aloud p. 019 Exploring the Topic Day 3 Small Group p. 019 Exploring the Topic Day 4 Large Group p. 020 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Large-Group Roundup

p. 023 Exploring the Topic Day 5 Read-Aloud p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup p. 031 Investigation 1 Day 2 Mighty Minutes p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 033 Investigation 1 Day 3 Small Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 035 Investigation 1 Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Small Group p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Choice Time p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Read-Aloud p. 041 Investigation 2 Day 1 Small Group p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 2 Large-Group Roundup p. 043 Investigation 2 Day 2 Mighty Minutes p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Choice Time p. 045 Investigation 2 Day 3 Large-Group Roundup p. 045 Investigation 2 Day 3 Small Group p. 045 Investigation 2 day 3 Read-Aloud p. 046 Investigation 2 Day 4 Choice Time p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Large-Group Roundup p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 3 Outdoor Experiences p. 050 Investigation 3 Day 1 Choice Time p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Small Group p. 051 Investigation 3 Day 1 Large-Group Roundup p. 051 Investigation 3 Day 1 Read-Aloud p. 052 Investigation 3 Day 2 Choice Time p. 052 Investigation 3 Day 2 Large Group p. 053 Investigation 3 Day 2 Large-Group Roundup p. 053 Investigation 3 Day 2 Small Group p. 054 Investigation 3 Day 3 Choice Time p. 054 Investigation 3 Day 3 Large Group p. 055 Investigation 3 Day 3 Large-Group Roundup p. 055 Investigation 3 Day 3 Read-Aloud p. 055 Investigation 3 Day 3 Small Group p. 056 Investigation 3 Day 4 Choice Time p. 056 Investigation 3 Day 4 Large Group p. 057 Investigation 3 Day 4 Large-Group Roundup p. 057 Investigation 3 Day 4 Small Group p. 058 Investigation 3 Day 5 Choice Time p. 058 Investigation 3 Day 5 Large Group p. 059 Investigation 3 Day 5 Read-Aloud

p. 059 Investigation 3 Day 5 Small Group p. 059 Investigation 3 Day Large-Group Roundup p. 062 Investigation 4 Day 1 Large Group p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Large-Group Roundup p. 063 Investigation 4 Day 1 Small Group p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Choice Time p. 065 Investigation 4 Day 2 Large-Group Roundup p. 065 Investigation 4 Day 2 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 066 Investigation 4 Day 3 Large Group p. 067 Investigation 4 Day 3 Large-Group Roundup p. 067 Investigation 4 Day 3 Small Group p. 070 Investigation 5 Day 1 Choice Time p. 070 Investigation 5 Day 1 Large Group p. 071 Investigation 5 Day 1 Large-Group Roundup p. 071 Investigation 5 Day 1 Small Group p. 072 Investigation 5 Day 2 Choice Time p. 072 Investigation 5 Day 2 Large Group p. 073 Investigation 5 Day 2 Large-Group Roundup p. 073 Investigation 5 Day 2 Read-Aloud p. 073 Investigation 5 Day 2 Small Group p. 074 Investigation 5 Day 3 Choice Time p. 074 Investigation 5 Day 3 Large Group p. 075 Investigation 5 Day 3 Large-Group Roundup p. 075 Investigation 5 Day 3 Small Group p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Choice Time p. 079 Investigation 6 Day 1 Large-Group Roundup p. 079 Investigation 6 Day 1 Small Group p. 080 Investigation 6 Day 2 Choice Time p. 080 Investigation 6 Day 2 Large Group p. 081 Investigation 6 Day 2 Large-Group Roundup p. 081 Investigation 6 Day 2 Small Group p. 082 Investigation 6 Day 3 Choice Time p. 082 Investigation 6 Day 3 Large Group p. 083 Investigation 6 Day 3 Large-Group Roundup p. 083 Investigation 6 Day 3 Read-Aloud p. 083 Investigation 6 Day 3 Small Group p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 6 Day 4 Choice Time p. 085 Investigation 6 Day 4 Large-Group Roundup p. 085 Investigation 6 Day 4 Read-Aloud p. 085 Investigation 6 Day 4 Small Group p. 086 Investigation 6 Day 5 Choice Time p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 6 Day 5 Small Group p. 087 Investigation 6 Day 5Large-Group Roundup p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Large-Group Roundup p. 091 Investigation 7 Day 1 Read-Aloud p. 091 Investigation 7 Day 1 Small Group p. 092 Investigation 7 Day 2 Choice Time p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Large-Group Roundup p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Large-Group Roundup p. 095 Investigation 7 Day 3 Small Group p. 108 Celebrating Learning Day 1 Choice Time

		p. 108 Celebrating Learning Day 1 Large Group p. 109 Celebrating Learning Day 1 Large-Group Roundup p. 110 Celebrating Learning Day 2 Choice Time p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day Large-Group Roundup
TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	3.A.3.	Show empathy and concern for peers and adults
EXPECTATION	3.A.3.a.	Understand basic feelings, such as happiness or sadness, as expressed by others verbally or non-verbally <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 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 3 Day 3 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 3 Read-Aloud p. 072 Investigation 6 Day 3 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Read-Aloud
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.1.	Show eagerness and curiosity as a learner
EXPECTATION	3.A.1.b.	Ask some questions about new things and experiences <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 040 Investigation 2 Day 1 Large Group p. 046 Investigation 2 Day 4 Large Group p. 054 Investigation 3 Day 3 Large Group p. 072 Investigation 5 Day 2 Large Group p. 082 Investigation 6 Day 3 Large Group p. 084 Investigation 6 Day 4 Large Group
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL		Approaches Toward Learning
OBJECTIVE	3.A.2.	Attend to learning tasks with guidance
EXPECTATION	3.A.2.b.	Listen to simple directions specific to the tasks

		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 4 Mighty Minutes p. 049 Investigation 3 Outdoor Experiences p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 057 Investigation 3 Day 4 Mighty Minutes
		p. 061 Investigation 4 Outdoor Experiences p. 067 Investigation 4 Day 3 Small Group p. 072 Investigation 5 Day 2 Large Group p. 077 Investigation 6 Outdoor Experience p. 081 Investigation 6 Day 2 Mighty Minutes p. 107 Celebrating Learning Outdoor Experiences
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.3.	Use some learning strategies when approaching new tasks
EXPECTATION	3.A.3.b.	Ask questions to seek ideas for new tasks <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 040 Investigation 2 Day 1 Large Group p. 046 Investigation 2 Day 4 Large Group p. 054 Investigation 3 Day 3 Large Group p. 072 Investigation 5 Day 2 Large Group p. 082 Investigation 6 Day 3 Large Group p. 084 Investigation 6 Day 4 Large Group
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.4.	Accepts responsibility for learning
EXPECTATION	3.A.4.b.	Participate in classroom activities <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 049 Investigation 3 Outdoor Experiences p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud
STRAND / TOPIC / STANDARD	MD.LLD.	Language and Literacy Development
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS:

		Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.1.	Discriminate sounds and words
EXPECTATION	1.A.1.a.	Proceedings and words Tell whether sounds are same or different Clothes Study p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 019 Exploring the Topic Day 4 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 035 Investigation 1 Day 4 Small Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 4 Day 1 Small Group p. 063 Investigation 5 Day 1 Small Group p. 061 Investigation 5 Day 1 Small Group p. 075 Investigation 5 Day 3 Small Group p. 079 Investigation 6 Day 1 Small Group p. 079 Investigation 7 Day 2 Small Group p. 081 Investigation 7 Day 2 Small Group p. 093 Investigation 7 Day 3 Small Group p. 095 Investigation 7 Day 3 Small Group p. 095 Investigation 7 Day 3 Small Group
EXPECTATION	1.A.1.c.	Identify and repeat initial sounds in words 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. 033 Investigation 1 Day 3 Mighty Minutes p. 037 Investigation 1 Day 3 Mighty Minutes p. 037 Investigation 1 Day 3 Mighty Minutes p. 045 Investigation 2 Day 3 Mighty Minutes p. 051 Investigation 3 Day 1 Mighty Minutes p. 053 Investigation 4 Day 1 Mighty Minutes p. 063 Investigation 5 Day 2 Mighty Minutes p. 063 Investigation 5 Day 2 Mighty Minutes p. 075 Investigation 5 Day 3 Mighty Minutes p. 075 Investigation 5 Day 3 Mighty Minutes p. 075 Investigation 6 Day 3 Mighty Minutes p. 084 Investigation 6 Day 4 Large Group p. 084 Investigation 7 Day 1 Mighty Minutes p. 093 Investigation 7 Day 2 Small Group p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Large Group p. 094 Investigation
EXPECTATION	1.A.1.d.	Classify words by initial sounds <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 029 Investigation 1 Day 1 Mighty Minutes p. 033 Investigation 1 Day 3 Mighty Minutes p. 037 Investigation 1 Day 5 Mighty Minutes p. 045 Investigation 2 Day 3 Mighty Minutes p. 051 Investigation 3 Day 1 Mighty Minutes p. 055 Investigation 3 Day 1 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. 073 Investigation 5 Day 3 Sinah 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
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.2.	Discriminate and produce rhyming words and alliteration.
EXPECTATION	1.A.2.a.	Repeat rhyming words Clothes Study p. 015 Exploring the Topic Day 1 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 020 Exploring the Topic Day 5 Mighty Minutes p. 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 4 Large Group p. 035 Investigation 1 Day 4 Mighty Minutes p. 034 Investigation 2 Day 1 Mighty Minutes p. 041 Investigation 2 Day 2 Read-Aloud p. 043 Investigation 3 Day 2 Mighty Minutes p. 043 Investigation 3 Day 4 Small Group p. 053 Investigation 3 Day 5 Small Group p. 053 Investigation 5 Day 1 Small Group p. 051 Investigation 5 Day 1 Small Group p. 071 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 6 Day 3 Small Group p. 075 Investigation 6 Day 3 Small Group p. 075 Investigation 6 Day 4 Large Group p. 075 Investigation 6 Day 3 Small Group p. 075 Investigation 6 Day 4 Large Group p. 083 Investigation 6 Day 4 Large Group p. 084 Investigation 6 Day 5 Large Group p. 0
EXPECTATION	1.A.2.b.	Repeat phrases and sentences with alliteration <u>Clothes Study</u> p. 066 Investigation 4 Day 3 Large Group p. 075 Investigation 5 Day 3 Small Group p. 093 Investigation 7 Day 2 Small Group
EXPECTATION	1.A.2.c.	Discriminate rhyming words from non-rhyming words <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 023 Exploring the Topic Day 5 Mighty Minutes p. 029 Investigation 1 Day 1 Mighty Minutes

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		 p. 030 Investigation 1 Day 2 Large Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Mighty Minutes p. 041 Investigation 2 Day 1 Mighty Minutes p. 043 Investigation 2 Day 2 Read-Aloud p. 046 Investigation 2 Day 4 Large Group p. 053 Investigation 3 Day 2 Mighty Minutes p. 053 Investigation 3 Day 2 Mighty Minutes p. 057 Investigation 3 Day 4 Small Group p. 059 Investigation 4 Day 1 Small Group p. 071 Investigation 5 Day 1 Small Group p. 073 Investigation 5 Day 2 Small Group p. 073 Investigation 5 Day 2 Small Group p. 075 Investigation 5 Day 3 Mighty Minutes p. 075 Investigation 5 Day 3 Small Group p. 075 Investigation 6 Day 4 Small Group p. 075 Investigation 6 Day 3 Small Group p. 075 Investigation 6 Day 3 Small Group p. 075 Investigation 6 Day 4 Large Group p. 075 Investigation 6 Day 4 Large Group p. 083 Investigation 6 Day 4 Large Group p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 6 Day 5 Large Group p. 086 Investigation 7 Day 2 Mighty Minutes p. 093 Investigation 7 Day 2 Mighty Minutes p. 093 Investigation 7 Day 2 Small Group p. 095 Investigation 7 Day 2 Mighty Minutes p. 095 Investigation 7 Day 2 Mighty Minutes p. 100 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Mighty Minutes
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.3.	Blend sounds and syllables to form words
EXPECTATION	1.A.3.a.	Orally blend syllables into a whole word, such as fun-ny = funny <u>Clothes Study</u> p. 041 Investigation 2 Day 1 Small Group p. 071 Investigation 5 Day 1 Small Group p. 075 Investigation 5 Day 3 Small Group p. 093 Investigation 7 Day 2 Small Group
		p. 095 Investigation 7 Day 3 Small Group
TOPIC / INDICATOR	LLD-PA.1.	p. 095 Investigation 7 Day 3 Small Group GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL		GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate
INDICATOR / PROFICIENCY		GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.

TOPIC / INDICATOR	LLD-P.1. 1.B.	 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 7 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 GENERAL READING PROCESSES - PHONICS: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.
OBJECTIVE	1.B.1.	Recognize that letters have corresponding sounds
EXPECTATION	1.B.1.a.	Recognize similarities and differences in letter shapes <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Mighty Minutes p. 015 Exploring the Topic Day 2 Mighty Minutes p. 017 Exploring the Topic Day 3 Mighty Minutes p. 019 Exploring the Topic Day 4 Small Group p. 021 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Mighty Minutes p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Choice Time p. 056 Investigation 4 Day 3 Choice Time p. 066 Investigation 4 Day 3 Choice Time p. 066 Investigation 4 Day 3 Choice Time p. 066 Investigation 5 Day 1 Mighty Minutes p. 079 Investigation 6 Day 1 Small Group p. 079 Investigation 6 Day 1 Mighty Minutes p. 079 Investigation 6 Day 1 Mighty Minutes p. 079 Investigation 6 Day 1 Small Group p. 081 Investigation 6 Day 1 Small Group p. 081 Investigation 6 Day 1 Mighty Minutes p. 079 Investigation 6 Day 1 Mighty Minutes p. 079 Investigation 6 Day 1 Small Group p. 083 Investigation 6 Day 3 Small Group p. 084 Investigation 6 Day 3 Large Group p. 084 Investigation 6 Day 3 Large Group p. 084 Investigation 6 Day 3 Large Group p. 084 Investigation 7 Day 3 Small Group p. 093 Investigation 7 Day 3 Small Group p. 093 Investigation 7 Day 3 Mighty Minutes p. 095 Investigation 7 Day 3 Small Group p. 095 Investigation 7 Day 3 Small Group
EXPECTATION	1.B.1.b.	Match familiar consonant sounds to appropriate letters, such as m, b, f, t, p <u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 029 Investigation 1 Day 1 Mighty Minutes p. 051 Investigation 3 Day 1 Mighty Minutes p. 055 Investigation 3 Day 3 Mighty Minutes p. 071 Investigation 5 Day 1 Small Group p. 073 Investigation 5 Day 2 Mighty Minutes p. 075 Investigation 5 Day 3 Mighty Minutes p. 079 Investigation 5 Day 3 Mighty Minutes p. 079 Investigation 7 Day 1 Small Group p. 091 Investigation 7 Day 2 Small Group p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Large Group
TOPIC / INDICATOR	LLD-P.1.	GENERAL READING PROCESSES - PHONICS: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.
INDICATOR / PROFICIENCY LEVEL	1.B.	Phonics

OBJECTIVE	1.B.2.	Decode words in grade-level texts
EXPECTATION	1.B.2.a.	Identify and name some upper and lower case letters in words,
		especially those in the student's own name
		Clothes Study
		p. 015 Exploring the Topic Day 1 Mighty Minutes
		p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes
		p. 017 Exploring the Topic Day 2 Mighty Minutes
		p. 021 Exploring the Topic Day 3 mighty minutes
		p. 023 Exploring the Topic Day 5 Small Group
		p. 035 Investigation 1 Day 4 Small Group
		p. 037 Investigation 1 Day 5 Mighty Minutes
		p. 041 Investigation 2 Day 1 Small Group
		p. 043 Investigation 2 Day 2 Mighty Minutes
		p. 043 Investigation 2 Day 2 Small Group
		p. 045 Investigation 2 Day 3 Choice Time
		p. 056 Investigation 3 Day 4 Large Group
		p. 063 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 3 Choice Time
		p. 066 Investigation 4 Day 3 Choice Time p. 066 Investigation 4 Day 3 Large Group
		p. 071 Investigation 5 Day 1 Mighty Minutes
		p. 079 Investigation 6 Day 1 Mighty Minutes
		p. 079 Investigation 6 Day 1 Small Group
		p. 081 Investigation 6 Day 2 Small Group
		p. 083 Investigation 6 Day 3 Mighty Minutes
		p. 084 Investigation 6 Day 4 Large Group
		p. 086 Investigation 6 Day 5 Large Group
		p. 093 Investigation 7 Day 2 Mighty Minutes
		p. 095 Investigation 7 Day 3 Small Group
		p. 108 Celebrating Learning Day 1 Large Group
TOPIC / INDICATOR	LLD-F.1.	GENERAL READING PROCESSES - FLUENCY: Students will read
		orally with accuracy and expression at a rate that sounds like speech.
INDICATOR / PROFICIENCY	1.C.	Fluency
OBJECTIVE	1.C.1.	Engage in imitative reading at an appropriate rate
EXPECTATION	1.C.1.a.	Listen to models of fluent reading
		Clothes Study
		p. 015 Exploring the Topic Day 1 Read-Aloud
		p. 016 Exploring the Topic Day 2 Choice Time
		p. 017 Exploring the Topic Day 2 Read-Aloud
		p. 019 Exploring the Topic Day 3 Read-Aloud
		p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 043 Investigation 2 Day 2 Read-Aloud
		p. 045 Investigation 2 day 3 Read-Aloud
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Small Group
		p. 051 Investigation 3 Day 1 Read-Aloud
		p. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud
		p. 055 Investigation 3 Day 3 Kead-Aloud p. 055 Investigation 3 Day 3 Small Group
		p. 057 Investigation 3 Day 4 Read-Aloud
		p. 057 Investigation 3 Day 4 Kead-Aloud p. 057 Investigation 3 Day 4 Small Group
		p. 058 Investigation 3 Day 5 Large Group
		p. 059 Investigation 3 Day 5 Mighty Minutes
		p. 033 meandanon 3 Day 3 mighty minutes

		 p. 059 Investigation 3 Day 5 Read-Aloud p. 059 Investigation 3 Day 5 Small Group p. 063 Investigation 4 Day 1 Read- Aloud p. 065 Investigation 4 Day 2 Choice Time p. 065 Investigation 4 Day 2 Read-Aloud p. 067 Investigation 4 Day 3 Read-Aloud p. 071 Investigation 5 Day 1 Read-Aloud p. 071 Investigation 5 Day 1 Small Group p. 073 Investigation 5 Day 2 Read-Aloud p. 074 Investigation 5 Day 3 Large Group p. 075 Investigation 6 Day 2 Read-Aloud p. 081 Investigation 6 Day 3 Read-Aloud p. 083 Investigation 6 Day 4 Read-Aloud p. 085 Investigation 7 Day 3 Read-Aloud p. 095 Investigation 7 Day 3 Read-Aloud p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Read-Aloud
	1.C.1.b.	Recite nursery rhymes, poems, and finger plays with expression <u>Clothes Study</u> p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time
EXPECTATION	1.C.1.c.	Develop beginning sight vocabulary of familiar words, such as first name, color words <u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 055 Investigation 3 Day 3 Small Group
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.
INDICATOR / PROFICIENCY	1.D.	Vocabulary
LEVEL		
OBJECTIVE	1.D.1.	Develop and apply vocabulary through exposure to a variety of texts
EXPECTATION	1.D.1.a.	Acquire new vocabulary through listening to a variety of texts on a daily basis <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Choice Time p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 042 Investigation 2 Day 2 Large Group p. 045 Investigation 2 Day 4 Read-Aloud p. 047 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 3 Read-Aloud p. 056 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 6 Day 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. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 3 Read-Aloud

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		p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Read-Aloud
		p. 093 Investigation 7 Day 2 Read-Aloud
		p. 109 Celebrating Learning Day 1 Read-Aloud
		p. 110 Celebrating Learning Day 2 Large Group
EXPECTATION	1.D.1.b.	Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation
		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. 045 Investigation 2 Day 4 Read-Aloud p. 047 Investigation 3 Day 1 Large Group p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Read-Aloud p. 052 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 059 Investigation 6 Day 1 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Large Group p. 079 Investigation 7 Day 1 Large Group p. 079 Investigation 7 Day 1 Large Group p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 2 Large Group p. 091 Investigation 7 Day 2 Read-Aloud p. 092 Investigation 7 Day 2 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. 095 Investigation 7 Day 2 Large Group
EXPECTATION	1.D.1.c.	P. 110 Celebrating Learning Day 2 Large Group Ask questions about unknown objects and words related to topics discussed
		Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Read-Aloud p. 029 Investigation 1 Day 2 Read-Aloud p. 029 Investigation 1 Day 3 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 031 Investigation 1 Day 4 Read-Aloud p. 033 Investigation 1 Day 5 Read-Aloud p. 037 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Read-Aloud p. 043 Investigation 2 Day 4 Read-Aloud p. 044 Investigation 2 Day 4 Read-Aloud p. 045 Investigation 2 Day 4 Read-Aloud p. 046 Investigation 2 Day 4 Read-Aloud p. 047 Investigation 3 Day 1 Large Group p. 050 Investigation 3 Day 1 Read-Aloud p. 051 In

		p. 055 Investigation 3 Day 3 Read-Aloud
		p. 055 Investigation 3 Day 3 Small Group
		p. 057 Investigation 3 Day 4 Read-Aloud
		p. 057 Investigation 3 Day 4 Small Group
		p. 058 Investigation 3 Day 5 Large Group
		p. 059 Investigation 3 Day 5 Read-Aloud
		p. 059 Investigation 3 Day 5 Small Group
		p. 063 Investigation 4 Day 1 Read- Aloud
		p. 065 Investigation 4 Day 2 Choice Time
		p. 065 Investigation 4 Day 2 Read-Aloud
		p. 066 Investigation 4 Day 3 Large Group
		p. 067 Investigation 4 Day 3 Read-Aloud
		p. 071 Investigation 5 Day 1 Read-Aloud
		p. 071 Investigation 5 Day 1 Small Group
		p. 073 Investigation 5 Day 2 Read-Aloud
		p. 074 Investigation 5 Day 3 Large Group
		p. 075 Investigation 5 Day 3 Read-Aloud
		p. 078 Investigation 6 Day 1 Large Group
		p. 079 Investigation 6 Day 1 Read-Aloud
		p. 081 Investigation 6 Day 2 Read-Aloud
		p. 083 Investigation 6 Day 3 Read-Aloud
		p. 085 Investigation 6 Day 4 Read-Aloud
		p. 087 Investigation 6 Day 5 Read-Aloud
		p. 090 Investigation 7 Day 1 Large Group
		p. 091 Investigation 7 Day 1 Read-Aloud
		p. 093 Investigation 7 Day 2 Read-Aloud
		p. 095 Investigation 7 Day 3 Read-Aloud
		p. 109 Celebrating Learning Day 1 Read-Aloud
		p. 110 Celebrating Learning Day 2 Large Group
		p. 111 Celebrating Learning Day 2 Read-Aloud
EVECTATION		
EXPECTATION	1.D.1.d.	Listen to and identify the meaning of content-specific vocabulary
		Clothes Study
		p. 016 Exploring the Topic Day 2 Choice Time
		p. 016 Exploring the Topic Day 2 Choice Time p. 040 Investigation 2 Day 1 Large Group
		p. 016 Exploring the Topic Day 2 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group
		p. 016 Exploring the Topic Day 2 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 4 Read-Aloud
		 p. 016 Exploring the Topic Day 2 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 050 Investigation 3 Day 1 Large Group
		 p. 016 Exploring the Topic Day 2 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group
		 p. 016 Exploring the Topic Day 2 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group
		 p. 016 Exploring the Topic Day 2 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group
		 p. 016 Exploring the Topic Day 2 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud
		 p. 016 Exploring the Topic Day 2 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 090 Investigation 7 Day 1 Large Group
		 p. 016 Exploring the Topic Day 2 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud
		 p. 016 Exploring the Topic Day 2 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 090 Investigation 7 Day 1 Large Group
		 p. 016 Exploring the Topic Day 2 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 090 Investigation 7 Day 2 Read-Aloud p. 093 Investigation 7 Day 2 Read-Aloud
		 p. 016 Exploring the Topic Day 2 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 090 Investigation 7 Day 2 Read-Aloud p. 109 Celebrating Learning Day 1 Read-Aloud p. 110 Celebrating Learning Day 2 Large Group
EXPECTATION	1.D.1.e.	 p. 016 Exploring the Topic Day 2 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 090 Investigation 7 Day 2 Read-Aloud p. 109 Celebrating Learning Day 1 Read-Aloud p. 110 Celebrating Learning Day 2 Large Group Identify some signs, labels, and environmental print
EXPECTATION	1.D.1.e.	 p. 016 Exploring the Topic Day 2 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 090 Investigation 7 Day 2 Read-Aloud p. 109 Celebrating Learning Day 1 Read-Aloud p. 110 Celebrating Learning Day 2 Large Group Identify some signs, labels, and environmental print
EXPECTATION	1.D.1.e.	 p. 016 Exploring the Topic Day 2 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 090 Investigation 7 Day 2 Read-Aloud p. 109 Celebrating Learning Day 1 Read-Aloud p. 110 Celebrating Learning Day 2 Large Group Identify some signs, labels, and environmental print Clothes Study p. 063 Investigation 4 Day 1 Small Group
EXPECTATION	1.D.1.e.	 p. 016 Exploring the Topic Day 2 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 090 Investigation 7 Day 2 Read-Aloud p. 109 Celebrating Learning Day 1 Read-Aloud p. 110 Celebrating Learning Day 2 Large Group Identify some signs, labels, and environmental print
EXPECTATION	1.D.1.e.	 p. 016 Exploring the Topic Day 2 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 090 Investigation 7 Day 2 Read-Aloud p. 109 Celebrating Learning Day 1 Read-Aloud p. 110 Celebrating Learning Day 2 Large Group Identify some signs, labels, and environmental print Clothes Study p. 063 Investigation 4 Day 1 Small Group
		 p. 016 Exploring the Topic Day 2 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 090 Investigation 7 Day 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 Identify some signs, labels, and environmental print Clothes Study p. 071 Investigation 4 Day 1 Small Group p. 071 Investigation 5 Day 1 Small Group
		 p. 016 Exploring the Topic Day 2 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 090 Investigation 7 Day 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 Identify some signs, labels, and environmental print Clothes Study p. 071 Investigation 5 Day 1 Small Group Collect and play with favorite words
		 p. 016 Exploring the Topic Day 2 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 090 Investigation 7 Day 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 Identify some signs, labels, and environmental print Clothes Study collect and play with favorite words Clothes Study
		 p. 016 Exploring the Topic Day 2 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 090 Investigation 7 Day 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 Identify some signs, labels, and environmental print Clothes Study p. 071 Investigation 5 Day 1 Small Group Collect and play with favorite words Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Choice Time
		 p. 016 Exploring the Topic Day 2 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Large Group p. 090 Investigation 7 Day 1 Read-Aloud p. 091 Investigation 7 Day 2 Read-Aloud p. 093 Investigation 7 Day 2 Read-Aloud p. 109 Celebrating Learning Day 1 Read-Aloud p. 110 Celebrating Learning Day 2 Large Group Identify some signs, labels, and environmental print Clothes Study p. 071 Investigation 5 Day 1 Small Group p. 015 Exploring the Topic Day 1 Read-Aloud p. 015 Exploring the Topic Day 2 Choice Time p. 019 Exploring the Topic Day 3 Read-Aloud
		 p. 016 Exploring the Topic Day 2 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Large Group p. 079 Investigation 7 Day 1 Read-Aloud p. 090 Investigation 7 Day 2 Read-Aloud p. 109 Celebrating Learning Day 1 Read-Aloud p. 110 Celebrating Learning Day 2 Large Group Identify some signs, labels, and environmental print Clothes Study p. 071 Investigation 5 Day 1 Small Group 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. 019 Exploring the Topic Day 3 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud
		 p. 016 Exploring the Topic Day 2 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 7 Day 1 Large Group p. 079 Investigation 7 Day 1 Large Group p. 090 Investigation 7 Day 1 Large Group p. 090 Investigation 7 Day 2 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud p. 110 Celebrating Learning Day 2 Large Group Identify some signs, labels, and environmental print Clothes Study p. 063 Investigation 5 Day 1 Small Group p. 071 Investigation 5 Day 1 Small Group p. 015 Exploring the Topic Day 1 Read-Aloud p. 015 Exploring the Topic Day 1 Read-Aloud p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud
		 p. 016 Exploring the Topic Day 2 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 052 Investigation 4 Day 3 Large Group p. 066 Investigation 6 Day 1 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 7 Day 2 Large Group p. 079 Investigation 7 Day 1 Large Group p. 079 Investigation 7 Day 2 Read-Aloud p. 090 Investigation 7 Day 2 Read-Aloud p. 109 Celebrating Learning Day 2 Large Group Identify some signs, labels, and environmental print Clothes Study p. 063 Investigation 4 Day 1 Small Group p. 071 Investigation 5 Day 1 Small Group p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 3 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group
		 p. 016 Exploring the Topic Day 2 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 7 Day 1 Large Group p. 090 Investigation 7 Day 1 Large Group p. 090 Investigation 7 Day 2 Read-Aloud p. 109 Celebrating Learning Day 1 Read-Aloud p. 109 Celebrating Learning Day 2 Large Group Identify some signs, labels, and environmental print Clothes Study p. 071 Investigation 5 Day 1 Small Group p. 071 Investigation 5 Day 1 Small Group 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. 033 Fixed Topic Day 3 Read-Aloud p. 041 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Large Group
		 p. 016 Exploring the Topic Day 2 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 052 Investigation 4 Day 3 Large Group p. 076 Investigation 6 Day 1 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 7 Day 1 Large Group p. 090 Investigation 7 Day 1 Large Group p. 090 Investigation 7 Day 1 Large Group p. 093 Investigation 7 Day 2 Read-Aloud p. 109 Celebrating Learning Day 1 Read-Aloud p. 109 Celebrating Learning Day 2 Large Group Identify some signs, labels, and environmental print Clothes Study p. 063 Investigation 5 Day 1 Small Group p. 071 Investigation 5 Day 1 Small Group p. 071 Investigation 5 Day 1 Read-Aloud p. 075 Exploring the Topic Day 1 Read-Aloud p. 015 Exploring the Topic Day 2 Choice Time p. 019 Exploring the Topic Day 3 Read-Aloud p. 033 Investigation 1 Day 5 Read-Aloud p. 035 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group
		 p. 016 Exploring the Topic Day 2 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 7 Day 1 Large Group p. 090 Investigation 7 Day 1 Large Group p. 090 Investigation 7 Day 2 Read-Aloud p. 109 Celebrating Learning Day 1 Read-Aloud p. 109 Celebrating Learning Day 2 Large Group Identify some signs, labels, and environmental print Clothes Study p. 071 Investigation 5 Day 1 Small Group p. 071 Investigation 5 Day 1 Small Group 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. 033 Fixed Topic Day 3 Read-Aloud p. 041 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Large Group

		 p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Read-Aloud p. 052 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 066 Investigation 4 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 2 Read-Aloud p. 093 Investigation 7 Day 2 Read-Aloud
TOPIC / INDICATOR	LLD-V.1.	p. 109 Celebrating Learning Day 1 Read-Aloud p. 110 Celebrating Learning Day 2 Large Group GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word
INDICATOR / PROFICIENCY	1.D.	meaning and to increase vocabulary. Vocabulary
LEVEL		
OBJECTIVE EXPECTATION	1.D.2. 1.D.2.a.	Develop a conceptual understanding of new words Use words to describe size, color, and shape
		Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiences p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 018 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 3 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 021 Exploring the Topic Day 3 Small Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Choice Time p. 023 Investigation 1 Day 4 Large-Group Roundup p. 031 Investigation 1 Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 043 Investigation 2 Day 3 Large-Group Roundup p. 044 Investigation 2 Day 3 Large-Group Roundup p. 045 Investigation 3 Day 1 Large-Group Roundup p. 045 Investigation 3 Day 1 Large-Group Roundup p. 050 Investigation 3 Day 1 Large-Group Roundup p. 051 Investigation 3 Day 1 Large-Group Roundup p. 052 Investigation 3 Day 1 Large-Group Roundup p. 052 Investigation 3 Day 1 Large-Group Roundup p. 053 Investigation 3 Day 2 Large-Group Roundup p. 054 Investigation 3 Day 2 Large-Group Roundup p. 055 Investigation 3 Day 2 Large-Group Roundup p. 055 Inve

		 p. 059 Investigation 3 Day 5 Small Group p. 062 Investigation 4 Day 1 Large Group p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Small Group p. 064 Investigation 4 Day 2 Large Group p. 064 Investigation 4 Day 2 Large-Group Roundup p. 065 Investigation 4 Day 2 Large-Group Roundup p. 065 Investigation 4 Day 2 Large-Group Roundup p. 067 Investigation 4 Day 2 Large Group p. 070 Investigation 5 Day 1 Large Group p. 071 Investigation 5 Day 2 Large-Group Roundup p. 072 Investigation 5 Day 2 Large-Group Roundup p. 073 Investigation 5 Day 2 Large-Group Roundup p. 074 Investigation 5 Day 3 Large-Group Roundup p. 075 Investigation 5 Day 3 Large-Group Roundup p. 075 Investigation 5 Day 3 Large-Group Roundup p. 075 Investigation 6 Day 1 Large-Group Roundup p. 075 Investigation 6 Day 1 Large-Group Roundup p. 079 Investigation 6 Day 1 Small Group p. 081 Investigation 6 Day 3 Small Group p. 083 Investigation 6 Day 4 Read-Aloud p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Large-Group Roundup p. 093 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 3 Large Group p. 093 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Read-Aloud p. 095 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Read-Aloud p. 095 Investigation 7 Day 3 Small Group p. 108 Celebrating Learning Day 2 Large Grou
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.
INDICATOR / PROFICIENCY LEVEL	1.D.	Vocabulary
OBJECTIVE	1.D.3.	Understand, acquire, and use new vocabulary
EXPECTATION	1.D.3.b.	Use newly learned vocabulary on multiple occasions to reinforce meaning <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Choice Time p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 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 3 Read-Aloud p. 045 Investigation 2 Day 4 Read-Aloud p. 047 Investigation 3 Day 4 Read-Aloud p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Large Group 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 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

	1	
		p. 083 Investigation 6 Day 3 Read-Aloud
		p. 087 Investigation 6 Day 5 Read-Aloud
		p. 090 Investigation 7 Day 1 Large Group
		p. 091 Investigation 7 Day 1 Read-Aloud
		p. 093 Investigation 7 Day 2 Read-Aloud
		p. 109 Celebrating Learning Day 1 Read-Aloud
		p. 110 Celebrating Learning Day 2 Large Group
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students
		will use a variety of strategies to understand what they read
		(construct meaning).
INDICATOR / PROFICIENCY	1 5	General Reading Comprehension
LEVEL	1	General Reading Comprehension
OBJECTIVE	1.E.1.	Demonstrate an understanding of concepts of print to determine
020201112		how print is organized and read
EXPECTATION	1.E.1.a.	Understand that speech can be written and read
EXFECTATION	1.L.1.a.	onderstand that speech can be written and read
		Clothes Study
		p. 021 Exploring the Topic Day 4 Small Group
		p. 028 Investigation 1 Day 1 Large Group
		p. 035 Investigation 1 Day 4 Small Group
		p. 045 Investigation 2 Day 3 Small Group
		p. 063 Investigation 4 Day 1 Small Group
		p. 081 Investigation 6 Day 2 Mighty Minutes
		p. 081 Investigation 6 Day 2 Small Group
EXPECTATION	1.E.1.b.	Understand that print conveys meaning
		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
EXPECTATION		
EXPECTATION	1.E.1.c.	Demonstrate the proper use of a book
		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 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
EXPECTATION	1.E.1.d.	Identify the title of a book
	1.L.I.U.	
		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
	II.	p. 035 Investigation 1 Day 4 Read-Aloud

		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 045 Investigation 2 day 3 Read-Aloud
		p. 051 Investigation 3 Day 1 Read-Aloud
		p. 053 Investigation 3 Day 2 Read-Aloud
		p. 055 Investigation 3 Day 3 Read-Aloud
		p. 057 Investigation 3 Day 4 Read-Aloud
		p. 059 Investigation 3 Day 5 Read-Aloud
		p. 063 Investigation 4 Day 1 Read- Aloud
		p. 081 Investigation 6 Day 2 Read-Aloud
		p. 083 Investigation 6 Day 3 Read-Aloud
		p. 085 Investigation 6 Day 4 Read-Aloud
		p. 087 Investigation 6 Day 5 Read-Aloud
		p. 091 Investigation 7 Day 1 Read-Aloud
EXPECTATION	1.E.1.e.	Demonstrate that text is read from left to right and top to bottom
		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
EXPECTATION	1.E.1.f.	Identify pictures, shapes, letters, and numerals
		Clothes Study
		p. 015 Exploring the Topic Day 1 Mighty Minutes
		p. 015 Exploring the Topic Day 1 Read-Aloud
		p. 015 Exploring the Topic Day 1 Small Group
		p. 015 Exploring the Topic Day 1 Small Group
		p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes
		p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes
		p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Small Group
		p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Mighty Minutes
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TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.2.	Use strategies to prepare for reading (before reading)
EXPECTATION	1.E.2.a.	Make connections to the text using illustrations/ photographs from prior knowledge <u>Clothes Study</u> p. 029 Investigation 1 Day 1 Read-Aloud
EXPECTATION	1.E.2.b.	Make predictions by examining the title, cover, illustrations/photographs, and familiar author or topic 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 1 Read-Aloud p. 051 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 055 Investigation 3 Day 4 Read-Aloud p. 056 Investigation 3 Day 5 Read-Aloud p. 057 Investigation 4 Day 3 Read-Aloud p. 058 Investigation 6 Day 4 Read-Aloud p. 059 Investigation 6 Day 4 Read-Aloud p. 059 Investigation 6 Day 1 Read-Aloud p. 057 Investigation 6 Day 1 Read-Aloud p. 057 Investigation 6 Day 1 Read-Aloud p. 057 Investigation 6 Day 1 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 085 Investigation 6 Day 2 Read-Aloud p. 085 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 2 Read-Aloud p. 085 Investigation 7 Day 1 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

TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.3.	Use strategies to make meaning from text (during reading)
EXPECTATION	1.E.3.a.	Use illustrations to construct meaning 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. 029 Investigation 1 Day 5 Read-Aloud p. 037 Investigation 2 Day 1 Read-Aloud p. 045 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 1 Large Group p. 050 Investigation 3 Day 1 Read-Aloud 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. 055 Investigation 3 Day 3 Read-Aloud p. 055 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 3 Day 5 Read-Aloud p. 058 Investigation 6 Day 1 Small Group p. 083 Investigation 6 Day 1 Small Group p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 1 Small Group p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 085 Investigation 7 Day 1 Read-Aloud p. 085 Investigation 7 Day 1 Read-Aloud p. 085 Investigation 7 Day 1 Read-Aloud
EXPECTATION	1.E.3.b.	p. 091 Investigation 7 Day 1 Read-Aloud Make and confirm predictions 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. 045 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 3 Day 2 Read-Aloud p. 053 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 4 Day 1 Read-Aloud p. 063 Investigation 6 Day 1 Read-Aloud p. 063 Investigation 6 Day 1 Read-Aloud p. 063 Investigation 6 Day 2 Read-Aloud p. 063 Investigation 6 Day 3 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 7 Day 1 Read-Aloud p. 087 Investigation 7 Day 2 Read-
EXPECTATION	1.E.3.c.	Connect events, characters, and actions in stories to specific life experiences 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. 043 Investigation 2 Day 2 Read-Aloud
		 p. 045 Investigation 2 day 3 Read-Aloud p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 047 Investigation 2 Day 4 Small Group p. 051 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 063 Investigation 5 Day 1 Read-Aloud p. 071 Investigation 5 Day 1 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 5 Read-Aloud p. 085 Investigation 7 Day 1 Read-Aloud p. 081 Investigation 7 Day 1 Read-Aloud p. 092 Investigation 7 Day 2 Large Group
		p. 093 Investigation 7 Day 2 Read-Aloud p. 095 Investigation 7 Day 3 Read-Aloud p. 109 Celebrating Learning Day 1 Read-Aloud
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.4.	Demonstrate understanding of text (after reading)
EXPECTATION		Recall information from text 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 5 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. 033 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 4 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 035 Investigation 1 Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 037 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 4 Large Group p. 045 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 045 Investigation 3 Day 4 Read-Aloud p. 045 Investigation 3 Day 4 Read-Aloud p. 045 Investigation 3 Day 4 Large Group p. 047 Investigation 3 Day 4 Read-Aloud p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 2 Large Group p. 051 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 3 Small Group p. 055 Investigation 3 Day 3 Small Group p. 055 Investigation 3 Day 4 Read-Aloud p. 055 Investigation 3 Day 4 Small Group p. 057 Investigation 3 Day 4 Small Group

		 p. 058 Investigation 3 Day 5 Large Group p. 059 Investigation 3 Day 5 Read-Aloud p. 059 Investigation 3 Day 5 Small Group p. 063 Investigation 4 Day 1 Read- Aloud p. 065 Investigation 4 Day 2 Choice Time p. 065 Investigation 4 Day 2 Read-Aloud p. 066 Investigation 4 Day 3 Large Group p. 067 Investigation 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 6 Day 1 Large Group p. 078 Investigation 6 Day 1 Read-Aloud p. 079 Investigation 6 Day 2 Read-Aloud p. 078 Investigation 6 Day 2 Read-Aloud p. 079 Investigation 6 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 2 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 085 Investigation 7 Day 3 Read-Aloud p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Read-Aloud p. 093 Investigation 7 Day 1 Read-Aloud p. 095 Investigation 7 Day 2 Read-Aloud p. 095 Investigation 7 Day 2 Read-Aloud p. 095 Investigation 7 Day 2 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud p. 111 Celebrating Learning Day 2 Read-Aloud
EXPECTATION	1.E.4.b.	Respond orally to questions <u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 029 Investigation 1 Day 1 Small Group p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Large Group p. 090 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
EXPECTATION	1.E.4.c.	Respond to text in a variety of ways: Retell; Dramatize; Draw <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 4 Read-Aloud p. 046 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 3 Read-Aloud p. 059 Investigation 3 Day 3 Read-Aloud p. 071 Investigation 3 Day 3 Read-Aloud p. 071 Investigation 6 Day 2 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud

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		p. 083 Investigation 6 Day 3 Read-Aloud
		p. 087 Investigation 6 Day 5 Read-Aloud
		p. 091 Investigation 7 Day 1 Read-Aloud
EXPECTATION	1.E.4.e.	Retell a story as though reading a book
		Clothes Study
		p. 015 Exploring the Topic Day 1 Read-Aloud
		p. 019 Exploring the Topic Day 3 Read-Aloud
		p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 033 Investigation 1 Day 3 Choice Time
		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 045 Investigation 2 day 3 Read-Aloud
		p. 046 Investigation 2 Day 4 Choice Time
		p. 047 Investigation 2 Day 4 Small Group
		p. 051 Investigation 3 Day 1 Read-Aloud
		p. 055 Investigation 3 Day 3 Read-Aloud
		p. 059 Investigation 3 Day 5 Read-Aloud
		p. 071 Investigation 5 Day 1 Read-Aloud
		p. 081 Investigation 6 Day 2 Read-Aloud
		p. 083 Investigation 6 Day 3 Read-Aloud
		p. 087 Investigation 6 Day 5 Read-Aloud
		p. 091 Investigation 7 Day 1 Read-Aloud
TOPIC / INDICATOR	LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.
INDICATOR / PROFICIENCY	2 4	Comprehension of Informational Text
LEVEL	2.A.	
OBJECTIVE	2.A.1.	Develop comprehension skills by reading a variety of informational
Obolonite	£.A.T.	texts
EVELOTATION	0.4.4	a la construcción de la construc
EXPECTATION	2.A.1.a.	Listen to nonfiction materials: Nonfiction trade books; Magazines; Multimedia resources
		Clothes Study
		p. 016 Exploring the Topic Day 2 Choice Time
		p. 016 Exploring the Topic Day 2 Large Group
		p. 029 Investigation 1 Day 1 Small Group
		p. 040 Investigation 2 Day 1 Large Group
		p. 042 Investigation 2 Day 2 Large Group
		p. 047 Investigation 2 Day 4 Read-Aloud
		p. 050 Investigation 3 Day 1 Large Group
		p. 052 Investigation 3 Day 2 Large Group
		p. 066 Investigation 4 Day 3 Large Group
		p. 078 Investigation 6 Day 1 Large Group
		p. 079 Investigation 6 Day 1 Read-Aloud
		p. 090 Investigation 7 Day 1 Large Group
		p. 093 Investigation 7 Day 2 Read-Aloud
		p. 109 Celebrating Learning Day 1 Read-Aloud
		p. 110 Celebrating Learning Day 2 Large Group
	0 4 4 5	
EXPECTATION	2.A.1.b.	Listen to and read functional documents by following simple oral or
		rebus directions: Recipes; Rules; Signs; Labels; Center activities;
		Classroom schedules
		<u>Clothes Study</u>
		p. 029 Investigation 1 Day 1 Small Group
		p. 067 Investigation 4 Day 3 Small Group
EXPECTATION	2.A.1.c.	Listen to and use personal interest materials, such as books and
		magazines
		Clothes Study
		p. 016 Exploring the Topic Day 2 Choice Time
		p. 016 Exploring the Topic Day 2 Large Group
		p. 029 Investigation 1 Day 1 Small Group
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		 p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 090 Investigation 7 Day 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
TOPIC / INDICATOR	LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.
INDICATOR / PROFICIENCY LEVEL	2.A.	Comprehension of Informational Text
OBJECTIVE	2.A.2.	Recognize and use text features to facilitate understanding of informational texts
EXPECTATION	2.A.2.b.	Recognize graphic aids: Photographs; Drawings; Maps; Graphs; Diagrams <u>Clothes Study</u> p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 050 Investigation 3 Day 1 Large Group p. 066 Investigation 4 Day 3 Large Group p. 086 Investigation 6 Day 5 Large Group p. 091 Investigation 7 Day 1 Choice Time p. 092 Investigation 7 Day 2 Choice Time
TOPIC / INDICATOR	LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.
INDICATOR / PROFICIENCY LEVEL	2.A.	Comprehension of Informational Text
OBJECTIVE	2.A.4.	Determine important ideas and messages in informational texts
EXPECTATION	2.A.4.a.	Retell important facts from a text <u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Choice Time p. 029 Investigation 1 Day 1 Small Group p. 040 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 4 Read-Aloud p. 050 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Large Group p. 066 Investigation 4 Day 3 Large Group p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 090 Investigation 7 Day 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
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.1.	Develop comprehension skills by listening to a variety of self- selected and assigned literary texts
EXPECTATION	3.A.1.a.	Listen to and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities Clothes Study

		p. 015 Exploring the Topic Day 1 Read-Aloud
		p. 016 Exploring the Topic Day 2 Choice Time
		p. 016 Exploring the Topic Day 2 Large Group
		p. 017 Exploring the Topic Day 2 Read-Aloud
		p. 019 Exploring the Topic Day 3 Read-Aloud
		p. 021 Exploring the Topic Day 4 Read-Aloud
		p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 023 Exploring the Topic Day 5 Small Group
		p. 029 Investigation 1 Day 1 Read-Aloud
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 043 Investigation 2 Day 2 Read-Aloud
		p. 045 Investigation 2 day 3 Read-Aloud
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Small Group
		p. 051 Investigation 3 Day 1 Read-Aloud
		p. 053 Investigation 3 Day 2 Read-Aloud
		p. 055 Investigation 3 Day 3 Read-Aloud
		p. 055 Investigation 3 Day 3 Small Group
		p. 057 Investigation 3 Day 4 Read-Aloud
		p. 057 Investigation 3 Day 4 Small Group
		p. 058 Investigation 3 Day 5 Large Group
		p. 059 Investigation 3 Day 5 Read-Aloud
		p. 059 Investigation 3 Day 5 Small Group
		p. 063 Investigation 4 Day 1 Read- Aloud
		p. 065 Investigation 4 Day 2 Choice Time
		p. 065 Investigation 4 Day 2 Read-Aloud
		p. 067 Investigation 4 Day 3 Read-Aloud
		p. 071 Investigation 5 Day 1 Read-Aloud
		p. 071 Investigation 5 Day 1 Small Group
		p. 073 Investigation 5 Day 2 Read-Aloud
		p. 074 Investigation 5 Day 3 Large Group
		p. 075 Investigation 5 Day 3 Read-Aloud
		p. 081 Investigation 6 Day 2 Read-Aloud
		p. 083 Investigation 6 Day 3 Read-Aloud
		p. 085 Investigation 6 Day 4 Read-Aloud
		p. 087 Investigation 6 Day 5 Read-Aloud
		p. 091 Investigation 7 Day 1 Read-Aloud
		p. 095 Investigation 7 Day 3 Read-Aloud
		p. 109 Celebrating Learning Day 1 Read-Aloud
		p. 110 Celebrating Learning Day 2 Large Group
		p. 111 Celebrating Learning Day 2 Read-Aloud
EXPECTATION	3.A.1.b.	Listen to and discuss a variety of different types of fictional literary
		texts, such as stories, poems, nursery rhymes, realistic fiction, and
		fairy tales
		Clothes Study
		p. 015 Exploring the Topic Day 1 Read-Aloud
		p. 016 Exploring the Topic Day 2 Choice Time
		p. 016 Exploring the Topic Day 2 Large Group
		p. 017 Exploring the Topic Day 2 Read-Aloud
		p. 019 Exploring the Topic Day 3 Read-Aloud
		p. 021 Exploring the Topic Day 4 Read-Aloud
		p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 023 Exploring the Topic Day 5 Small Group
		p. 029 Investigation 1 Day 1 Read-Aloud
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 041 Investigation 2 Day 1 Read-Aloud
	11	p. 043 Investigation 2 Day 2 Read-Aloud
		p. oto investigation 2 Day 2 read Aloud

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		p. 045 Investigation 2 day 3 Read-Aloud
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Small Group p. 051 Investigation 3 Day 1 Read-Aloud
		p. 053 Investigation 3 Day 2 Read-Aloud
		p. 055 Investigation 3 Day 2 Read-Aloud
		p. 055 Investigation 3 Day 3 Kead-Aloud
		p. 057 Investigation 3 Day 4 Read-Aloud
		p. 057 Investigation 3 Day 4 Kead-Aloud
		p. 058 Investigation 3 Day 5 Large Group
		p. 059 Investigation 3 Day 5 Mighty Minutes
		p. 059 Investigation 3 Day 5 Read-Aloud
		p. 059 Investigation 3 Day 5 Small Group
		p. 063 Investigation 4 Day 1 Read- Aloud
		p. 065 Investigation 4 Day 2 Choice Time
		p. 065 Investigation 4 Day 2 Read-Aloud
		p. 067 Investigation 4 Day 3 Read-Aloud
		p. 071 Investigation 5 Day 1 Read-Aloud
		p. 071 Investigation 5 Day 1 Kead-Aloud p. 071 Investigation 5 Day 1 Small Group
		p. 073 Investigation 5 Day 2 Read-Aloud
		p. 073 Investigation 5 Day 2 Small Group
		p. 074 Investigation 5 Day 3 Large Group
		p. 075 Investigation 5 Day 3 Read-Aloud
		p. 081 Investigation 6 Day 2 Read-Aloud
		p. 083 Investigation 6 Day 3 Read-Aloud
		p. 085 Investigation 6 Day 4 Read-Aloud
		p. 087 Investigation 6 Day 5 Read-Aloud
		p. 091 Investigation 7 Day 1 Read-Aloud
		p. 095 Investigation 7 Day 3 Read-Aloud
		p. 110 Celebrating Learning Day 2 Large Group
		p. 111 Celebrating Learning Day 2 Read-Aloud
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read,
		comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY	3.A.	Comprehension of Literary Text
LEVEL		
OBJECTIVE	3.A.2.	Use text features to facilitate understanding of literary texts
EXPECTATION	3.A.2.a.	Identify and explain how the title contributes to meaning
		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 2 Read-Aloud
		p. 019 Exploring the Topic Day 3 Read-Aloud
		p. 023 Exploring the Topic Day 4 Read-Aloud
		p. 023 Exploring the Topic Day 5 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud
		p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 045 Investigation 2 day 3 Read-Aloud
		p. 051 Investigation 3 Day 1 Read-Aloud
		p. 053 Investigation 3 Day 2 Read-Aloud
		p. 055 Investigation 3 Day 3 Read-Aloud
		p. 057 Investigation 3 Day 4 Read-Aloud
		p. 059 Investigation 3 Day 5 Read-Aloud
		p. 063 Investigation 4 Day 1 Read- Aloud
		p. 081 Investigation 6 Day 2 Read-Aloud
		p. 083 Investigation 6 Day 3 Read-Aloud
		p. 085 Investigation 6 Day 4 Read-Aloud
		p. 087 Investigation 6 Day 5 Read-Aloud
		p. 091 Investigation 7 Day 1 Read-Aloud
EXPECTATION	3.A.2.b.	Identify and explain how text features, such as illustrations,
	11- ·· ·····	, and explain net tokt found of, outfill do inductionally
		punctuation, and print features, contribute to meaning
		punctuation, and print features, contribute to meaning

		<u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud
		p. 019 Exploring the Topic Day 1 Read-Aloud
		p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 029 Investigation 1 Day 1 Read-Aloud
		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 045 Investigation 2 day 3 Read-Aloud
		p. 051 Investigation 3 Day 1 Read-Aloud
		p. 053 Investigation 3 Day 2 Read-Aloud
		p. 055 Investigation 3 Day 3 Read-Aloud
		p. 055 Investigation 3 Day 3 Small Group
		p. 057 Investigation 3 Day 4 Read-Aloud
		p. 058 Investigation 3 Day 5 Large Group
		p. 059 Investigation 3 Day 5 Read-Aloud
		p. 071 Investigation 5 Day 1 Read-Aloud
		p. 079 Investigation 6 Day 1 Small Group
		p. 083 Investigation 6 Day 3 Read-Aloud
		p. 085 Investigation 6 Day 4 Read-Aloud
		p. 087 Investigation 6 Day 5 Read-Aloud
		p. 091 Investigation 7 Day 1 Read-Aloud
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read.
TOPIC / INDICATOR	LLD.3.	comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY	3 Δ	Comprehension of Literary Text
LEVEL	J.A.	comprehension of Ellerary Text
OBJECTIVE	3.A.3.	Use elements of narrative texts to facilitate understanding
EXPECTATION	3.A.3.a.	Identify the beginning and end of a story
EXFECTATION	J.A.J.d.	identity the beginning and end of a story
		Clothes Study
		p. 015 Exploring the Topic Day 1 Read-Aloud
		p. 019 Exploring the Topic Day 1 Read-Aloud
		p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 033 Investigation 1 Day 2 Choice Time
		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 045 Investigation 2 day 3 Read-Aloud
		p. 046 Investigation 2 Day 4 Choice Time
		p. 047 Investigation 2 Day 4 Small Group
		p. 051 Investigation 3 Day 1 Read-Aloud
		p. 055 Investigation 3 Day 3 Read-Aloud
		p. 059 Investigation 3 Day 5 Read-Aloud
		p. 071 Investigation 5 Day 1 Read-Aloud
		p. 081 Investigation 6 Day 2 Read-Aloud
		p. 083 Investigation 6 Day 2 Read-Aloud
		p. 087 Investigation 6 Day 5 Read-Aloud
		p. 091 Investigation 7 Day 1 Read-Aloud
EVDECTATION	2 4 2 4	
EXPECTATION	3.A.3.b.	Identify the characters of a story
		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 3 Read-Aloud
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Small Group
		p. 051 Investigation 3 Day 1 Read-Aloud
		p. 053 Investigation 3 Day 2 Read-Aloud
		p. 055 Investigation 3 Day 2 Read-Aloud
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		p. 057 Investigation 3 Day 4 Read-Aloud

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		p. 058 Investigation 3 Day 5 Large Group
		p. 059 Investigation 3 Day 5 Read-Aloud
		p. 063 Investigation 4 Day 1 Read- Aloud
		p. 071 Investigation 5 Day 1 Read-Aloud
		p. 075 Investigation 5 Day 3 Read-Aloud
		p. 083 Investigation 6 Day 3 Read-Aloud
		p. 085 Investigation 6 Day 4 Read-Aloud
		p. 087 Investigation 6 Day 5 Read-Aloud
		p. 091 Investigation 7 Day 1 Read-Aloud
		p. 109 Celebrating Learning Day 1 Read-Aloud
		p. 111 Celebrating Learning Day 2 Read-Aloud
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read,
		comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY	3.A.	Comprehension of Literary Text
LEVEL		·····
OBJECTIVE	3.A.4.	Use elements of poetry to facilitate understanding
EXPECTATION	3.A.4.a.	Identify rhyme, rhythm, and repetition in poems read to them
		<u>Clothes Study</u>
		p. 057 Investigation 3 Day 4 Small Group
		p. 059 Investigation 3 Day 5 Mighty Minutes
		p. 059 Investigation 3 Day 5 Small Group
		p. 071 Investigation 5 Day 1 Small Group
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read,
		comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY	3.A.	Comprehension of Literary Text
LEVEL	0.74	
OBJECTIVE	2 A C	Determine important ideas and messages in literary taxts
	3.A.6.	Determine important ideas and messages in literary texts
EXPECTATION	3.A.6.a.	Retell the story by sequencing the main events
		Clothes Study
		p. 015 Exploring the Topic Day 1 Read-Aloud
		p. 019 Exploring the Topic Day 3 Read-Aloud
		p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 033 Investigation 1 Day 3 Choice Time
		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 045 Investigation 2 day 3 Read-Aloud
		p. 046 Investigation 2 Day 4 Choice Time
		p. 047 Investigation 2 Day 4 Small Group
		p. 051 Investigation 3 Day 1 Read-Aloud
		p. 055 Investigation 3 Day 3 Read-Aloud
		p. 059 Investigation 3 Day 5 Read-Aloud
		p. 071 Investigation 5 Day 1 Read-Aloud
		p. 081 Investigation 6 Day 2 Read-Aloud
		p. 083 Investigation 6 Day 3 Read-Aloud
		p. 087 Investigation 6 Day 5 Read-Aloud
		p. 091 Investigation 7 Day 1 Read-Aloud
EXPECTATION	3.A.6.b.	Identify a personal connection to the text
		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. 043 Investigation 2 Day 2 Read-Aloud
		p. 045 Investigation 2 day 3 Read-Aloud
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Small Group

		 p. 051 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 063 Investigation 4 Day 1 Read- Aloud p. 071 Investigation 5 Day 1 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 7 Day 1 Read-Aloud p. 091 Investigation 7 Day 2 Large Group p. 095 Investigation 7 Day 3 Read-Aloud
TOPIC / INDICATOR	LLD.4.	WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.
INDICATOR / PROFICIENCY LEVEL	4.A.	Writing
OBJECTIVE	4.A.1.	Compose texts using the prewriting and drafting strategies of effective writers and speakers
EXPECTATION	4.A.1.a.	Recognize that writing conveys meaning <u>Clothes Study</u> p. 091 Investigation 7 Day 1 Choice Time
EXPECTATION	4.A.1.b.	Generate ideas by using letter-like shapes, symbols, and letters, dictating words and phrases, and using drawings to represent ideas <u>Clothes Study</u> p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Choice Time p. 043 Investigation 2 Day 2 Large-Group Roundup p. 056 Investigation 3 Day 4 Choice Time p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 5 Day 3 Choice Time p. 081 Investigation 5 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5 Large-Group Roundup
TOPIC / INDICATOR	LLD.4.	WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.
INDICATOR / PROFICIENCY LEVEL	4.A.	Writing
OBJECTIVE	4.A.2.	Compose oral and visual presentations that express personal ideas
EXPECTATION	4.A.2.a.	Write to express personal ideas using letter-like shapes, symbols, and letters <u>Clothes Study</u> p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Choice Time p. 043 Investigation 2 Day 2 Large-Group Roundup p. 056 Investigation 3 Day 4 Choice Time p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 5 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5 Large-Group Roundup
EXPECTATION	4.A.2.b.	Contribute to a shared writing experience or topic of interest

		Clothes Study p. 015 Exploring the Topic Day 1 Small Group p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 035 Investigation 1 Day 4 Large-Group Roundup p. 043 Investigation 2 Day 2 Large-Group Roundup p. 056 Investigation 3 Day 4 Choice Time p. 057 Investigation 3 Day 4 Large-Group Roundup p. 057 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Small Group p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 5 Day 3 Choice Time p. 085 Investigation 5 Day 3 Choice Time p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5 Large-Group Roundup p. 087 Investigation 6 Day 5 Large-Group Roundup
EXPECTATION	4.A.2.c.	Use drawings, letters, or symbols to express personal ideas <u>Clothes Study</u> p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Choice Time p. 043 Investigation 2 Day 2 Large-Group Roundup
		 p. 056 Investigation 2 Day 2 Large Group Roundup p. 056 Investigation 3 Day 4 Choice Time p. 063 Investigation 4 Day 1 Large-Group Roundup p. 074 Investigation 5 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5 Large-Group Roundup
TOPIC / INDICATOR	LLD.4.	WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.
INDICATOR / PROFICIENCY LEVEL	4.A.	Writing
OBJECTIVE	4.A.4.	Identify how language choices in writing and speaking affect thoughts and feelings
EXPECTATION	4.A.4.a.	Identify and use words to communicate feelings 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. 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 6 Day 3 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Read-Aloud
TOPIC / INDICATOR	LLD.5.	CONTROLLING LANGUAGE: Students will control language by applying the conventions of standard English in speaking and writing.
INDICATOR / PROFICIENCY LEVEL	5.A.	Grammar

OBJECTIVE	5.A.1.	Use grammar concepts and skills that strengthen oral language
EXPECTATION	5.A.1.a.	Use complete sentences to respond to questions
		Clothes Study p. 013 Exploring the Topic Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 051 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 3 Small Group p. 072 Investigation 5 Day 2 Large Group p. 077 Investigation 6 Outdoor Experience p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
TOPIC / INDICATOR	LLD.5.	CONTROLLING LANGUAGE: Students will control language by applying the conventions of standard English in speaking and writing.
INDICATOR / PROFICIENCY LEVEL	5.C.	Mechanics
OBJECTIVE	5.C.1.	Comprehend basic punctuation and capitalization in written language
EXPECTATION	5.C.1.b.	Recognize that space is used to separate words
		<u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 035 Investigation 1 Day 4 Small Group p. 081 Investigation 6 Day 2 Small Group
TOPIC / INDICATOR	LLD.6.	LISTENING: Students will demonstrate effective listening to learn, process, and analyze information.
INDICATOR / PROFICIENCY LEVEL	6.A.	Listening
OBJECTIVE	6.A.2.	Comprehend and analyze what is heard
EXPECTATION	6.A.2.a.	Determine a speaker 's general purpose <u>Clothes Study</u> p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 054 Investigation 3 Day 3 Large Group p. 062 Investigation 4 Day 1 Large Group p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group
EXPECTATION	6.A.2.b.	Identify rhythms and patterns of Ianguage, including rhyme and repetition <u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 029 Investigation 1 Day 1 Mighty Minutes p. 040 Investigation 2 Day 1 Large Group p. 074 Investigation 5 Day 3 Large Group p. 075 Investigation 5 Day 3 Mighty Minutes p. 075 Investigation 5 Day 3 Small Group p. 080 Investigation 6 Day 2 Large Group p. 087 Investigation 6 Day 2 Mighty Minutes p. 093 Investigation 7 Day 2 Small Group
EXPECTATION	6.A.2.d.	Follow a set of two- or three-step directions <u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiences p. 015 Exploring the Topic Day 1 Choice Time

		 p. 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. 077 Investigation 6 Outdoor Experience p. 081 Investigation 6 Day 2 Mighty Minutes p. 107 Celebrating Learning Outdoor Experiences
TOPIC / INDICATOR	LLD.7.	SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats. Speaking
LEVEL	1	Speaking
OBJECTIVE	7.A.1.	Use organization and delivery strategies
EXPECTATION	7.A.1.a.	Speak clearly enough to be heard and understood in a variety of settings <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 041 Investigation 2 Day 1 Small Group p. 075 Investigation 5 Day 3 Small Group p. 093 Investigation 7 Day 2 Small Group p. 095 Investigation 7 Day 3 Small Group
TOPIC / INDICATOR	LLD.7.	SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.
INDICATOR / PROFICIENCY LEVEL	7.A.	Speaking
OBJECTIVE	7.A2.	Make oral presentations
EXPECTATION	7.A2.b.	Use props in situations, such as show-and-tell <u>Clothes Study</u> p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 032 Investigation 1 Day 3 Large Group p. 047 Investigation 2 Day 4 Small Group p. 071 Investigation 5 Day 1 Small Group p. 072 Investigation 5 Day 2 Choice Time p. 072 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 3 Large Group p. 075 Investigation 5 Day 3 Small Group p. 086 Investigation 6 Day 5 Choice Time p. 086 Investigation 6 Day 5 Large Group p. 093 Investigation 7 Day 2 Small Group
STRAND / TOPIC / STANDARD	MD.MA.	Mathematics
TOPIC / INDICATOR	MA.1.	KNOWLEDGE OF ALGEBRA, PATTERNS, AND/OR FUNCTIONS: Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.
INDICATOR / PROFICIENCY LEVEL	1.A.	Patterns and Functions
	1.A.2.	Identify, copy, and extend non-numeric patterns
OBJECTIVE EXPECTATION	1.A.2.a.	Match patterns kinesthetically such as: clap/snap/clap

		<u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 062 Investigation 4 Day 1 Large Group p. 108 Celebrating Learning Day 1 Choice Time p. 111 Celebrating Learning Day 2 Small Group
EXPECTATION	1.A.2.b.	Recognize simple patterns <u>Clothes Study</u>
EXPECTATION	1.A.2.c.	p. 063 Investigation 4 Day 1 Mighty Minutes Represent simple repeating patterns using no more than 2 different objects, and different actions in the core of the pattern Clothes Study
		p. 063 Investigation 4 Day 1 Mighty Minutes
EXPECTATION	1.A.2.e.	Create a simple pattern of 2 different objects when given the rule <u>Clothes Study</u> p. 051 Investigation 3 Day 1 Small Group p. 052 Investigation 3 Day 2 Choice Time p. 082 Investigation 6 Day 3 Choice Time
EXPECTATION	1.A.2.f.	Identify patterns in real-world situations <u>Clothes Study</u> p. 063 Investigation 4 Day 1 Mighty Minutes
TOPIC / INDICATOR	MA.1.	KNOWLEDGE OF ALGEBRA, PATTERNS, AND/OR FUNCTIONS: Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.
INDICATOR / PROFICIENCY LEVEL	1.B.	Expression, Equations, and Inequalities
OBJECTIVE	1.B.2.	Identify inequalities
EXPECTATION	1.B.2.a.	Explore relationships by comparing groups of no more than 5 objects to determine more or less <u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 083 Investigation 6 Day 3 Small Group p. 111 Celebrating Learning Day 2 Small Group
TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
INDICATOR / PROFICIENCY LEVEL	2.A.	Plane Geometric Figures
OBJECTIVE	2.A.1.	Recognize and use the attributes of plane geometric figures
EXPECTATION	2.A.1.a.	Sort objects by one attribute such as: shape, color, and size <u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 062 Investigation 4 Day 1 Large Group p. 108 Celebrating Learning Day 1 Choice Time p. 111 Celebrating Learning Day 2 Small Group
EXPECTATION	2.A.1.b.	Name the attributes of plane figures such as: shape, color, size <u>Clothes Study</u> p. 035 Investigation 1 Day 4 Mighty Minutes p. 065 Investigation 4 Day 2 Small Group

		p. 091 Investigation 7 Day 1 Small Group
EXPECTATION	2.A.1.c.	Match triangles, circles, and squares
		Clothes Study p. 039 Investigation 2 Outdoor Experiences p. 049 Investigation 3 Outdoor Experiences p. 054 Investigation 3 Day 3 Choice Time p. 054 Investigation 3 Day 3 Large Group p. 063 Investigation 4 Day 1 Mighty Minutes p. 065 Investigation 4 Day 2 Small Group p. 070 Investigation 5 Day 1 Choice Time p. 089 Investigation 7 Outdoor Experiences p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Small Group
EXPECTATION	2.A.1.d.	Identify triangles, circles, and squares in the environment <u>Clothes Study</u> p. 065 Investigation 4 Day 2 Small Group p. 089 Investigation 7 Outdoor Experiences
		p. 091 Investigation 7 Day 1 Small Group
TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
INDICATOR / PROFICIENCY LEVEL	2.B.	Solid Geometric Figure
OBJECTIVE	2.B.1.	Recognize and use the attributes of solid geometric figures
EXPECTATION	2.B.1.a.	Sort objects by one attribute such as: size, shape, weight, length 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
EXPECTATION	2.B.1.b.	Find solid figures in the environment <u>Clothes Study</u> p. 065 Investigation 4 Day 2 Small Group p. 089 Investigation 7 Outdoor Experiences p. 091 Investigation 7 Day 1 Small Group
TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
INDICATOR / PROFICIENCY LEVEL	2.E.	Transformations
OBJECTIVE	2.E.1.	Begin to recognize a transformation
EXPECTATION	2.E.1.a.	Tell position by using words such as: over, under, above, on, next to, below, beside, behind <u>Clothes Study</u> p. 023 Exploring the Topic Day 5 Small Group p. 063 Investigation 4 Day 1 Mighty Minutes p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Choice Time
TOPIC / INDICATOR	MA.3.	KNOWLEDGE OF MEASUREMENT: Students will identify attributes, units or systems of measurements or apply a variety of techniques,

		formulas, tools or technology for determining measurements.
INDICATOR / PROFICIENCY LEVEL	3.A.	Measurement Units
OBJECTIVE	3.A.1.	Recognize and use measurement attributes
EXPECTATION	3.A.1.a.	Demonstrate an understanding of comparative attributes such as: bigger, smaller, longer, shorter, lighter, heavier, shorter, taller, hotter, colder Clothes Study p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time p. 063 Investigation 4 Day 1 Mighty Minutes
	3.A.1.b.	Compare and describe objects according to a single attribute Clothes Study p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time p. 063 Investigation 4 Day 1 Mighty Minutes
TOPIC / INDICATOR	MA.3.	KNOWLEDGE OF MEASUREMENT: Students will identify attributes, units or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements.
INDICATOR / PROFICIENCY LEVEL	3.B.	Measurement Tools
OBJECTIVE	3.B.1.	Measure in non-standard units
EXPECTATION	3.B.1.a.	Measure length of objects <u>Clothes Study</u> p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time
EXPECTATION	3.B.1.b.	Explore the capacity of containers <u>Clothes Study</u> p. 029 Investigation 1 Day 1 Small Group
TOPIC / INDICATOR	MA.4.	KNOWLEDGE OF STATISTICS: Students will collect, organize, display, analyze, or interpret data to make decisions or predictions.
INDICATOR / PROFICIENCY LEVEL	4.A.	Data Displays
OBJECTIVE	4.A.1.	Explore and display data
EXPECTATION	4.A.1.a.	Explore data by answering a yes/no question <u>Clothes Study</u> p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 043 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 2 Large-Group Roundup p. 045 Investigation 2 Day 3 Choice Time p. 111 Celebrating Learning Day 2 Small Group

TOPIC / INDICATOR	MA.4.	KNOWLEDGE OF STATISTICS: Students will collect, organize, display, analyze, or interpret data to make decisions or predictions.
INDICATOR / PROFICIENCY LEVEL	4.B.	Data Analysis
OBJECTIVE	4.B.1.	Analyze data
EXPECTATION	4.B.1.a.	Talk about data from real graphs to answer a question such as:Which category has the most?Clothes Studyp. 037 Investigation 1 Day 5 Large-Group Roundupp. 037 Investigation 1 Day 5 Small Group
TOPIC / INDICATOR	MA.6.	KNOWLEDGE OF NUMBER RELATIONSHIPS AND COMPUTATION/ARITHMETIC: Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil, or technology.
INDICATOR / PROFICIENCY LEVEL	6.A.	Knowledge of number
OBJECTIVE	6.A.1.	Apply knowledge of whole numbers
EXPECTATION	6.A.1.b.	Show an understanding of quantity <u>Clothes Study</u> p. 023 Exploring the Topic Day 5 Small Group p. 073 Investigation 5 Day 2 Read-Aloud p. 073 Investigation 5 Day 2 Small Group
EXPECTATION	6.A.1.c.	Construct relationships based on quantity <u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 083 Investigation 6 Day 3 Small Group p. 111 Celebrating Learning Day 2 Small Group
EXPECTATION	6.A.1.d.	Use classroom experiences to indicate same, more, or less <u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 083 Investigation 6 Day 3 Small Group p. 111 Celebrating Learning Day 2 Small Group
EXPECTATION	6.A.1.e.	Count and discuss quantity Clothes Study p. 015 Exploring the Topic Day 1 Mighty Minutes p. 017 Exploring the Topic Day 2 Small Group p. 021 Exploring the Topic Day 5 Mighty Minutes p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Small Group p. 029 Investigation 1 Day 2 Large Group p. 030 Investigation 1 Day 2 Large-Group Roundup p. 031 Investigation 1 Day 3 Small Group p. 033 Investigation 1 Day 4 Large Group p. 034 Investigation 1 Day 5 Large-Group Roundup p. 035 Investigation 1 Day 5 Small Group p. 037 Investigation 1 Day 5 Small Group p. 037 Investigation 1 Day 5 Small Group p. 046 Investigation 2 Day 4 Large Group p. 059 Investigation 3 Day 4 Mighty Minutes p. 059 Investigation 3 Day 5 Mighty Minutes p. 065 Investigation 4 Day 2 Mighty Minutes p. 065 Investigation 5 Day 1 Mighty Minutes p. 073 Investigation 5 Day 2 Read-Aloud p. 073 Investigation 5 Day 2 Small Group p. 071 Investigation 5 Day 2 Read-Aloud p. 073 Investigation 5 Day 2 Small Group p. 081 Investigation 6 Day 2 Small Group p. 081 Investigation 6 Day 3 Small Group

		n 095 Investigation 6 Day 4 Small Crown
		p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group p. 095 Investigation 7 Day 3 Mighty Minutes p. 111 Celebrating Learning Day 2 Mighty Minutes p. 111 Celebrating Learning Day 2 Small Group
EXPECTATION	6.A.1.g.	Match a numeral to a set 0 to 5
		Clothes Study p. 073 Investigation 5 Day 2 Small Group
EXPECTATION	6.A.1.h.	Count to 10 Clothes Study p. 015 Exploring the Topic Day 1 Mighty Minutes p. 017 Exploring the Topic Day 2 Small Group p. 021 Exploring the Topic Day 4 Mighty Minutes p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Small Group p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 037 Investigation 3 Day 4 Mighty Minutes p. 057 Investigation 3 Day 4 Mighty Minutes p. 065 Investigation 4 Day 2 Mighty Minutes p. 066 Investigation 4 Day 3 Large Group p. 071 Investigation 5 Day 1 Mighty Minutes p. 073 Investigation 6 Day 2 Small Group p. 081 Investigation 6 Day 2 Small Group p. 083 Investigation 6 Day 4 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group
TOPIC / INDICATOR	MA.7.	PROCESSES OF MATHEMATICS: Students demonstrate the process of mathematics by making connections and applying reasoning to solve and to communicate their findings.
INDICATOR / PROFICIENCY LEVEL	7.C.	Communication
OBJECTIVE	7.C.1.	Present mathematical ideas using words, symbols, visual displays, or technology
EXPECTATION	7.C.1.a.	Use multiple representations to express concepts or solutions <u>Clothes Study</u> p. 023 Exploring the Topic Day 5 Small Group
STRAND / TOPIC / STANDARD	MD.SC.	Science
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.A.	Constructing Knowledge
OBJECTIVE	1.A.1.	Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.
EXPECTATION	1.A.1.a.	Describe what can be learned about things by just observing those things carefully and adding information by sometimes doing something to the things and noting what happens <u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 027 Investigation 1 Outdoor Experiences p. 033 Investigation 1 Day 3 Small Group

		 p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Choice Time p. 043 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Mighty Minutes p. 045 Investigation 2 Day 3 Small Group p. 045 Investigation 3 Day 2 Choice Time p. 052 Investigation 3 Day 2 Choice Time p. 053 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 3 Small Group p. 065 Investigation 7 Day 3 Small Group
EXPECTATION	1.A.1.b.	Seek information through reading, observation, exploration, and investigations Clothes Study p. 017 Exploring the Topic Day 2 Small Group p. 027 Investigation 1 Outdoor Experiences p. 033 Investigation 1 Day 3 Small Group p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Choice Time p. 043 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Mighty Minutes p. 045 Investigation 2 Day 3 Small Group p. 045 Investigation 3 Day 2 Choice Time p. 052 Investigation 3 Day 2 Small Group p. 053 Investigation 3 Day 4 Small Group p. 053 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 Small Group p. 065 Investigation 7 Day 3 Small Group p. 067 Investigation 7 Day 3 Small Group p. 065 Investigation 7 Day 3 Small Group p. 066 Investigation 7 Day 3 Small Group p. 067 Investigation 7 Day 3 Small Group p. 065 Investigation 7 Day 3 Small Group
EXPECTATION	1.A.1.c.	Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data <u>Clothes Study</u> p. 029 Investigation 1 Day 1 Small Group p. 033 Investigation 1 Day 3 Small Group p. 045 Investigation 2 Day 3 Small Group p. 053 Investigation 3 Day 2 Small Group p. 063 Investigation 4 Day 1 Choice Time p. 064 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 3 Small Group
EXPECTATION	1.A.1.d.	Explain that when a science investigation is done the way it was done before, we expect to get a very similar result <u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Choice Time p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Choice Time

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		 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
EXPECTATION	1.A.1.e.	Participate in multiple experiences to verify that science investigations generally work the same way in different places <u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Choice Time p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time p. 037 Investigation 2 Day 1 Small Group p. 041 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Small Group p. 045 Investigation 3 Day 2 Choice Time p. 055 Investigation 3 Day 2 Small Group p. 055 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 1 Choice Time p. 064 Investigation 4 Day 3 Small Group p. 065 Investigation 4 Day 3 Small Group p. 065 Investigation 4 Day 3 Small Group p. 065 Investigation 7 Day 3 Small Group p. 065 Investigation 7 Day 3 Small Group p. 082 Investigation 7 Day 3 Small Group p. 085 Investigation 7 Day 3 Small Group
EXPECTATION	1.A.1.f.	Suggest things that you could do to find answers to questions raised by observing objects and/or phenomena (events such as water disappearing from the classroom aquarium or a pet's water bowl) Clothes Study p. 017 Exploring the Topic Day 2 Small Group p. 027 Investigation 1 Outdoor Experiences p. 033 Investigation 1 Day 3 Small Group p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Choice Time p. 043 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Small Group p. 045 Investigation 2 Day 3 Small Group p. 045 Investigation 3 Day 2 Choice Time p. 052 Investigation 3 Day 2 Choice Time p. 053 Investigation 3 Day 5 Small Group p. 055 Investigation 3 Day 5 Small Group p. 059 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Small Group p. 064 Investigation 4 Day 1 Small Group p. 065 Investigation 7 Day 3 Small Group
EXPECTATION	1.A.1.g.	Use whole numbers and simple, everyday fractions in ordering, counting, identifying, measuring, and describing things and experiences <u>Clothes Study</u>

		p. 094 Investigation 7 Day 3 Choice Time p. 110 Celebrating Learning Day 2 Choice Time p. 111 Celebrating Learning Day 2 Small Group
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.B.	Applying Evidence and Reasoning
OBJECTIVE	1.B.1.	People are more likely to believe your ideas if you can give good reasons for them
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			p. 066 Investigation 4 Day 3 Large Group
p. 067 Investigation 4 Day 3 Small Group			p. 067 Investigation 4 Day 3 Small Group

		p. 070 Investigation 5 Day 1 Choice Time
		p. 077 Investigation 6 Outdoor Experience
		p. 078 Investigation 6 Day 1 Large Group
		p. 079 Investigation 6 Day 1 Choice Time
		p. 081 Investigation 6 Day 2 Mighty Minutes
		p. 082 Investigation 6 Day 3 Choice Time
		p. 085 Investigation 6 Day 4 Choice Time
		p. 087 Investigation 6 Day 5 Mighty Minutes
		p. 091 Investigation 7 Day 1 Choice Time
		p. 091 Investigation 7 Day 1 Small Group
		p. 092 Investigation 7 Day 2 Choice Time
		p. 094 Investigation 7 Day 3 Choice Time
		p. 095 Investigation 7 Day 3 Small Group
		p. 108 Celebrating Learning Day 1 Choice Time
		p. 110 Celebrating Learning Day 2 Choice Time
		p. 111 Celebrating Learning Day 2 Small Group
EXPECTATION	1.B.1.c.	Explain why it is important to make some fresh observations when
EXPECTATION	I.D.I.C.	people give different descriptions of the same thing
		people give different descriptions of the same thing
		Clathas Study
		Clothes Study
		p. 015 Exploring the Topic Day 1 Choice Time
		p. 016 Exploring the Topic Day 2 Choice Time
		p. 016 Exploring the Topic Day 2 Large Group
		p. 017 Exploring the Topic Day 2 Small Group
		p. 019 Exploring the Topic Day 3 Choice Time
		p. 021 Exploring the topic Day 4 Choice Time
		p. 023 Exploring the Topic Day 5 Choice Time
		p. 027 Investigation 1 Outdoor Experiences
		p. 028 Investigation 1 Day 1 Choice Time
		p. 028 Investigation 1 Day 1 Large Group
		p. 029 Investigation 1 Day 1 Small Group
		p. 031 Investigation 1 Day 2 Choice Time
		p. 033 Investigation 1 Day 3 Small Group
		p. 035 Investigation 1 Day 4 Choice Time
		p. 035 Investigation 1 Day 4 Small Group
		p. 037 Investigation 1 Day 5 Choice Time
		p. 037 Investigation 1 Day 5 Small Group
		p. 041 Investigation 2 Day 1 Choice Time
		p. 041 Investigation 2 Day 1 Large-Group Roundup
		p. 041 Investigation 2 Day 1 Small Group
		p. 042 Investigation 2 Day 2 Large Group
		p. 043 Investigation 2 Day 2 Choice Time
		p. 043 Investigation 2 Day 2 Small Group
		p. 045 Investigation 2 Day 3 Mighty Minutes
		p. 045 Investigation 2 Day 3 Small Group
		p. 046 Investigation 2 Day 4 Choice Time
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Mighty Minutes
		p. 047 Investigation 2 Day 4 Small Group
		p. 050 Investigation 3 Day 1 Choice Time
		p. 051 Investigation 3 Day 1 Mighty Minutes
		p. 052 Investigation 3 Day 2 Choice Time
		p. 053 Investigation 3 Day 2 Small Group
		p. 054 Investigation 3 Day 3 Choice Time
		p. 055 Investigation 3 Day 3 Small Group
		p. 056 Investigation 3 Day 4 Choice Time
		p. 057 Investigation 3 Day 4 Small Group
		p. 058 Investigation 3 Day 5 Choice Time
		p. 059 Investigation 3 Day 5 Small Group
		p. 061 Investigation 4 Outdoor Experiences
		p. 063 Investigation 4 Day 1 Choice Time
		p. 063 Investigation 4 Day 1 Mighty Minutes
		p. 064 Investigation 4 Day 2 Large Group
		p. 065 Investigation 4 Day 2 Choice Time
		p. 065 Investigation 4 Day 2 Mighty Minutes
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		 p. 065 Investigation 4 Day 2 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 066 Investigation 4 Day 3 Large Group p. 067 Investigation 4 Day 3 Small Group p. 070 Investigation 5 Day 1 Choice Time p. 071 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 Choice Time p. 081 Investigation 6 Day 2 Mighty Minutes p. 082 Investigation 6 Day 3 Choice Time p. 085 Investigation 6 Day 4 Choice Time p. 087 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 2 Choice Time p. 092 Investigation 7 Day 3 Small Group p. 108 Celebrating Learning Day 1 Choice Time p. 111 Celebrating Learning Day 2 Small Group
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.C.	Communicating Scientific Information
OBJECTIVE	1.C.1.	Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question
EXPECTATION	1.C.1.a.	Describe things as accurately as possible and compare observations with those of others Clothes Study p. 015 Exploring the Topic Day 1 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 019 Exploring the Topic Day 3 Choice Time p. 021 Exploring the Topic Day 3 Choice Time p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Choice Time p. 023 Investigation 1 Day 1 Choice Time p. 023 Investigation 1 Day 1 Choice Time p. 028 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Choice Time p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Small Group p. 037 Investigation 1 Day 5 Choice Time p. 037 Investigation 2 Day 1 Choice Time p. 037 Investigation 2 Day 1 Choice Time p. 037 Investigation 2 Day 2 Choice Time p. 031 Investigation 2 Day 2 Choice Time p. 031 Investigation 2 Day 2 Choice Time p. 041 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 2 Small Group p. 043 Investigation 2 Day 2 Small Group p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Small Group p. 045 Investigation 2 Day 4 Large Group p. 045 Investigation 2 Day 4 Small Group p. 045 Investigation 2 Day 4 Large Group p. 045 Investigation 2 Day 4 Large Group p. 045 Investigation 2 Day 4 Large Group p. 045 Investigation 2 Day 4 Small Group p. 045 Investigation 3 Day 1 Choice Time p. 050 Investigation 3 Day 1 Choice Time p. 051 Investigation

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		p. 054 Investigation 3 Day 3 Choice Time
		p. 055 Investigation 3 Day 3 Small Group
		p. 056 Investigation 3 Day 4 Choice Time
		p. 057 Investigation 3 Day 4 Small Group
		p. 058 Investigation 3 Day 5 Choice Time
		p. 059 Investigation 3 Day 5 Small Group
		p. 061 Investigation 4 Outdoor Experiences
		p. 063 Investigation 4 Day 1 Choice Time
		p. 063 Investigation 4 Day 1 Mighty Minutes
		p. 064 Investigation 4 Day 2 Large Group
		p. 065 Investigation 4 Day 2 Choice Time
		p. 065 Investigation 4 Day 2 Mighty Minutes
		p. 065 Investigation 4 Day 2 Small Group
		p. 066 Investigation 4 Day 3 Choice Time
		p. 066 Investigation 4 Day 3 Large Group
		p. 067 Investigation 4 Day 3 Small Group
		p. 070 Investigation 5 Day 1 Choice Time
		p. 077 Investigation 6 Outdoor Experience
		p. 078 Investigation 6 Day 1 Large Group
		p. 079 Investigation 6 Day 1 Choice Time
		p. 081 Investigation 6 Day 2 Mighty Minutes
		p. 082 Investigation 6 Day 3 Choice Time
		p. 085 Investigation 6 Day 4 Choice Time
		p. 087 Investigation 6 Day 5 Mighty Minutes
		p. 091 Investigation 7 Day 1 Choice Time
		p. 091 Investigation 7 Day 1 Small Group
		p. 092 Investigation 7 Day 2 Choice Time
		p. 094 Investigation 7 Day 3 Choice Time
		p. 095 Investigation 7 Day 3 Small Group
		p. 108 Celebrating Learning Day 1 Choice Time
		p. 110 Celebrating Learning Day 2 Choice Time
		p. 111 Celebrating Learning Day 2 Small Group
EXPECTATION 1	1.C.1.b.	Describe and compare things in terms of number, shape, texture,
		size, weight, color, and motion
		Clothes Study
		p. 015 Exploring the Topic Day 1 Choice Time
		p. 016 Exploring the Topic Day 2 Choice Time
		p. 016 Exploring the Topic Day 2 Large Group
		p. 017 Exploring the Topic Day 2 Small Group
		p. 019 Exploring the Topic Day 3 Choice Time
		p. 021 Exploring the topic Day 4 Choice Time
		p. 023 Exploring the Topic Day 5 Choice Time
		p. 027 Investigation 1 Outdoor Experiences
		p. 028 Investigation 1 Day 1 Choice Time
		p. 028 Investigation 1 Day 1 Large Group
		p. 029 Investigation 1 Day 1 Small Group
		p. 031 Investigation 1 Day 2 Choice Time
	1	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 Choice Time p. 035 Investigation 1 Day 4 Small Group
		p. 035 Investigation 1 Day 4 Choice Time p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Choice Time
		p. 035 Investigation 1 Day 4 Choice Time p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Choice Time p. 037 Investigation 1 Day 5 Small Group
		p. 035 Investigation 1 Day 4 Choice Time p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Choice Time p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Choice Time
		p. 035 Investigation 1 Day 4 Choice Time p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Choice Time p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Large-Group Roundup
		 p. 035 Investigation 1 Day 4 Choice Time p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Choice Time p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Small Group
		 p. 035 Investigation 1 Day 4 Choice Time p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Choice Time p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Small Group p. 042 Investigation 2 Day 2 Large Group
		 p. 035 Investigation 1 Day 4 Choice Time p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Choice Time p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Small Group p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Choice Time
		 p. 035 Investigation 1 Day 4 Choice Time p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Choice Time p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Small Group p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Small Group p. 043 Investigation 2 Day 2 Small Group
		 p. 035 Investigation 1 Day 4 Choice Time p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Choice Time p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Small Group p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Mighty Minutes
		 p. 035 Investigation 1 Day 4 Choice Time p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Choice Time p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Small Group p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Mighty Minutes p. 045 Investigation 2 Day 3 Small Group
		 p. 035 Investigation 1 Day 4 Choice Time p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Choice Time p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Small Group p. 041 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Mighty Minutes p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Choice Time
		 p. 035 Investigation 1 Day 4 Choice Time p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Choice Time p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Small Group p. 041 Investigation 2 Day 2 Large Group p. 042 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Mighty Minutes p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group
		 p. 035 Investigation 1 Day 4 Choice Time p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Choice Time p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Small Group p. 041 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Mighty Minutes p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Choice Time

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		 p. 050 Investigation 3 Day 1 Choice Time p. 051 Investigation 3 Day 2 Choice Time p. 053 Investigation 3 Day 2 Small Group p. 054 Investigation 3 Day 3 Small Group p. 055 Investigation 3 Day 4 Choice Time p. 056 Investigation 3 Day 5 Choice Time p. 057 Investigation 3 Day 5 Choice Time p. 058 Investigation 3 Day 5 Small Group p. 058 Investigation 4 Day 5 Choice Time p. 051 Investigation 4 Day 5 Small Group p. 051 Investigation 4 Day 5 Small Group p. 051 Investigation 4 Day 5 Choice Time p. 053 Investigation 4 Day 5 Small Group p. 061 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 2 Large Group p. 064 Investigation 4 Day 2 Choice Time p. 065 Investigation 4 Day 2 Choice Time p. 065 Investigation 4 Day 2 Mighty Minutes p. 065 Investigation 4 Day 2 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 066 Investigation 4 Day 3 Large Group p. 066 Investigation 4 Day 3 Large Group p. 070 Investigation 4 Day 3 Large Group p. 071 Investigation 6 Day 1 Choice Time p. 073 Investigation 6 Day 1 Choice Time p. 074 Investigation 6 Day 1 Choice Time p. 075 Investigation 6 Day 1 Choice Time p. 075 Investigation 6 Day 1 Choice Time p. 076 Investigation 6 Day 1 Choice Time p. 081 Investigation 6 Day 3 Choice Time p. 082 Investigation 6 Day 3 Choice Time p. 083 Investigation 7 Day 3 Choice Time p. 081 Investigation 7 Day 1 Choice Time p. 081 Investigation 7 Day 2 Choice Time p. 091 Investigation 7 Day 2 Choice Time p. 091 Investigation 7 Day 2 Choice Time p. 091 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Choice Time p. 095 Investigation 7 Day 3 Choice Time p. 095 Investigation 7 Day 3 Choice Time p. 095 Investigation 7 Day 3 Choic
EXPECTATION	1.C.1.c.	Draw pictures that correctly portray at least some features of the thing being described and sequence of events (seasons, seed growth) <u>Clothes Study</u> p. 028 Investigation 1 Day 1 Choice Time p. 050 Investigation 3 Day 1 Choice Time p. 058 Investigation 3 Day 5 Choice Time
EXPECTATION	1.C.1.d.	Have opportunities to work with a team, share findings with others, and recognize that all team members should reach their own conclusions about what the findings mean <u>Clothes Study</u> p. 027 Investigation 1 Outdoor Experiences p. 031 Investigation 1 Day 2 Choice Time p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 5 Small Group p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Small Group p. 064 Investigation 4 Day 1 Choice Time p. 064 Investigation 4 Day 2 Large Group
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.D.	Technology

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

		- 000 loss of the first A Day 0.01 size Time
		p. 066 Investigation 4 Day 3 Choice Time p. 110 Celebrating Learning Day 2 Choice Time
EXPECTATION	1.D.2.b.	Explain that something may not work if some of its parts are missing <u>Clothes Study</u> p. 035 Investigation 1 Day 4 Small Group p. 057 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 110 Celebrating Learning Day 2 Choice Time
EXPECTATION	1.D.2.c.	Explain that when parts are put together, they can do things that they couldn't do by themselves <u>Clothes Study</u> p. 035 Investigation 1 Day 4 Small Group p. 057 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 110 Celebrating Learning Day 2 Choice Time
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.D.	Technology
OBJECTIVE	1.D.3.	Examine a variety of physical models and describe what they teach about the real things they are meant to resemble
EXPECTATION	1.D.3.a.	Explain that a model of something is different from the real thing but can be used to learn something about the real thing <u>Clothes Study</u> p. 035 Investigation 1 Day 4 Small Group p. 057 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 110 Celebrating Learning Day 2 Choice Time
EXPECTATION	1.D.3.b.	Realize that one way to describe something is to say how it is like something else <u>Clothes Study</u> p. 035 Investigation 1 Day 4 Small Group p. 057 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 110 Celebrating Learning Day 2 Choice Time
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.E.	History of Science
OBJECTIVE	1.E.1.	Recognize that everyone can do science and invent things.
EXPECTATION	1.E.1.a.	Investigate and explore science concepts. <u>Clothes Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Choice Time p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Choice Time

		 p. 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
TOPIC / INDICATOR	SC.3.	LIFE SCIENCE: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.
INDICATOR / PROFICIENCY LEVEL	3.A.	Diversity of Life
OBJECTIVE	3.A.1.	Observe a variety of familiar plants and animals to describe how they are alike and how they are different
EXPECTATION	3.A.1.a.	Gather information about how some animals are alike in the way they look and in the things they do. <u>Clothes Study</u> p. 047 Investigation 2 Day 4 Small Group
EXPECTATION	3.A.1.d.	Identify some of the things that all animals do, such as eat, move around and explain how their features (observable parts) help them do these things. <u>Clothes Study</u> p. 047 Investigation 2 Day 4 Small Group
TOPIC / INDICATOR	SC.3.	LIFE SCIENCE: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.
INDICATOR / PROFICIENCY LEVEL	3.C.	Genetics
OBJECTIVE	3.C.1.	Observe, describe and compare different kinds of animals and their offspring
EXPECTATION	3.C.1.b.	Describe how offspring are very much, but not exactly, like their parents and like one another <u>Clothes Study</u> p. 047 Investigation 2 Day 4 Small Group
TOPIC / INDICATOR	SC.4.	CHEMISTRY: Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.
INDICATOR / PROFICIENCY LEVEL	4.A.	Structure of Matter
OBJECTIVE	4. A .1.	Use evidence from investigations to describe the observable properties of a variety of objects.
EXPECTATION	4.A.1.a.	Examine and describe a variety of familiar objects, in terms of the materials from which they are made (clay, cloth, paper, etc.). <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 021 Exploring the topic Day 4 Choice Time p. 023 Exploring the Topic Day 5 Choice Time p. 028 Investigation 1 Day 1 Choice Time p. 028 Investigation 1 Day 1 Large Group

		 p. 029 Investigation 1 Day 1 Small Group p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 5 Read-Aloud 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 Large-Group Roundup p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Small Group p. 043 Investigation 2 Day 3 Mighty Minutes p. 045 Investigation 2 Day 3 Small Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group p. 047 Investigation 3 Day 2 Choice Time p. 052 Investigation 3 Day 3 Choice Time p. 054 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Mighty Minutes p. 064 Investigation 4 Day 1 Mighty Minutes p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 1 Mighty Minutes p. 066 Investigation 4 Day 2 Large Group p. 070 Investigation 5 Day 1 Choice Time p. 071 Investigation 7 Day 3 Small Group p. 079 Investigation 7 Day 1 Small Group p. 079 Investigation 7 Day 3 Small Group
EXPECTATION	4.A.1.b.	Based on data gathered, describe the observable properties of familiar objects (size, shape, color, and texture). Clothes Study p. 015 Exploring the Topic Day 1 Choice Time p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 033 Investigation 1 Day 3 Small Group p. 037 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Choice Time p. 045 Investigation 2 Day 3 Mighty Minutes p. 052 Investigation 3 Day 2 Choice Time p. 063 Investigation 6 Day 1 Large Group p. 079 Investigation 7 Day 3 Small Group p. 085 Investigation 7 Day 3 Small Group p. 095 Investigation 7 Day 3 Small Group p. 108 Celebrating Learning Day 1 Choice Time
STRAND / TOPIC / STANDARD	MD.SS.	Social Studies
TOPIC / INDICATOR	SS.1.	POLITICAL SCIENCE: (Prek – 3 Standard) Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.
INDICATOR / PROFICIENCY LEVEL	1.A.	The Foundation and Function of Government
OBJECTIVE	1.A.1.	Identify the importance of rules
EXPECTATION	1.A.1.a.	Recognize why people have rules at home and at school. <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 049 Investigation 3 Outdoor Experiences p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud

EXPECTATION	1.A.1.b.	Generate and follow classroom rules, such as taking turns, walking inside, and forming a line that promote order and safety in the classroom. <u>Clothes Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 049 Investigation 3 Outdoor Experiences p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud
TOPIC / INDICATOR	SS.4.	ECONOMICS: (Prek – 3 Standard) Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.
INDICATOR / PROFICIENCY LEVEL	4.A.	Scarcity and Economic Decision-making
OBJECTIVE	4.A.2.	Identify that materials/resources are used to make products
EXPECTATION	4.A.2.a.	Recognize that workers do jobs in the home and school.
		<u>Clothes Study</u> p. 072 Investigation 5 Day 2 Choice Time p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Choice Time p. 082 Investigation 6 Day 3 Large Group p. 086 Investigation 6 Day 5 Large Group
TOPIC / INDICATOR	SS.6.	SKILLS AND PROCESSES: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
INDICATOR / PROFICIENCY LEVEL	6.B.	Learn to Write to Communicate Social Studies Understandings
OBJECTIVE	6.B.1.	Compose oral, written, and visual presentations that express personal ideas, inform, and persuade
EXPECTATION	6.B.1.a.	Write to express social studies ideas using a variety of forms. <u>Clothes Study</u> p. 045 Investigation 2 Day 3 Small Group
TOPIC / INDICATOR	SS.6.	SKILLS AND PROCESSES: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
INDICATOR / PROFICIENCY LEVEL	6.C.	Ask Social Studies Questions
OBJECTIVE	6.C.1.	Identify a topic that requires further study
EXPECTATION	6.C.1.a.	Identify prior knowledge about the topic.
		<u>Clothes Study</u> p. 066 Investigation 4 Day 3 Choice Time
STRAND / TOPIC / STANDARD	MD.FA-M.	Fine Arts - Music
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.1.	Develop awareness of the characteristics of musical sounds and the

		diversity of sounds in the environment
EXPECTATION	1.A.1.c.	Respond to changes heard in music: fast/slow, loud/soft (quiet), long/short, high/low
		Clothes Study p. 027 Investigation 1 Outdoor Experiences
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.2.	Experience performance through singing, playing instruments, and listening to performances of others
EXPECTATION	1.A.2.a.	Sing songs that use the voice in a variety of ways
		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 2 Mighty Minutes
		p. 032 Investigation 1 Day 3 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. 050 Investigation 3 Day 1 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
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		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

	1	p. 108 Celebrating Learning Day 1 Large Group
		p. 100 Celebrating Learning Day 7 Large Group p. 110 Celebrating Learning Day 2 Large Group
EXPECTATION	1.A.2.b.	Listen to examples of adult male voices, adult female voices, and children's voices
		Clothes Study p. 027 Investigation 1 Outdoor Experiences
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.3.	Respond to music through movement
EXPECTATION	1.A.3.a.	Express music through movement, developing the concept of personal space ("bubble space")
		Clothes Study p. 081 Investigation 6 Day 2 Mighty Minutes
EXPECTATION	1.A.3.b.	Respond to steady beat through locomotor and body movement
		Clothes Study p. 081 Investigation 6 Day 2 Mighty Minutes
EXPECTATION	1.A.3.c.	Listen for simple directions or verbal cues in singing games
		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. 020 Exploring the Topic Day 5 Large Group p. 022 Exploring the Topic Day 2 Large Group p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 3 Large Group p. 045 Investigation 3 Day 3 Large Group p. 050 Investigation 3 Day 3 Large Group p. 051 Investigation 3 Day 3 Large Group p. 055 Investigation 3 Day 3 Mighty Minutes p. 056 Investigation 3 Day 3 Mighty Minutes
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EXPECTATION	1.A.3.d.	Explore a variety of locomotor and nonlocomotor movements to show meter <u>Clothes Study</u> p. 081 Investigation 6 Day 2 Mighty Minutes
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.1.	Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression
EXPECTATION	2.B.1.a.	Explore music used in daily living <u>Clothes Study</u> p. 027 Investigation 1 Outdoor Experiences
EXPECTATION	2.B.1.b.	Sing songs representative of different activities, holidays, and seasons in a variety of world cultures Clothes Study p. 013 Exploring the Topic Oay 1 Large Group p. 015 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group p. 015 Exploring the Topic Day 2 Large Group p. 016 Exploring the Topic Day 3 Large Group p. 018 Exploring the Topic Day 4 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 2 Large Group p. 023 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 2 Large Group p. 034 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 2 Day 1 Large Group p. 036 Investigation 2 Day 1 Large Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large Group p. 044 Investigation 2 Day 1 Large Group p. 045 Investigation 2 Day 3 Large Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 4 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. 053 Investigation 3 Day 3 Large Group p. 054 Investigation 3 Day 3 Large Group p. 055 Investigation 3 Day 3 Large Group p. 056 Investigation 3 Day 3 Large Group p. 058 Investigation 3 Day 3 Large Group p. 051 Investigation 4 Day 1 Large Group p. 051 Investigation 4 Day 1 Large Group p. 055 Investigation 4 Day 2 Large Group p. 056 Investigation 4 Day 1 Large Group p. 056 Investigation 4 Day 2 Large Group p. 056 Investigation 4 Day 2 Large Group p. 056 Investigation 4 Day 2 Large Group p. 0

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		p. 094 Investigation 7 Day 3 Large Group
		p. 108 Celebrating Learning Day 1 Large Group
		p. 110 Celebrating Learning Day 2 Large Group
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will
		demonstrate an understanding of music as an essential aspect of
		history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.2.	Become acquainted with the roles of music in the lives of people
EXPECTATION	2.B.2.a.	Explore a rich repertoire of music representing its roles in the lives of people, such as lullabies
		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
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		p. 094 Investigation 7 Day 3 Large Group
		p. 108 Celebrating Learning Day 1 Large Group
		p. 110 Celebrating Learning Day 2 Large Group
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will
TO TO THE DICATOR	1 7-111.2.	demonstrate an understanding of music as an essential aspect of
		history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.В.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.3.	Explore the relationship of music to dance, theatre, the visual arts,
	-	and other disciplines
EXPECTATION	2.B.3.a.	Explore creative expression through music, dance, creative
		dramatics, and the visual arts
		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
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		p. 028 Investigation 1 Day 1 Large Group
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TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.4.	Develop knowledge of a wide variety of styles and genres through the study of music history
EXPECTATION	2.B.4.a.	Listen to two versions of the same piece and identify them as same or different, such as a vocal version and a strictly instrumental version <u>Clothes Study</u> p. 027 Investigation 1 Outdoor Experiences
TOPIC / INDICATOR	FA-M.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize musical ideas and sounds creatively.
INDICATOR / PROFICIENCY LEVEL	3.D.	Aesthetics and Criticism
OBJECTIVE	3.D.1.	Express preferences about selected musical compositions
EXPECTATION	3.D.1.a.	Verbalize or use visual representation for at least one reason for musical experience <u>Clothes Study</u> p. 027 Investigation 1 Outdoor Experiences
STRAND / TOPIC / STANDARD	MD.FA-V.	Fine Arts - Visual Arts
TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.1.	Identify, describe, and interpret observed form
EXPECTATION	1.A.1.a.	Identify colors, lines, and shapes found in the environment <u>Clothes Study</u> p. 020 Exploring the Topic Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 045 Investigation 2 Day 3 Small Group p. 050 Investigation 3 Day 1 Choice Time p. 051 Investigation 3 Day 1 Small Group

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EXPECTATION	1.A.1.b.	Use colors, lines, and shapes to communicate ideas about the observed world 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. 045 Investigation 3 Day 1 Choice Time p. 051 Investigation 3 Day 1 Small Group p. 051 Investigation 3 Day 1 Large-Group Roundup p. 055 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 5 Choice Time p. 059 Investigation 3 Day 2 Small Group p. 063 Investigation 4 Day 1 Choice Time p. 067 Investigation 4 Day 2 Choice Time p. 067 Investigation 5 Day 2 Large Group Roundup p. 072 Investigation 5 Day 3 Choice Time p. 081 Investigation 5 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 2 Small Group p. 087 Investigation 7 Day 1 Small Group
TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.2.	Identify and compare ways in which selected artworks represent what people see, feel, know, and imagine
EXPECTATION	1.2.A.a.	Identify the subject matter of various works of art <u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 3 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 021 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 3 Large Group p. 032 Investigation 1 Day 4 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 035 Investigation 1 Day 5 Small Group p. 039 Investigation 2 Dutdoor 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. 055 Investigation 3 Day 3 Large Group p. 055 Investigation 3 Day 4 Small Group p. 055 Investigation 3 Day 4 Small Group p. 056 Investigation 3 Day 5 Large Group p. 057 Investigation 3 Day 5 Small Group p. 058 Investigation 3 Day 5 Small Group p. 061 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 5 Day 2 Choice Time p. 066 Investigation 5 Day 3 Choice Time p. 069 Investigation 5 Day 1 Small Group p. 071 Investigation 5 Day 2 Choice Time 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. 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. 083 Investigation 6 Day 3 Small Group p. 083 Investigation 6 Day 3 Small Group
	 p. 084 Investigation 6 Day 4 Large Group p. 085 Investigation 6 Day 4 Read-Aloud p. 086 Investigation 6 Day 5 Large Group p. 089 Investigation 7 Outdoor Experiences p. 091 Investigation 7 Day 1 Choice Time p. 092 Investigation 7 Day 2 Choice Time p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Large Group p. 111 Celebrating Learning Day 2 Small Group
EXPECTATION	Use color, line, and shape to represent ideas visually from observation, memory, and imagination <u>Clothes Study</u> p. 020 Exploring the Topic Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 045 Investigation 2 Day 3 Small Group p. 050 Investigation 3 Day 1 Choice Time p. 051 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 5 Choice Time p. 059 Investigation 3 Day 5 Choice Time p. 059 Investigation 4 Day 3 Small Group p. 063 Investigation 5 Day 2 Large-Group Roundup p. 071 Investigation 5 Day 2 Large Group p. 071 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 2 Small Group

		p. 087 Investigation 6 Day 5Large-Group Roundup
TOPIC / INDICATOR	FA-V.1.	p. 091 Investigation 7 Day 1 Small Group PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.3.	Experiment with elements of art elements of design to organize personally meaningful compositions
EXPECTATION	1.A.3.a.	Explore color, line, and shape in artworks 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. 045 Investigation 3 Day 1 Choice Time p. 050 Investigation 3 Day 1 Small Group p. 051 Investigation 3 Day 1 Large-Group Roundup p. 055 Investigation 3 Day 5 Choice Time p. 058 Investigation 3 Day 2 Choice Time p. 059 Investigation 3 Day 2 Choice Time p. 059 Investigation 3 Day 2 Choice Time p. 059 Investigation 3 Day 2 Large-Group Roundup p. 063 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 p. 074 Investigation 7 Day 1 Small Group p. 081 Investigation 6 Day 4 Large-Group Roundup p. 085 Investigation 7 Day 1 Small Group
EXPECTATION	1.A.3.b.	Use color, line, and shape to make artworks Clothes Study p. 020 Exploring the Topic Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 2 Large-Group Roundup p. 043 Investigation 2 Day 3 Small Group p. 045 Investigation 2 Day 3 Small Group p. 045 Investigation 3 Day 1 Choice Time p. 050 Investigation 3 Day 1 Small Group 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 5 Choice Time p. 059 Investigation 4 Day 1 Choice Time p. 067 Investigation 4 Day 1 Choice Time p. 067 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 2 Choice Time p. 081 Investigation 5 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 085 Investigation 6 Day 1 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5 Large-Group Roundup p. 087 Investigation 7 Day 1 Small Group
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.1.	Determine ways in which works of art express ideas about oneself,

		other people, places, and events
EXPECTATION	2.B.1.a.	Observe works of art and identify ideas expressed by the artists
		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 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 Choice Time p. 080 Investigation 6 Day 2 Large Group
		p. 081 Investigation 6 Day 2 Read-Aloud
		p. 081 Investigation 6 Day 2 Small Group
		p. 083 Investigation 6 Day 3 Small Group
		p. 084 Investigation 6 Day 4 Large Group
		p. 085 Investigation 6 Day 4 Read-Aloud
		p. 086 Investigation 6 Day 5 Large Group
		p. 089 Investigation 7 Outdoor Experiences
		p. 091 Investigation 7 Day 1 Choice Time
		p. 092 Investigation 7 Day 2 Choice Time p. 093 Investigation 7 Day 2 Small Group
		p. 094 Investigation 7 Day 3 Choice Time
		p. 094 Investigation 7 Day 3 Large Group
		p. 111 Celebrating Learning Day 2 Small Group
EXPECTATION	2.B.1.b.	Use selected works of art as inspiration to express ideas visually
	Z.D.I.V.	Dese selected works of art as inspiration to express ideas Visually

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		and verbally
		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. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Choice Time
		p. 079 Investigation 6 Day 1 Choice Time p. 079 Investigation 6 Day 1 Large-Group Roundup
		p. 079 Investigation 6 Day 1 Large-Group Roundup p. 080 Investigation 6 Day 2 Choice Time
		p. 080 Investigation 6 Day 2 Choice Time p. 080 Investigation 6 Day 2 Large Group
		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. 081 Investigation 6 Day 2 Small Group
		p. 083 Investigation 6 Day 2 Small Group
		p. 084 Investigation 6 Day 5 Small 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 2 Small Group
		p. 094 Investigation 7 Day 3 Choice Time
		p. 111 Celebrating Learning Day 2 Small Group
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will
		demonstrate an understanding of visual arts as a basic aspect of

		history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.2.	Discuss reasons why people (including self) create and use art by studying artworks and other sources of information
LEVEL		Historical, Cultural, and Social Context Discuss reasons why people (including self) create and use art by studying artworks and other sources of information Discuss and describe artworks with common themes or similar ideas expressed 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 3 Small Group p. 018 Exploring the Topic Day 3 Small Group p. 021 Exploring the Topic Day 5 Small Group p. 021 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 031 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 4 Large Group p. 033 Investigation 1 Day 4 Small Group p. 033 Investigation 1 Day 4 Small Group p. 034 Investigation 1 Day 5 Small Group p. 035 Investigation 1 Day 5 Small Group p. 036 Investigation 2 Day 4 Small Group p. 037 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 045 Investigation 3 Day 1 Large Group p. 045 Investigation 3 Day 1 Large Group p. 045 Investigation 3 Day 3 Small Group p. 045 Investigation 3 Day 4 Large Group p. 045 Investigation 3 Day 3 Large Group p. 045 Investigation 3 Day 3 Large Group p. 045 Investigation 3 Day 3 Large Group p. 045 Investigation 3 Day 4 Small Group p. 056 Investigation 3 Day 3 Large Group p. 056 Investigation 3 Day 3 Large Group p. 056 Investigation 3 Day 4 Small Group p. 056 Investigation 3 Day 5 Large Group p. 056 Investigation 3 Day 5 Large Group p. 056 Investigation 4 Day 1 Choice Time p. 066 Investigation 4 Day 1 Choice Time p
		p. 073 Investigation 5 Day 2 Small Group p. 075 Investigation 5 Day 3 Small Group p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group
		p. 079 Investigation 6 Day 1 Choice Time p. 079 Investigation 6 Day 1 Large-Group Roundup p. 080 Investigation 6 Day 2 Choice Time p. 080 Investigation 6 Day 2 Large Group
		p. 081 Investigation 6 Day 2 Read-Aloud p. 081 Investigation 6 Day 2 Small Group p. 083 Investigation 6 Day 3 Small Group p. 084 Investigation 6 Day 4 Large Group
		p. 085 Investigation 6 Day 4 Read-Aloud p. 086 Investigation 6 Day 5 Large Group p. 089 Investigation 7 Outdoor Experiences p. 091 Investigation 7 Day 1 Choice Time

		p. 092 Investigation 7 Day 2 Choice Time p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group p. 111 Celebrating Learning Day 2 Small Group
EXPECTATION	2.B.2.b.	Describe and share personal artworks Clothes Study p. 020 Exploring the Topic Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 043 Investigation 2 Day 3 Small Group p. 045 Investigation 3 Day 1 Choice Time p. 050 Investigation 3 Day 1 Small Group p. 051 Investigation 3 Day 1 Large-Group Roundup p. 055 Investigation 3 Day 3 Small Group p. 055 Investigation 3 Day 5 Choice Time p. 059 Investigation 3 Day 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 4 Large-Group Roundup p. 085 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 2 Small Group p. 085 Investigation 7 Day 1 Small Group
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.3.	Differentiate among works by artists representative of different cultures
EXPECTATION	2.B.3.a.	Discuss the subject matter of selected artworks 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. 023 Exploring the Topic Day 5 Small Group p. 030 Investigation 1 Day 1 Large Group p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Small Group p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 2 Day 4 Small Group p. 039 Investigation 2 Day 4 Small Group p. 039 Investigation 2 Day 4 Large Group p. 040 Investigation 2 Day 1 Large Group p. 045 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group p. 046 Investigation 3 Day 4 Large Group p. 045 Investigation 3 Day 4 Large Group p. 045 Investigation 3 Day 4 Large Group p. 045 Investigation 3 Day 4 Small Group p. 045 Investigation 3 Day 4 Small Group p. 045 Investigation 3 Day 4 Large Group p. 045 Investigation 3 Day 4 Small Group p. 045 Investigation 3 Day 4 Small Group p. 045 Investigation 3 Day 4 Large Group p. 045 Investigation 3 Day 4 Small Group p. 045 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Small Group p. 053 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 3 Choice Time p. 054 Investigation 3 Day 3 Large Group

		p. 055 Investigation 3 Day 3 Large-Group Roundup
		p. 057 Investigation 3 Day 4 Small Group
		p. 058 Investigation 3 Day 5 Large Group
		p. 059 Investigation 3 Day 5 Small Group
		p. 061 Investigation 4 Outdoor Experiences
		p. 062 Investigation 4 Day 1 Large Group
		p. 063 Investigation 4 Day 1 Choice Time
		p. 063 Investigation 4 Day 1 Small Group
		p. 065 Investigation 4 Day 2 Choice Time
		p. 066 Investigation 4 Day 3 Choice Time
		p. 069 Investigation 5 Outdoor Experience
		p. 071 Investigation 5 Day 1 Small Group
		p. 072 Investigation 5 Day 2 Large Group
		p. 073 Investigation 5 Day 2 Small Group
		p. 075 Investigation 5 Day 3 Small Group
		p. 077 Investigation 6 Outdoor Experience
		p. 078 Investigation 6 Day 1 Large Group
		p. 079 Investigation 6 Day 1 Choice Time
		p. 079 Investigation 6 Day 1 Large-Group Roundup
		p. 080 Investigation 6 Day 2 Choice Time
		p. 080 Investigation 6 Day 2 Large Group
		p. 081 Investigation 6 Day 2 Read-Aloud
		p. 081 Investigation 6 Day 2 Small Group
		p. 083 Investigation 6 Day 3 Small Group
		p. 084 Investigation 6 Day 4 Large Group
		p. 085 Investigation 6 Day 4 Read-Aloud
		p. 086 Investigation 6 Day 5 Large Group
		p. 089 Investigation 7 Outdoor Experiences
		p. 091 Investigation 7 Day 1 Choice Time
		p. 092 Investigation 7 Day 2 Choice Time
		p. 093 Investigation 7 Day 2 Small Group
		p. 094 Investigation 7 Day 3 Choice Time
		p. 094 Investigation 7 Day 3 Large Group
		p. 111 Celebrating Learning Day 2 Small Group
EXPECTATION	2 B 3 h	
EXPECTATION	2.B.3.b.	p. 111 Celebrating Learning Day 2 Small Group Categorize the subject matter of artworks as the same or different
EXPECTATION	2.B.3.b.	Categorize the subject matter of artworks as the same or different
EXPECTATION	2.B.3.b.	Categorize the subject matter of artworks as the same or different Clothes Study
EXPECTATION	2.B.3.b.	Categorize the subject matter of artworks as the same or different <u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group
EXPECTATION	2.B.3.b.	Categorize the subject matter of artworks as the same or different <u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Choice Time
EXPECTATION	2.B.3.b.	Categorize the subject matter of artworks as the same or different <u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group
EXPECTATION	2.B.3.b.	Categorize the subject matter of artworks as the same or different <u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Small Group
EXPECTATION	2.B.3.b.	Categorize the subject matter of artworks as the same or different <u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 019 Exploring the Topic Day 3 Small Group
EXPECTATION	2.B.3.b.	Categorize the subject matter of artworks as the same or different <u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Small Group
EXPECTATION	2.B.3.b.	Categorize the subject matter of artworks as the same or different <u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 019 Exploring the Topic Day 3 Small Group
EXPECTATION	2.B.3.b.	Categorize the subject matter of artworks as the same or different <u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group
EXPECTATION	2.B.3.b.	Categorize the subject matter of artworks as the same or different <u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group
EXPECTATION	2.B.3.b.	Categorize the subject matter of artworks as the same or different <u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group
EXPECTATION	2.B.3.b.	Categorize the subject matter of artworks as the same or different <u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Read-Aloud
EXPECTATION	2.B.3.b.	Categorize the subject matter of artworks as the same or different <u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group
EXPECTATION	2.B.3.b.	Categorize the subject matter of artworks as the same or different <u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group
EXPECTATION	2.B.3.b.	Categorize the subject matter of artworks as the same or different <u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 2 Small Group p. 034 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group
EXPECTATION	2.B.3.b.	Categorize the subject matter of artworks as the same or different <u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 2 Small Group p. 035 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group
EXPECTATION	2.B.3.b.	Categorize the subject matter of artworks as the same or different <u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 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
EXPECTATION	2.B.3.b.	Categorize the subject matter of artworks as the same or different 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 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
EXPECTATION	2.B.3.b.	Categorize the subject matter of artworks as the same or different 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. 017 Exploring the Topic Day 3 Small Group p. 019 Exploring the Topic Day 4 Small Group p. 021 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 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. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Small Group p. 038 Investigation 1 Day 4 Small Group p. 039 Investigation 2 Day 5 Small Group p. 040 Investigation 2 Day 1 Large Group
EXPECTATION	2.B.3.b.	Categorize the subject matter of artworks as the same or different 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 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
EXPECTATION	2.B.3.b.	Categorize the subject matter of artworks as the same or different Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 015 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 3 Small Group p. 019 Exploring the Topic Day 4 Small Group p. 021 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Karge Group p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 1 Day 5 Small Group p. 038 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. 045 Investigation 2 Day 3 Small Group
EXPECTATION	2.B.3.b.	Categorize the subject matter of artworks as the same or different Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 015 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 3 Small Group p. 019 Exploring the Topic Day 4 Small Group p. 021 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Small Group p. 035 Investigation 1 Day 5 Small Group p. 036 Investigation 1 Day 4 Small Group p. 037 Investigation 2 Day 4 Small Group p. 038 Investigation 2 Day 4 Small Group p. 039 Investigation 2 Day 4 Small Group p. 040 Investigation 2 Day 4 Large Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group
EXPECTATION	2.B.3.b.	Categorize the subject matter of artworks as the same or different 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. 019 Exploring the Topic Day 4 Small Group p. 021 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 5 Small Group p. 035 Investigation 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
EXPECTATION	2.B.3.b.	Categorize the subject matter of artworks as the same or different <u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 019 Exploring the Topic Day 4 Small Group p. 021 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 4 Large Group p. 034 Investigation 1 Day 4 Small Group p. 035 Investigation 1 Day 5 Small Group p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 3 Small Group p. 045 Investigation 2 Day 4 Large Group p. 045 Investigation 2 Day 4 Small Group p. 046 Investigation 2 Day 4 Small Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 3 Outdoor Experiences
EXPECTATION	2.B.3.b.	Categorize the subject matter of artworks as the same or different 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. 019 Exploring the Topic Day 4 Small Group p. 021 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 4 Large Group p. 034 Investigation 1 Day 4 Small Group p. 035 Investigation 1 Day 5 Small Group p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 3 Small Group p. 045 Investigation 2 Day 4 Large Group p. 045 Investigation 2 Day 4 Small Group p. 046 Investigation 2 Day 4 Small Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 3 Outdoor Experiences p. 049 Investigation 3 Day 4 Large Group
EXPECTATION	2.B.3.b.	Categorize the subject matter of artworks as the same or different 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. 019 Exploring the Topic Day 4 Small Group p. 021 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 2 Small Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 5 Small Group p. 035 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 4 Large Group p. 045 Investigation 2 Day 3 Small Group p. 045 Investigation 2 Day 4 Large Group p. 045 Investigation 2 Day 4 Large Group p. 045 Investigation 2 Day 4 Large Group p. 045 Investigation 3 Day 4 Small Group p. 045 Investigation 3 Day 1 Large Group p. 045 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Small Group
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EXPECTATION	2.B.3.b.	Categorize the subject matter of artworks as the same or different 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. 023 Exploring the Topic Day 2 Small Group p. 023 Exploring the Topic Day 2 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 032 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 5 Small Group p. 037 Investigation 2 Day 1 Large Group p. 040 Investigation 2 Day 1 Large Group p. 045 Investigation 2 Day 1 Large 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. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 3 Day 4 Large Group p. 049 Investigation 3 Day 4 Large Group p. 049 Investigation 3 Day 4 Small Group p. 049 Investigation 3 Day 4 Small Group p. 051 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 Small Group
EXPECTATION	2.B.3.b.	Categorize the subject matter of artworks as the same or different 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 3 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. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 4 Small Group p. 034 Investigation 1 Day 4 Small Group p. 035 Investigation 1 Day 5 Small Group p. 037 Investigation 2 Day 4 Small Group p. 039 Investigation 2 Day 4 Large Group p. 040 Investigation 2 Day 1 Large Group p. 045 Investigation 2 Day 1 Large Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Large Group p. 046 Investigation 3 Outdoor Experiences p. 040 Investigation 3 Day 1 Large Group p. 045 Investigation 3 Day 1 Large Group p. 054 Investigation 3 Day 3 Large Group p. 054 Investigation 3 Day 3 Large Group p. 054 Investigation 3 Day 3 Large Group
EXPECTATION	2.B.3.b.	Categorize the subject matter of artworks as the same or different 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 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 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. 032 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Small Group p. 035 Investigation 1 Day 4 Small Group p. 037 Investigation 2 Day 4 Small Group p. 039 Investigation 2 Day 4 Small Group p. 039 Investigation 2 Day 4 Small Group p. 040 Investigation 2 Day 4 Small Group p. 045 Investigation 2 Day 1 Large Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Large Group p. 049 Investigation 3 Outdoor Experiences p. 040 Investigation 3 Day 3 Large Group p. 051 Investigation 3 Day 1 Small Group p. 053 Investigation 3 Day 3 Small Group p. 054 Investigation 3 Day 3 Small Group p. 055 Investigation 3 Day 3 Small Group p. 054 Investigation 3 Day 3 Small Group p. 055 Investigation 3 Day 3 Large Group
EXPECTATION	2.B.3.b.	Categorize the subject matter of artworks as the same or different 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. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 030 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Small Group p. 035 Investigation 1 Day 4 Small Group p. 035 Investigation 2 Day 4 Small Group p. 036 Investigation 2 Day 4 Small Group p. 037 Investigation 2 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 045 Investigation 2 Day 1 Large Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Large Group p. 046 Investigation 3 Day 3 Small Group p. 047 Investigation 3 Day 1 Large Group p. 045 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 3 Small Group p. 054 Investigation 3 Day 3 Small Group p. 054 Investigation 3 Day 3 Large Group

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TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
TOPIC / INDICATOR		
INDICATOR / PROFICIENCY		demonstrate an understanding of visual arts as a basic aspect of history and human experience. Historical, Cultural, and Social Context Describe the processes used to interpret and express ideas in the
INDICATOR / PROFICIENCY LEVEL OBJECTIVE	2.B. 2.B.4.	demonstrate an understanding of visual arts as a basic aspect of history and human experience. Historical, Cultural, and Social Context Describe the processes used to interpret and express ideas in the visual arts and other disciplines
INDICATOR / PROFICIENCY LEVEL	2.B.	demonstrate an understanding of visual arts as a basic aspect of history and human experience. Historical, Cultural, and Social Context Describe the processes used to interpret and express ideas in the
INDICATOR / PROFICIENCY LEVEL OBJECTIVE	2.B. 2.B.4.	demonstrate an understanding of visual arts as a basic aspect of history and human experience. Historical, Cultural, and Social Context Describe the processes used to interpret and express ideas in the visual arts and other disciplines Identify the visual qualities of works of art and the environment
INDICATOR / PROFICIENCY LEVEL OBJECTIVE	2.B. 2.B.4.	demonstrate an understanding of visual arts as a basic aspect of history and human experience. Historical, Cultural, and Social Context Describe the processes used to interpret and express ideas in the visual arts and other disciplines Identify the visual qualities of works of art and the environment Clothes Study
INDICATOR / PROFICIENCY LEVEL OBJECTIVE	2.B. 2.B.4.	demonstrate an understanding of visual arts as a basic aspect of history and human experience. Historical, Cultural, and Social Context Describe the processes used to interpret and express ideas in the visual arts and other disciplines Identify the visual qualities of works of art and the environment <u>Clothes Study</u> p. 020 Exploring the Topic Day 4 Large Group
INDICATOR / PROFICIENCY LEVEL OBJECTIVE	2.B. 2.B.4.	demonstrate an understanding of visual arts as a basic aspect of history and human experience. Historical, Cultural, and Social Context Describe the processes used to interpret and express ideas in the visual arts and other disciplines Identify the visual qualities of works of art and the environment Clothes Study
INDICATOR / PROFICIENCY LEVEL OBJECTIVE	2.B. 2.B.4.	demonstrate an understanding of visual arts as a basic aspect of history and human experience. Historical, Cultural, and Social Context Describe the processes used to interpret and express ideas in the visual arts and other disciplines Identify the visual qualities of works of art and the environment Clothes Study p. 020 Exploring the Topic Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group
INDICATOR / PROFICIENCY LEVEL OBJECTIVE	2.B. 2.B.4.	demonstrate an understanding of visual arts as a basic aspect of history and human experience. Historical, Cultural, and Social Context Describe the processes used to interpret and express ideas in the visual arts and other disciplines Identify the visual qualities of works of art and the environment 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
INDICATOR / PROFICIENCY LEVEL OBJECTIVE	2.B. 2.B.4.	demonstrate an understanding of visual arts as a basic aspect of history and human experience. Historical, Cultural, and Social Context Describe the processes used to interpret and express ideas in the visual arts and other disciplines Identify the visual qualities of works of art and the environment Clothes Study p. 020 Exploring the Topic Day 4 Large Group p. 040 Investigation 1 Day 4 Small Group p. 041 Investigation 2 Day 1 Small Group
INDICATOR / PROFICIENCY LEVEL OBJECTIVE	2.B. 2.B.4.	demonstrate an understanding of visual arts as a basic aspect of history and human experience. Historical, Cultural, and Social Context Describe the processes used to interpret and express ideas in the visual arts and other disciplines Identify the visual qualities of works of art and the environment Clothes Study p. 020 Exploring the Topic Day 4 Large Group p. 040 Investigation 1 Day 4 Small Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup
INDICATOR / PROFICIENCY LEVEL OBJECTIVE	2.B. 2.B.4.	demonstrate an understanding of visual arts as a basic aspect of history and human experience. Historical, Cultural, and Social Context Describe the processes used to interpret and express ideas in the visual arts and other disciplines Identify the visual qualities of works of art and the environment <u>Clothes Study</u> p. 020 Exploring the Topic Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 3 Small Group p. 045 Investigation 3 Day 1 Choice Time p. 051 Investigation 3 Day 1 Small Group
INDICATOR / PROFICIENCY LEVEL OBJECTIVE	2.B. 2.B.4.	demonstrate an understanding of visual arts as a basic aspect of history and human experience. Historical, Cultural, and Social Context Describe the processes used to interpret and express ideas in the visual arts and other disciplines Identify the visual qualities of works of art and the environment <u>Clothes Study</u> p. 020 Exploring the Topic Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 045 Investigation 2 Day 3 Small Group p. 050 Investigation 3 Day 1 Choice Time
INDICATOR / PROFICIENCY LEVEL OBJECTIVE	2.B. 2.B.4.	demonstrate an understanding of visual arts as a basic aspect of history and human experience. Historical, Cultural, and Social Context Describe the processes used to interpret and express ideas in the visual arts and other disciplines Identify the visual qualities of works of art and the environment <u>Clothes Study</u> p. 020 Exploring the Topic Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 3 Small Group p. 045 Investigation 3 Day 1 Choice Time p. 051 Investigation 3 Day 1 Small Group
INDICATOR / PROFICIENCY LEVEL OBJECTIVE	2.B. 2.B.4.	demonstrate an understanding of visual arts as a basic aspect of history and human experience. Historical, Cultural, and Social Context Describe the processes used to interpret and express ideas in the visual arts and other disciplines Identify the visual qualities of works of art and the environment <u>Clothes Study</u> p. 020 Exploring the Topic Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Small Group p. 043 Investigation 2 Day 3 Small Group p. 045 Investigation 3 Day 1 Choice Time p. 051 Investigation 3 Day 1 Small Group p. 051 Investigation 3 Day 1 Small Group
INDICATOR / PROFICIENCY LEVEL OBJECTIVE	2.B. 2.B.4.	demonstrate an understanding of visual arts as a basic aspect of history and human experience. Historical, Cultural, and Social Context Describe the processes used to interpret and express ideas in the visual arts and other disciplines Identify the visual qualities of works of art and the environment 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. 043 Investigation 2 Day 2 Large-Group Roundup p. 043 Investigation 3 Day 1 Choice Time p. 051 Investigation 3 Day 1 Small Group p. 051 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 3 Small Group p. 055 Investigation 3 Day 1 Small Group
INDICATOR / PROFICIENCY LEVEL OBJECTIVE	2.B. 2.B.4.	demonstrate an understanding of visual arts as a basic aspect of history and human experience. Historical, Cultural, and Social Context Describe the processes used to interpret and express ideas in the visual arts and other disciplines Identify the visual qualities of works of art and the environment <u>Clothes Study</u> p. 020 Exploring the Topic Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 050 Investigation 3 Day 1 Choice Time p. 051 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 3 Small Group p. 058 Investigation 3 Day 5 Choice Time
INDICATOR / PROFICIENCY LEVEL OBJECTIVE	2.B. 2.B.4.	demonstrate an understanding of visual arts as a basic aspect of history and human experience. Historical, Cultural, and Social Context Describe the processes used to interpret and express ideas in the visual arts and other disciplines Identify the visual qualities of works of art and the environment <u>Clothes Study</u> p. 020 Exploring the Topic Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 045 Investigation 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 5 Choice Time
INDICATOR / PROFICIENCY LEVEL OBJECTIVE	2.B. 2.B.4.	demonstrate an understanding of visual arts as a basic aspect of history and human experience. Historical, Cultural, and Social Context Describe the processes used to interpret and express ideas in the visual arts and other disciplines Identify the visual qualities of works of art and the environment <u>Clothes Study</u> p. 020 Exploring the Topic Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 045 Investigation 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 3 Small Group p. 059 Investigation 3 Day 3 Small Group p. 059 Investigation 3 Day 3 Small Group p. 058 Investigation 3 Day 3 Small Group p. 058 Investigation 3 Day 1 Large-Group Roundup p. 059 Investigation 3 Day 1 Choice Time p. 059 Investigation 3 Day 1 Choice Time p. 059 Investigation 3 Day 1 Large-Group Roundup p. 058 Investigation 3 Day 1 Large-Group Roundup p. 058 Investigation 3 Day 1 Large-Group Roundup p. 059 Investigation 3 Day 1 Large-Group Roundup p. 059 Investigation 3 Day 1 Large-Group Roundup p. 059 Investigation 3 Day 1 Large-Group Roundup
INDICATOR / PROFICIENCY LEVEL OBJECTIVE	2.B. 2.B.4.	demonstrate an understanding of visual arts as a basic aspect of history and human experience. Historical, Cultural, and Social Context Describe the processes used to interpret and express ideas in the visual arts and other disciplines Identify the visual qualities of works of art and the environment <u>Clothes Study</u> p. 020 Exploring the Topic Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 045 Investigation 3 Day 1 Choice Time p. 051 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 3 Small Group p. 055 Investigation 3 Day 5 Choice Time p. 058 Investigation 3 Day 5 Choice Time p. 059 Investigation 3 Day 1 Choice Time p. 058 Investigation 3 Day 2 Large-Group Roundup p. 058 Investigation 3 Day 3 Small Group p. 058 Investigation 3 Day 2 Large-Group Roundup p. 058 Investigation 3 Day 3 Small Group p. 058 Investigation 3 Day 2 Large-Group Roundup p. 059 Investigation 3 Day 2 Large-Group Roundup p. 051 Investigation 5 Day 3 Small Group p. 072 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 3 Choice Time
INDICATOR / PROFICIENCY LEVEL OBJECTIVE	2.B. 2.B.4.	demonstrate an understanding of visual arts as a basic aspect of history and human experience. Historical, Cultural, and Social Context Describe the processes used to interpret and express ideas in the visual arts and other disciplines Identify the visual qualities of works of art and the environment <u>Clothes Study</u> p. 020 Exploring the Topic Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 045 Investigation 2 Day 3 Small Group p. 050 Investigation 3 Day 1 Choice Time p. 051 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 3 Small Group p. 055 Investigation 3 Day 1 Small Group p. 058 Investigation 3 Day 3 Small Group p. 059 Investigation 3 Day 5 Choice Time p. 059 Investigation 3 Day 5 Choice Time p. 059 Investigation 3 Day 1 Choice Time p. 059 Investigation 3 Day 1 Choice Time p. 059 Investigation 3 Day 2 Large-Group Roundup p. 063 Investigation 3 Day 1 Choice Time p. 067 Investigation 4 Day 3 Small Group p. 072 Investigation 5 Day 2 Large Group
INDICATOR / PROFICIENCY LEVEL OBJECTIVE	2.B. 2.B.4.	demonstrate an understanding of visual arts as a basic aspect of history and human experience. Historical, Cultural, and Social Context Describe the processes used to interpret and express ideas in the visual arts and other disciplines Identify the visual qualities of works of art and the environment <u>Clothes Study</u> p. 020 Exploring the Topic Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 045 Investigation 3 Day 1 Choice Time p. 051 Investigation 3 Day 1 Small Group p. 051 Investigation 3 Day 1 Small Group p. 051 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 1 Small Group p. 056 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 1 Choice Time p. 058 Investigation 3 Day 1 Large-Group Roundup p. 058 Investigation 3 Day 2 Choice Time p. 059 Investigation 3 Day 1 Choice Time p. 059 Investigation 4 Day 3 Small Group p. 059 Investigation 5 Day 2 Large Group Roundup p. 059 Investigation 5 Day 2 Large Group P. 071 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 2 Small Group p. 074 Investigation 6 Day 2 Small Group p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 2 Small Group
INDICATOR / PROFICIENCY LEVEL OBJECTIVE	2.B. 2.B.4.	demonstrate an understanding of visual arts as a basic aspect of history and human experience. Historical, Cultural, and Social Context Describe the processes used to interpret and express ideas in the visual arts and other disciplines Identify the visual qualities of works of art and the environment <u>Clothes Study</u> p. 020 Exploring the Topic Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 045 Investigation 3 Day 1 Small Group p. 050 Investigation 3 Day 1 Choice Time p. 051 Investigation 3 Day 1 Large-Group Roundup p. 055 Investigation 3 Day 1 Large-Group Roundup p. 055 Investigation 3 Day 1 Large-Group Roundup p. 055 Investigation 3 Day 1 Large-Group Roundup p. 056 Investigation 3 Day 1 Large-Group Roundup p. 058 Investigation 3 Day 2 Choice Time p. 059 Investigation 3 Day 1 Choice Time p. 059 Investigation 4 Day 1 Choice Time p. 067 Investigation 5 Day 2 Large Group p. 072 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 3 Small Group p. 074 Investigation 5 Day 2 Small Group p. 075 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 2 Small Group p. 087 Investigation 6 Day 4 Large-Group Roundup
INDICATOR / PROFICIENCY LEVEL OBJECTIVE	2.B. 2.B.4.	demonstrate an understanding of visual arts as a basic aspect of history and human experience. Historical, Cultural, and Social Context Describe the processes used to interpret and express ideas in the visual arts and other disciplines Identify the visual qualities of works of art and the environment <u>Clothes Study</u> p. 020 Exploring the Topic Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 045 Investigation 3 Day 1 Choice Time p. 051 Investigation 3 Day 1 Small Group p. 051 Investigation 3 Day 1 Small Group p. 051 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 1 Small Group p. 056 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 1 Choice Time p. 058 Investigation 3 Day 1 Large-Group Roundup p. 058 Investigation 3 Day 1 Choice Time p. 059 Investigation 3 Day 1 Choice Time p. 059 Investigation 3 Day 2 Small Group p. 058 Investigation 3 Day 2 Choice Time p. 059 Investigation 4 Day 3 Small Group p. 074 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 2 Small Group p. 074 Investigation 6 Day 2 Small Group p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 2 Small Group
INDICATOR / PROFICIENCY LEVEL OBJECTIVE	2.B. 2.B.4.	demonstrate an understanding of visual arts as a basic aspect of history and human experience. Historical, Cultural, and Social Context Describe the processes used to interpret and express ideas in the visual arts and other disciplines Identify the visual qualities of works of art and the environment <u>Clothes Study</u> p. 020 Exploring the Topic Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 045 Investigation 3 Day 1 Small Group p. 050 Investigation 3 Day 1 Choice Time p. 051 Investigation 3 Day 1 Large-Group Roundup p. 055 Investigation 3 Day 1 Large-Group Roundup p. 055 Investigation 3 Day 1 Large-Group Roundup p. 055 Investigation 3 Day 1 Large-Group Roundup p. 056 Investigation 3 Day 1 Large-Group Roundup p. 058 Investigation 3 Day 2 Choice Time p. 059 Investigation 3 Day 1 Choice Time p. 059 Investigation 4 Day 1 Choice Time p. 067 Investigation 5 Day 2 Large Group p. 072 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 3 Small Group p. 074 Investigation 5 Day 2 Small Group p. 075 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 2 Small Group p. 087 Investigation 6 Day 4 Large-Group Roundup

		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. 045 Investigation 3 Day 1 Choice Time p. 050 Investigation 3 Day 1 Small Group p. 051 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 3 Small Group p. 055 Investigation 3 Day 5 Choice Time p. 059 Investigation 3 Day 2 Large-Group Roundup p. 058 Investigation 3 Day 2 Large-Group Roundup p. 063 Investigation 4 Day 1 Choice Time p. 067 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 3 Choice Time p. 081 Investigation 5 Day 3 Choice Time p. 074 Investigation 5 Day 3 Choice Time p. 075 Investigation 5 Day 3 Choice Time p. 074 Investigation 5 Day 3 Choice Time p. 075 Investigation 5 Day 3 Choice Time p. 074 Investigation 5 Day 3 Choice Time p. 075 Investigation 5 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 1 Small Group p. 085 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 7 Day 1 Small Group
TOPIC / INDICATOR	FA-V.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Create images and forms from observation, memory, imagination, and feelings
EXPECTATION	3.C.1.a.	Explore art media, processes, and techniques Clothes Study p. 020 Exploring the Topic Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 043 Investigation 2 Day 3 Small Group p. 045 Investigation 3 Day 1 Choice Time p. 050 Investigation 3 Day 1 Small Group 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 4 Day 3 Small Group p. 063 Investigation 4 Day 3 Small Group 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 5 Day 3 Choice Time p. 081 Investigation 5 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 074 Investigation 7 Day 1 Small Group
EXPECTATION	3.C.1.b.	Manipulate art media, materials and tools safely <u>Clothes Study</u> p. 020 Exploring the Topic Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 045 Investigation 2 Day 3 Small Group p. 050 Investigation 3 Day 1 Choice Time p. 051 Investigation 3 Day 1 Small Group

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		 p. 051 Investigation 3 Day 1 Large-Group Roundup p. 055 Investigation 3 Day 3 Small Group p. 058 Investigation 3 Day 5 Choice Time p. 059 Investigation 3 Day Large-Group Roundup p. 063 Investigation 4 Day 1 Choice Time p. 067 Investigation 4 Day 3 Small Group p. 072 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 3 Choice Time p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup p. 087 Investigation 6 Day 5 Large-Group Roundup p. 091 Investigation 7 Day 1 Small Group
EXPECTATION	3.C.1.c.	Create artworks that explore the uses of color, line, and shape, to express ideas <u>Clothes Study</u> p. 020 Exploring the Topic Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group
		 p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 045 Investigation 2 Day 3 Small Group p. 050 Investigation 3 Day 1 Choice Time p. 051 Investigation 3 Day 1 Small Group p. 051 Investigation 3 Day 1 Large-Group Roundup p. 051 Investigation 3 Day 3 Small Group p. 055 Investigation 3 Day 3 Small Group p. 058 Investigation 3 Day 3 Small Group p. 059 Investigation 3 Day 5 Choice Time p. 059 Investigation 3 Day 1 Choice Time p. 063 Investigation 4 Day 1 Choice Time p. 067 Investigation 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 4 Large-Group Roundup p. 087 Investigation 7 Day 1 Small Group
TOPIC / INDICATOR	FA-V.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.2.	Investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know, and feel
EXPECTATION	3.C.2.a.	Explore ways images communicate ideas Clothes Study p. 020 Exploring the Topic Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup p. 043 Investigation 2 Day 3 Small Group p. 045 Investigation 3 Day 1 Choice Time p. 050 Investigation 3 Day 1 Small Group p. 051 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 3 Small Group p. 055 Investigation 3 Day 5 Choice Time p. 058 Investigation 3 Day Large-Group Roundup p. 059 Investigation 3 Day Large-Group Roundup p. 063 Investigation 4 Day 1 Choice Time p. 067 Investigation 5 Day 2 Large Group p. 072 Investigation 5 Day 2 Large Group p. 074 Investigation 5 Day 3 Choice Time

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		p. 085 Investigation 6 Day 4 Large-Group Roundup
		p. 087 Investigation 6 Day 5Large-Group Roundup p. 091 Investigation 7 Day 1 Small Group
		p. 091 Investigation 7 Day 1 Small Group
EXPECTATION	3.C.2.b.	Identify color, line, and shape in artworks
		Olethes Otudu
		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. 040 Investigation 2 Day 1 Earge Group p. 041 Investigation 2 Day 1 Small Group
		p. 043 Investigation 2 Day 2 Large-Group Roundup
		p. 045 Investigation 2 Day 3 Small Group
		p. 050 Investigation 3 Day 1 Choice Time
		p. 051 Investigation 3 Day 1 Small Group
		p. 051 Investigation 3 Day 1 Large-Group Roundup
		p. 055 Investigation 3 Day 3 Small Group
		p. 058 Investigation 3 Day 5 Choice Time
		p. 059 Investigation 3 Day Large-Group Roundup
		p. 063 Investigation 4 Day 1 Choice Time
		p. 067 Investigation 4 Day 3 Small Group
		p. 072 Investigation 5 Day 2 Large Group
		p. 074 Investigation 5 Day 3 Choice Time
		p. 081 Investigation 6 Day 2 Small Group
		p. 085 Investigation 6 Day 4 Large-Group Roundup
		p. 087 Investigation 6 Day 5Large-Group Roundup
		p. 091 Investigation 7 Day 1 Small Group
TOPIC / INDICATOR	FA-V.4.	
TOPIC / INDICATOR	FA-V.4.	AESTHETICS AND CRITICISM: Students will demonstrate the ability
		to identify, analyze, and apply criteria for making visual aesthetic
		judgments.
INDICATOR / PROFICIENCY	4.D.	Criticism and Aesthetics
LEVEL		
OBJECTIVE	4.D.1.	Develop and apply criteria to evaluate personally created artworks
		and the artworks of others
EXPECTATION	4.D.1.a.	
EXPECTATION	4.D.1.a.	Observe and respond to selected artworks
EXPECTATION	4.D.1.a.	
EXPECTATION	4.D.1.a.	Observe and respond to selected artworks Clothes Study
EXPECTATION	4.D.1.a.	Observe and respond to selected artworks
EXPECTATION	4.D.1.a.	Observe and respond to selected artworks <u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group
EXPECTATION	4.D.1.a.	Observe and respond to selected artworks <u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Choice Time
EXPECTATION	4.D.1.a.	Observe and respond to selected artworks <u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group
EXPECTATION	4.D.1.a.	Observe and respond to selected artworks <u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 021 Exploring the Topic Day 4 Small Group
EXPECTATION	4.D.1.a.	Observe and respond to selected artworks <u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 019 Exploring the Topic Day 3 Small Group
EXPECTATION	4.D.1.a.	Observe and respond to selected artworks <u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group
EXPECTATION	4.D.1.a.	Observe and respond to selected artworks <u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group
EXPECTATION	4.D.1.a.	Observe and respond to selected artworks <u>Clothes Study</u> p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Read-Aloud
EXPECTATION	4.D.1.a.	Observe and respond to selected artworksClothes Studyp. 0109 Celebrating Learning Day 1 Small Groupp. 015 Exploring the Topic Day 1 Choice Timep. 015 Exploring the Topic Day 1 Small Groupp. 017 Exploring the Topic Day 2 Small Groupp. 019 Exploring the Topic Day 3 Small Groupp. 019 Exploring the Topic Day 4 Small Groupp. 021 Exploring the Topic Day 5 Small Groupp. 023 Exploring the Topic Day 5 Small Groupp. 028 Investigation 1 Day 1 Large Groupp. 030 Investigation 1 Day 2 Read-Aloudp. 031 Investigation 1 Day 2 Small Group
EXPECTATION	4.D.1.a.	Observe and respond to selected artworksClothes Studyp. 0109 Celebrating Learning Day 1 Small Groupp. 015 Exploring the Topic Day 1 Choice Timep. 015 Exploring the Topic Day 1 Small Groupp. 017 Exploring the Topic Day 2 Small Groupp. 019 Exploring the Topic Day 3 Small Groupp. 021 Exploring the Topic Day 4 Small Groupp. 023 Exploring the Topic Day 5 Small Groupp. 028 Investigation 1 Day 1 Large Groupp. 030 Investigation 1 Day 2 Read-Aloudp. 031 Investigation 1 Day 2 Small Groupp. 032 Investigation 1 Day 3 Large Group
EXPECTATION	4.D.1.a.	Observe and respond to selected artworksClothes Studyp. 0109 Celebrating Learning Day 1 Small Groupp. 015 Exploring the Topic Day 1 Choice Timep. 015 Exploring the Topic Day 1 Small Groupp. 017 Exploring the Topic Day 2 Small Groupp. 019 Exploring the Topic Day 3 Small Groupp. 021 Exploring the Topic Day 5 Small Groupp. 023 Exploring the Topic Day 5 Small Groupp. 030 Investigation 1 Day 1 Large Groupp. 031 Investigation 1 Day 2 Read-Aloudp. 032 Investigation 1 Day 3 Small Groupp. 034 Investigation 1 Day 4 Large Groupp. 034 Investigation 1 Day 4 Large Group
EXPECTATION	4.D.1.a.	Observe and respond to selected artworksClothes Studyp. 0109 Celebrating Learning Day 1 Small Groupp. 015 Exploring the Topic Day 1 Choice Timep. 015 Exploring the Topic Day 1 Small Groupp. 017 Exploring the Topic Day 2 Small Groupp. 019 Exploring the Topic Day 3 Small Groupp. 019 Exploring the Topic Day 4 Small Groupp. 021 Exploring the Topic Day 5 Small Groupp. 023 Exploring the Topic Day 5 Small Groupp. 028 Investigation 1 Day 1 Large Groupp. 030 Investigation 1 Day 2 Read-Aloudp. 031 Investigation 1 Day 2 Small Groupp. 032 Investigation 1 Day 3 Large Groupp. 034 Investigation 1 Day 4 Large Groupp. 035 Investigation 1 Day 4 Small Group
EXPECTATION	4.D.1.a.	Observe and respond to selected artworks Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 015 Exploring the Topic Day 2 Small Group p. 017 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. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 030 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
EXPECTATION	4.D.1.a.	Observe and respond to selected artworksClothes Studyp. 0109 Celebrating Learning Day 1 Small Groupp. 015 Exploring the Topic Day 1 Choice Timep. 015 Exploring the Topic Day 1 Small Groupp. 017 Exploring the Topic Day 2 Small Groupp. 019 Exploring the Topic Day 3 Small Groupp. 019 Exploring the Topic Day 4 Small Groupp. 021 Exploring the Topic Day 5 Small Groupp. 023 Exploring the Topic Day 5 Small Groupp. 028 Investigation 1 Day 1 Large Groupp. 030 Investigation 1 Day 2 Read-Aloudp. 031 Investigation 1 Day 3 Small Groupp. 032 Investigation 1 Day 4 Large Groupp. 035 Investigation 1 Day 4 Small Groupp. 036 Investigation 1 Day 5 Small Groupp. 037 Investigation 1 Day 5 Small Groupp. 039 Investigation 1 Day 5 Small Group
EXPECTATION	4.D.1.a.	Observe and respond to selected artworks Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 015 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 3 Small Group p. 019 Exploring the Topic Day 4 Small Group p. 021 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 035 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 5 Small Group p. 037 Investigation 1 Day 5 Small Group p. 037 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group
EXPECTATION	4.D.1.a.	Observe and respond to selected artworks 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. 019 Exploring the Topic Day 4 Small Group p. 021 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 3 Large Group p. 032 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 5 Small Group p. 037 Investigation 1 Day 5 Small Group p. 038 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
EXPECTATION	4.D.1.a.	Observe and respond to selected artworks 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. 019 Exploring the Topic Day 4 Small Group p. 021 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 5 Small Group p. 035 Investigation 1 Day 5 Small Group p. 035 Investigation 1 Day 5 Small Group p. 035 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 045 Investigation 2 Day 3 Small Group p. 045 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group
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EXPECTATION	4.D.1.a.	Observe and respond to selected artworks 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. 019 Exploring the Topic Day 4 Small Group p. 021 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 3 Large Group p. 032 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 5 Small Group p. 037 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Small Group p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Small Group p. 047 Investigation 2 Day 4 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 3 Day 4 Large Group p. 048 Investigation 3 Day 4 Large Group p. 049 Investigation 3 Day 4 Large Group p. 049 Investigation 3 Day 4 Small Group
EXPECTATION	4.D.1.a.	Observe and respond to selected artworks 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. 019 Exploring the Topic Day 3 Small Group p. 021 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 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. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 5 Small Group p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 045 Investigation 2 Day 4 Small Group p. 046 Investigation 2 Day 4 Small Group p. 047 Investigation 2 Day 4 Small Group p. 048 Investigation 3 Day 1 Large Group p. 049 Investigation 3 Day 1 Large Group p. 049 Investigation 3 Day 1 Large Group p. 049 Investigation 3 Day 1 Large Group p. 050 Investigation 3 Day 1 Large Group </td
EXPECTATION	4.D.1.a.	Observe and respond to selected artworks 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 3 Small Group p. 019 Exploring the Topic Day 4 Small Group p. 021 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Investigation 1 Day 1 Large Group p. 031 Investigation 1 Day 2 Read-Aloud p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 4 Small Group p. 034 Investigation 1 Day 5 Small Group p. 035 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Small Group p. 037 Investigation 2 Day 4 Large Group p. 038 Investigation 2 Day 4 Small Group p. 039 Investigation 2 Day 4 Small Group p. 040 Investigation 2 Day 4 Small Group p. 045 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Small Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 3 Day 1 Large Group p. 048 Investigation 3 Day 4 Small Group p. 049 Investigation 3 Day 1 Small Group p. 041 Investigation 3 Day 4 Small Group <tr< td=""></tr<>
EXPECTATION	4.D.1.a.	Observe and respond to selected artworksClothes Studyp. 0109 Celebrating Learning Day 1 Small Groupp. 015 Exploring the Topic Day 1 Choice Timep. 015 Exploring the Topic Day 1 Small Groupp. 017 Exploring the Topic Day 2 Small Groupp. 019 Exploring the Topic Day 3 Small Groupp. 021 Exploring the Topic Day 4 Small Groupp. 023 Exploring the Topic Day 5 Small Groupp. 023 Exploring the Topic Day 5 Small Groupp. 030 Investigation 1 Day 1 Large Groupp. 031 Investigation 1 Day 2 Read-Aloudp. 032 Investigation 1 Day 3 Large Groupp. 035 Investigation 1 Day 4 Large Groupp. 035 Investigation 1 Day 5 Small Groupp. 035 Investigation 2 Outdoor Experiencesp. 040 Investigation 2 Day 1 Large Groupp. 045 Investigation 2 Day 1 Large Groupp. 046 Investigation 2 Day 4 Small Groupp. 047 Investigation 3 Day 1 Large Groupp. 048 Investigation 3 Day 4 Large Groupp. 049 Investigation 3 Day 1 Large Groupp. 051 Investigation 3 Day 1 Small Groupp. 053 Investigation 3 Day 1 Small Groupp. 054 Investigation 3 Day 3 Small Group
EXPECTATION	4.D.1.a.	Observe and respond to selected artworks Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 015 Exploring the Topic Day 1 Small Group p. 015 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 3 Small Group p. 019 Exploring the Topic Day 4 Small Group p. 021 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 2 Small Group p. 023 Exploring the Topic Day 2 Small Group p. 030 Investigation 1 Day 1 Large Group p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 3 Large Group p. 032 Investigation 1 Day 4 Large Group p. 033 Investigation 1 Day 4 Small Group p. 035 Investigation 1 Day 5 Small Group p. 035 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 045 Investigation 2 Day 4 Small Group p. 046 Investigation 2 Day 4 Small Group p. 047 Investigation 3 Day 3 Small Group p. 046 Investigation 3 Day 4 Small Group p. 047 Investigation 3 Day 4 Small Group p. 046 Investigation 3 Day 1 Large Group p. 047 Investigation 3 Day 1 Large Group p. 046 Investigation 3 Day 1 Small Group
EXPECTATION	4.D.1.a.	Observe and respond to selected artworksClothes Studyp. 0109 Celebrating Learning Day 1 Small Groupp. 015 Exploring the Topic Day 1 Choice Timep. 015 Exploring the Topic Day 1 Small Groupp. 017 Exploring the Topic Day 2 Small Groupp. 019 Exploring the Topic Day 3 Small Groupp. 021 Exploring the Topic Day 4 Small Groupp. 023 Exploring the Topic Day 5 Small Groupp. 023 Exploring the Topic Day 5 Small Groupp. 030 Investigation 1 Day 1 Large Groupp. 031 Investigation 1 Day 2 Read-Aloudp. 032 Investigation 1 Day 3 Large Groupp. 035 Investigation 1 Day 4 Large Groupp. 035 Investigation 1 Day 5 Small Groupp. 035 Investigation 2 Outdoor Experiencesp. 040 Investigation 2 Day 1 Large Groupp. 045 Investigation 2 Day 1 Large Groupp. 046 Investigation 2 Day 4 Small Groupp. 047 Investigation 3 Day 1 Large Groupp. 048 Investigation 3 Day 4 Large Groupp. 049 Investigation 3 Day 1 Large Groupp. 051 Investigation 3 Day 1 Small Groupp. 053 Investigation 3 Day 1 Small Groupp. 054 Investigation 3 Day 3 Small Group

		p. 058 Investigation 3 Day 5 Large Group
		p. 059 Investigation 3 Day 5 Small Group
		p. 061 Investigation 4 Outdoor Experiences
		p. 062 Investigation 4 Day 1 Large Group
		p. 063 Investigation 4 Day 1 Choice Time
		p. 063 Investigation 4 Day 1 Small Group
		p. 065 Investigation 4 Day 2 Choice Time
		p. 066 Investigation 4 Day 3 Choice Time
		p. 069 Investigation 5 Outdoor Experience
		p. 071 Investigation 5 Day 1 Small Group
		p. 072 Investigation 5 Day 2 Large Group
		p. 073 Investigation 5 Day 2 Small Group
		p. 075 Investigation 5 Day 3 Small Group
		p. 077 Investigation 6 Outdoor Experience
		p. 078 Investigation 6 Day 1 Large Group
		p. 079 Investigation 6 Day 1 Choice Time
		p. 079 Investigation 6 Day 1 Large-Group Roundup
		p. 080 Investigation 6 Day 2 Choice Time
		p. 080 Investigation 6 Day 2 Large Group
		p. 081 Investigation 6 Day 2 Read-Aloud
		p. 081 Investigation 6 Day 2 Small Group
		p. 083 Investigation 6 Day 3 Small Group
		p. 084 Investigation 6 Day 4 Large Group
		p. 085 Investigation 6 Day 4 Read-Aloud
		p. 086 Investigation 6 Day 5 Large Group
		p. 089 Investigation 7 Outdoor Experiences
		p. 091 Investigation 7 Day 1 Choice Time
		p. 092 Investigation 7 Day 2 Choice Time
		p. 093 Investigation 7 Day 2 Small Group
		p. 094 Investigation 7 Day 3 Choice Time
		p. 094 Investigation 7 Day 3 Large Group
		p. 111 Celebrating Learning Day 2 Small Group
STRAND / TOPIC /	MD.FA-T.	Fine Arts - Theatre
STANDARD		
	FA-T.1.	
STANDARD		PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The
STANDARD		PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the
STANDARD		PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the
STANDARD TOPIC / INDICATOR	FA-T.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.
STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL	FA-T.1. 1.A.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect. Aesthetics Education
STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY	FA-T.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.
STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL	FA-T.1. 1.A.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect. Aesthetics Education
STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE	FA-T.1. 1.A. 1.A.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect. Aesthetics Education Describe ways that theatre depicts themes and stories Listen to and perform nursery rhymes, finger plays, and popular
STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE	FA-T.1. 1.A. 1.A.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect. Aesthetics Education Describe ways that theatre depicts themes and stories Listen to and perform nursery rhymes, finger plays, and popular books and other media Clothes Study
STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE	FA-T.1. 1.A. 1.A.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect. Aesthetics Education Describe ways that theatre depicts themes and stories Listen to and perform nursery rhymes, finger plays, and popular books and other media
STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE	FA-T.1. 1.A. 1.A.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect. Aesthetics Education Describe ways that theatre depicts themes and stories Listen to and perform nursery rhymes, finger plays, and popular books and other media Clothes Study
STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE	FA-T.1. 1.A. 1.A.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect. Aesthetics Education Describe ways that theatre depicts themes and stories Listen to and perform nursery rhymes, finger plays, and popular books and other media Clothes Study p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 032 Investigation 1 Day 3 Large Group
STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE	FA-T.1. 1.A. 1.A.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect. Aesthetics Education Describe ways that theatre depicts themes and stories Listen to and perform nursery rhymes, finger plays, and popular books and other media Clothes Study p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time
STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE	FA-T.1. 1.A. 1.A.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect. Aesthetics Education Describe ways that theatre depicts themes and stories Listen to and perform nursery rhymes, finger plays, and popular books and other media Clothes Study p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 032 Investigation 1 Day 3 Large Group
STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE EXPECTATION	FA-T.1. 1.A. 1.A.1. 1.A.1.a.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect. Aesthetics Education Describe ways that theatre depicts themes and stories Listen to and perform nursery rhymes, finger plays, and popular books and other media Clothes Study 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. 073 Investigation 5 Day 2 Small Group
STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE	FA-T.1. 1.A. 1.A.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect. Aesthetics Education Describe ways that theatre depicts themes and stories Listen to and perform nursery rhymes, finger plays, and popular books and other media <u>Clothes Study</u> p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 032 Investigation 1 Day 3 Large Group p. 073 Investigation 5 Day 2 Small Group Explore themes and ideas about people and events through
STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE EXPECTATION	FA-T.1. 1.A. 1.A.1. 1.A.1.a.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect. Aesthetics Education Describe ways that theatre depicts themes and stories Listen to and perform nursery rhymes, finger plays, and popular books and other media Clothes Study 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. 073 Investigation 5 Day 2 Small Group
STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE EXPECTATION	FA-T.1. 1.A. 1.A.1. 1.A.1.a.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect. Aesthetics Education Describe ways that theatre depicts themes and stories Listen to and perform nursery rhymes, finger plays, and popular books and other media Clothes Study 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. 073 Investigation 5 Day 2 Small Group Explore themes and ideas about people and events through improvisational play
STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE EXPECTATION	FA-T.1. 1.A. 1.A.1. 1.A.1.a.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect. Aesthetics Education Describe ways that theatre depicts themes and stories Listen to and perform nursery rhymes, finger plays, and popular books and other media Clothes Study 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. 073 Investigation 5 Day 2 Small Group Explore themes and ideas about people and events through improvisational play Clothes Study
STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE EXPECTATION	FA-T.1. 1.A. 1.A.1. 1.A.1.a.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect. Aesthetics Education Describe ways that theatre depicts themes and stories Listen to and perform nursery rhymes, finger plays, and popular books and other media Clothes Study 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. 073 Investigation 5 Day 2 Small Group Explore themes and ideas about people and events through improvisational play Clothes Study p. 014 Exploring the Topic Day 1 Large Group
STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE EXPECTATION	FA-T.1. 1.A. 1.A.1. 1.A.1.a.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect. Aesthetics Education Describe ways that theatre depicts themes and stories Listen to and perform nursery rhymes, finger plays, and popular books and other media Clothes Study 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 5 Day 2 Small Group Explore themes and ideas about people and events through improvisational play Clothes Study p. 014 Exploring the Topic Day 1 Large Group p. 022 Exploring the Topic Day 5 Large Group
STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE EXPECTATION	FA-T.1. 1.A. 1.A.1. 1.A.1.a.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect. Aesthetics Education Describe ways that theatre depicts themes and stories Listen to and perform nursery rhymes, finger plays, and popular books and other media Clothes Study 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 5 Day 2 Small Group Explore themes and ideas about people and events through improvisational play 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
STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE EXPECTATION	FA-T.1. 1.A. 1.A.1. 1.A.1.a.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect. Aesthetics Education Describe ways that theatre depicts themes and stories Listen to and perform nursery rhymes, finger plays, and popular books and other media Clothes Study 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. 073 Investigation 5 Day 2 Small Group Explore themes and ideas about people and events through improvisational play Clothes Study p. 014 Exploring the Topic Day 1 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group
STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE EXPECTATION	FA-T.1. 1.A. 1.A.1. 1.A.1.a.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect. Aesthetics Education Describe ways that theatre depicts themes and stories Listen to and perform nursery rhymes, finger plays, and popular books and other media Clothes Study 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 5 Day 2 Small Group p. 073 Investigation 5 Day 2 Small Group p. 014 Exploring the Topic Day 1 Large Group p. 023 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Small Group
STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE EXPECTATION	FA-T.1. 1.A. 1.A.1. 1.A.1.a.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect. Aesthetics Education Describe ways that theatre depicts themes and stories Listen to and perform nursery rhymes, finger plays, and popular books and other media Clothes Study 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. 073 Investigation 5 Day 2 Small Group Explore themes and ideas about people and events through improvisational play 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 Large Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 025 Investigation 1 Day 1 Small Group p. 035 Investigation 1 Day 4 Mighty Minutes
STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE EXPECTATION	FA-T.1. 1.A. 1.A.1. 1.A.1.a.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect. Aesthetics Education Describe ways that theatre depicts themes and stories Listen to and perform nursery rhymes, finger plays, and popular books and other media Clothes Study 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. 073 Investigation 5 Day 2 Small Group Explore themes and ideas about people and events through improvisational play Clothes Study p. 014 Exploring the Topic Day 1 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Choice Time p. 024 Exploring the Topic Day 5 Large Group p. 025 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. 023 Exploring the Topic Day 1 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 025 Investigation 1 Day 1 Small Group p. 035 Investigation 1 Day 5 Mighty Minutes
STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE EXPECTATION	FA-T.1. 1.A. 1.A.1. 1.A.1.a.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect. Aesthetics Education Describe ways that theatre depicts themes and stories Listen to and perform nursery rhymes, finger plays, and popular books and other media Clothes Study 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. 073 Investigation 5 Day 2 Small Group Explore themes and ideas about people and events through improvisational play 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 Large Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 025 Investigation 1 Day 1 Small Group p. 035 Investigation 1 Day 4 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 6 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 Small Group p. 079 Investigation 6 Day 2 Mighty Minutes p. 081 Investigation 6 Day 3 Mighty Minutes p. 085 Investigation 6 Day 4 Mighty Minutes p. 085 Investigation 6 Day 5 Choice Time p. 086 Investigation 6 Day 5 Choice Time p. 086 Investigation 7 Day 3 Choice Time p. 084 Investigation 7 Day 3 Choice Time p. 084 Investigation 7 Day 3 Large Group
TOPIC / INDICATOR	FA-T.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetics Education
OBJECTIVE	1.A.2.	Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances
EXPECTATION	1.A.2.a.	Explore expressive qualities in dance, music, theatre, and visual arts Clothes Study p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 028 Investigation 1 Day 1 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 5 Large Group p. 036 Investigation 2 Day 1 Small Group p. 041 Investigation 2 Day 2 Small Group p. 043 Investigation 2 Day 3 Large Group p. 044 Investigation 3 Day 1 Large Group p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 2 Choice Time p. 052 Investigation 3 Day 2 Small Group p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 2 Small Group p. 056 Investigation 3 Day 2 Small Group p. 056 Investigation 3 Day 2 Large Group p. 056 Investigation 3 Day 4 Choice Time p. 056 Investigation 3 Day 4 Small Group p. 056 Investigation 3 Day 4 Small Group p. 056 Investigation 3 Day 4 Large Group p. 056 Investigation 4 Day 2 Large Group p. 066 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 3 Small Group p. 074 Investigation 6 Day 3 Large Group p. 081 Investigation 6 Day 3 Large Group p. 082 Investigation 6 Day 3 Large Group p. 091 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 2 Choice Time p. 092 Investigation 7 Day 2 Large Group p. 091 Investigation 7 Day 2 Choice Time p. 092 Investigation 7 Day 2 Large Group p. 091 Investigation 7 Day 2 Choice Time p. 092 Investigation 7 Day 2 Large Group p. 091 Investigation 7 Day 2 Large Group p. 091 Investigation 7 Day 2 Choice Time p. 092 Investigation 7 Day 2 Large Group p. 091 Investigation 7 Day 3 Small Group p. 095 Investigation 7 Day 3 Small Group
TOPIC / INDICATOR	FA-T.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: The students will demonstrate an understanding of the history, traditions, and

		conventions of theatre, dramatic texts, and other literature of the theatre.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Contexts
OBJECTIVE	2.B.1.	Express a range of responses to a variety of stimuli
LEVEL		Express a range of responses to a variety of stimuli Sing and move to a variety of traditional children's songs from a variety of cultures Clothes Study 0.113 Exploring the Topic Day 1 Large Group p. 014 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Large Group p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 4 Large Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 2 Large Group p. 033 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 034 Investigation 1 Day 5 Large Group p. 044 Investigation 2 Day 1 Large Group p. 044 Investigation 3 Day 1 Large Group p. 045 Investigation 3 Day 1 Large Group p. 056 Investigation 3 Day 1 Large Group p. 056 Inves
		p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Large Group
		p. 094 Investigation 7 Day 3 Large Group p. 108 Celebrating Learning Day 1 Large Group p. 110 Celebrating Learning Day 2 Large Group
TOPIC / INDICATOR	FA-T.2.	 p. 110 Celebrating Learning Day 2 Large Group HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: The students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic texts, and other literature of the

		theatre.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Contexts
OBJECTIVE	2.B.2.	Demonstrate knowledge of theatrical conventions as performers and as an audience
EXPECTATION	2.B.2.a.	Listen to and retell familiar stories and create accompaniment using natural and human-made sounds <u>Clothes Study</u> p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time
TOPIC / INDICATOR	FA-T.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Use a variety of theatrical elements to communicate ideas and feelings
	3.C.1.a.	Pantomime characters from books or rhymes <u>Clothes Study</u> p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time
EXPECTATION	3.C.1.b.	Use sound effects, costumes, and properties to enhance the quality of dramatic activities 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. 023 Exploring the Topic Day 5 Small Group p. 023 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 Large Group p. 044 Investigation 2 Day 2 Large Group p. 044 Investigation 3 Day 2 Large Group p. 051 Investigation 3 Day 3 Large Group p. 054 Investigation 3 Day 3 Large Group p. 054 Investigation 3 Day 3 Choice Time p. 054 Investigation 3 Day 3 Choice Time p. 055 Investigation 3 Day 3 Large Group p. 075 Investigation 5 Day 2 Choice Time p. 056 Investigation 5 Day 2 Choice Time p. 075 Investigation 5 Day 2 Choice Time p. 075 Investigation 6 Day 1 Small Group p. 077 Investigation 6 Day 1 Small 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. 083 Investigation 6 Day 3 Mighty Minutes p. 085 Investigation 6 Day 4 Mighty Minutes p. 085 Investigation 6 Day 4 Small Group p. 081 Investigation 6 Day 3 Mighty Minutes p. 085 Investigation 6 Day 4 Small Group p. 084 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 Choice Time p. 094 Investigation 7 Day 3 Large Group

EXPECTATION	3.C.1.c.	Explore the expressive qualities of a variety of locomotor and non- locomotor movements
		<u>Clothes Study</u> p. 081 Investigation 6 Day 2 Mighty Minutes
EXPECTATION	3.C.1.d.	Improvise roles and behaviors associated with a variety of animals and professions
		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. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 4 Mighty Minutes p. 035 Investigation 1 Day 5 Mighty Minutes p. 037 Investigation 1 Day 5 Mighty Minutes p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 044 Investigation 3 Day 2 Mighty Minutes p. 053 Investigation 3 Day 2 Mighty Minutes p. 053 Investigation 3 Day 2 Mighty Minutes p. 054 Investigation 3 Day 3 Choice Time p. 054 Investigation 3 Day 5 Mighty Minutes p. 057 Investigation 6 Day 1 Small Group p. 077 Investigation 6 Day 1 Large Group p. 077 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Small Group p. 081 Investigation 6 Day 2 Mighty Minutes p. 083 Investigation 6 Day 2 Mighty Minutes p. 085 Investigation 6 Day 2 Mighty Minutes p. 085 Investigation 6 Day 3 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 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group p. 094 Investigation 7 Day 3 Large Group
TOPIC / INDICATOR	FA-T.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre precentations
INDICATOR / PROFICIENCY LEVEL	3.C.	and practices to collaborative theatre presentations. Creative Expression and Production
OBJECTIVE	3.C.2.	Demonstrate knowledge of theatre performance and production skills in formal and informal presentations
EXPECTATION	3.C.2.a.	Recognize that a play has characters, dialogue, setting(s), and tells a story <u>Clothes Study</u> p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 028 Investigation 1 Day 1 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Small Group p. 036 Investigation 2 Day 1 Small Group p. 041 Investigation 2 Day 2 Small Group p. 043 Investigation 2 Day 3 Large Group p. 044 Investigation 2 Day 3 Large Group p. 050 Investigation 3 Day 1 Small Group p. 051 Investigation 3 Day 1 Small Group p. 052 Investigation 3 Day 2 Choice Time

		p. 052 Investigation 3 Day 2 Large Group
		p. 053 Investigation 3 Day 2 Small Group
		p. 055 Investigation 3 Day 3 Small Group
		p. 056 Investigation 3 Day 4 Choice Time
		p. 058 Investigation 3 Day 5 Large Group
		p. 064 Investigation 4 Day 2 Large Group
		p. 065 Investigation 4 Day 2 Large-Group Roundup
		p. 067 Investigation 4 Day 3 Small Group
		p. 074 Investigation 5 Day 3 Large Group
		p. 082 Investigation 6 Day 3 Choice Time
		p. 082 Investigation 6 Day 3 Large Group
		p. 090 Investigation 7 Day 1 Large Group
		p. 091 Investigation 7 Day 1 Choice Time
		p. 092 Investigation 7 Day 2 Choice Time
		p. 092 Investigation 7 Day 2 Large Group
		p. 095 Investigation 7 Day 3 Small Group
EXPECTATION 3	3.C.2.b.	Observe and identify what characters do in a variety of settings
		Olathan Otudu
		Clothes Study
		p. 018 Exploring the Topic Day 3 Large Group
		p. 020 Exploring the Topic Day 4 Large Group
		p. 028 Investigation 1 Day 1 Choice Time
		p. 028 Investigation 1 Day 1 Large Group
		p. 029 Investigation 1 Day 1 Small Group
		p. 036 Investigation 1 Day 5 Large Group
		p. 041 Investigation 2 Day 1 Small Group
		p. 043 Investigation 2 Day 2 Small Group
		p. 044 Investigation 2 Day 3 Large Group
		p. 050 Investigation 3 Day 1 Large Group
		p. 051 Investigation 3 Day 1 Small Group
		p. 052 Investigation 3 Day 2 Choice Time
		p. 052 Investigation 3 Day 2 Large Group
		p. 053 Investigation 3 Day 2 Small Group
		p. 055 Investigation 3 Day 3 Small Group
		p. 056 Investigation 3 Day 4 Choice Time
		p. 058 Investigation 3 Day 5 Large Group
		p. 064 Investigation 4 Day 2 Large Group
		p. 065 Investigation 4 Day 2 Large-Group Roundup
		p. 067 Investigation 4 Day 3 Small Group
		p. 074 Investigation 5 Day 3 Large Group
		p. 082 Investigation 6 Day 3 Choice Time
		p. 082 Investigation 6 Day 3 Large Group
		p. 090 Investigation 7 Day 1 Large Group
		p. 091 Investigation 7 Day 1 Choice Time
		p. 092 Investigation 7 Day 2 Choice Time
		p. 092 Investigation 7 Day 2 Large Group
		p. 095 Investigation 7 Day 3 Small Group
		p. 095 Investigation 7 Day 5 Small Group
EXPECTATION 3		Imitate the actions of observed characters and objects
EXPECTATION 3	3.C.2.c.	Imitate the actions of observed characters and objects
EXPECTATION 3	3.C.2.c.	Imitate the actions of observed characters and objects Clothes Study
EXPECTATION 3	3.C.2.c.	Imitate the actions of observed characters and objects <u>Clothes Study</u> p. 018 Exploring the Topic Day 3 Large Group
EXPECTATION 3	3.C.2.c.	Imitate the actions of observed characters and objects <u>Clothes Study</u> p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group
EXPECTATION	3.C.2.c.	Imitate the actions of observed characters and objects <u>Clothes Study</u> p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 028 Investigation 1 Day 1 Choice Time
EXPECTATION 3	3.C.2.c.	Imitate the actions of observed characters and objects <u>Clothes Study</u> p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 028 Investigation 1 Day 1 Choice Time p. 028 Investigation 1 Day 1 Large Group
EXPECTATION 3	3.C.2.c.	Imitate the actions of observed characters and objects <u>Clothes Study</u> p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 028 Investigation 1 Day 1 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Small Group
EXPECTATION 3	3.C.2.c.	Imitate the actions of observed characters and objects <u>Clothes Study</u> p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 028 Investigation 1 Day 1 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Small Group p. 036 Investigation 1 Day 5 Large Group
EXPECTATION 3	3.C.2.c.	Imitate the actions of observed characters and objects <u>Clothes Study</u> p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 028 Investigation 1 Day 1 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Small Group p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Small Group
EXPECTATION 3	3.C.2.c.	Imitate the actions of observed characters and objects <u>Clothes Study</u> p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 028 Investigation 1 Day 1 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Small Group p. 036 Investigation 1 Day 5 Large Group
EXPECTATION	3.C.2.c.	Imitate the actions of observed characters and objects <u>Clothes Study</u> p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 028 Investigation 1 Day 1 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Small Group p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group
EXPECTATION	3.C.2.c.	Imitate the actions of observed characters and objects <u>Clothes Study</u> p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 028 Investigation 1 Day 1 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Small Group p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Large Group
EXPECTATION	3.C.2.c.	Imitate the actions of observed characters and objects <u>Clothes Study</u> p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 028 Investigation 1 Day 1 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Small Group p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Large Group p. 050 Investigation 3 Day 1 Large Group
EXPECTATION	3.C.2.c.	Imitate the actions of observed characters and objects <u>Clothes Study</u> p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 028 Investigation 1 Day 1 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 5 Large Group p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Large Group p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Small Group
EXPECTATION	3.C.2.c.	Imitate the actions of observed characters and objects <u>Clothes Study</u> p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 028 Investigation 1 Day 1 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 5 Large Group p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Large Group p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Small Group p. 052 Investigation 3 Day 2 Choice Time
EXPECTATION	3.C.2.c.	Imitate the actions of observed characters and objects <u>Clothes Study</u> p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 028 Investigation 1 Day 1 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 5 Large Group p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Large Group p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Small Group

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TOPIC / INDICATOR	FA-T.4.	 p. 055 Investigation 3 Day 3 Small Group p. 056 Investigation 3 Day 4 Choice Time p. 058 Investigation 3 Day 5 Large Group p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Large-Group Roundup p. 067 Investigation 4 Day 3 Small Group p. 074 Investigation 5 Day 3 Large Group p. 082 Investigation 6 Day 3 Choice Time p. 082 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 2 Choice Time p. 092 Investigation 7 Day 2 Choice Time p. 092 Investigation 7 Day 2 Choice Time p. 092 Investigation 7 Day 3 Small Group p. 095 Investigation 7 Day 3 Small Group
INDICATOR / PROFICIENCY	4 D	to identify, analyze, and apply criteria for making aesthetic judgments. Aesthetics and Criticism
LEVEL	4.0.	
OBJECTIVE	4.D.2.	Identify, describe, and apply criteria to assess dramatic texts and other literature of the theatre
	4.D.2.a.	Identify and discuss characters in stories Clothes Study p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 028 Investigation 1 Day 1 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 5 Large Group p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Small Group p. 041 Investigation 2 Day 3 Small Group p. 044 Investigation 2 Day 3 Large Group p. 044 Investigation 3 Day 1 Large Group p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Small Group p. 052 Investigation 3 Day 2 Choice Time p. 052 Investigation 3 Day 2 Small Group p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 2 Small Group p. 056 Investigation 3 Day 2 Large Group p. 056 Investigation 3 Day 4 Choice Time p. 058 Investigation 3 Day 5 Large Group p. 056 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Large Group p. 065 Investigation 6 Day 3 Small Group p. 067 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 3 Small Group p. 068 Investigation 7 Day 3 Large Group p. 082 Investigation 7 Day 1 Large Group p. 082 Investigation 6 Day 3 Choice Time p. 082 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Choice Time p. 092 Investigation 7 Day 2 Choice Time p. 092 Investigation 7 Day 2 Choice Time p. 091 Investigation 7 Day 2 Large Group p. 091 Investigation 7 Day 3 Large Group p. 092 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Choice Time p. 092 Investigation 7 Day 3 Small Group p. 095 Investigation 7 Day 3 Small Group
STRAND / TOPIC / STANDARD	MD.FA-D.	Fine Arts - Dance
TOPIC / INDICATOR	FA-D.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, perform, and respond to dance.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.1.	Demonstrate knowledge of how elements of dance are used to communicate meaning
EXPECTATION	1.A.1.a.	Demonstrate selected locomotor and non-locomotor movements

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

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

		Clothes Study p. 081 Investigation 6 Day 2 Mighty Minutes
EXPECTATION	3.C.2.b.	Demonstrate movement effects using repetition
		Clothes Study
		p. 081 Investigation 6 Day 2 Mighty Minutes
EXPECTATION	3.C.2.c.	Use dance movement to tell stories
		Clothes Study
		p. 081 Investigation 6 Day 2 Mighty Minutes
TOPIC / INDICATOR	FA-D.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to create and perform dance.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.3.	Develop performance competencies in dance
EXPECTATION	3.C.3.a.	Recognize how specific performance competencies, such as maintaining formation, maintaining personal space, entrance and exit affect dance presentation
		Clothes Study p. 081 Investigation 6 Day 2 Mighty Minutes
EXPECTATION	3.C.3.b.	Complete simple dances from beginning to end, following cues or models
		Clothes Study p. 081 Investigation 6 Day 2 Mighty Minutes
TOPIC / INDICATOR	FA-D.4.	AESTHETIC CRITICISM: Students will demonstrate the ability to
		make aesthetic judgments in dance.
INDICATOR / PROFICIENCY LEVEL	4.D.	Aesthetic Criticism
OBJECTIVE	4.D.1.	Identify and apply criteria to evaluate choreography and performance
EXPECTATION	4.D.1.a.	Recognize and describe locomotor and non-locomotor movements in dance performances
		Clothes Study p. 081 Investigation 6 Day 2 Mighty Minutes
EXPECTATION	4.D.1.b.	Recognize selected characteristics of the elements of dance in performances, such as body parts and positions, shapes and levels, and tempo in performances
		Clothes Study p. 081 Investigation 6 Day 2 Mighty Minutes
STRAND / TOPIC / STANDARD	MD.PE.	Physical Education
TOPIC / INDICATOR	PE.1.	SKILLFULNESS: Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combing skills effectively in skill themes, and applying skills.
INDICATOR / PROFICIENCY LEVEL	1.A.	Fundamental Movement
OBJECTIVE	1.A.1.	Show fundamental movement skills
EXPECTATION	1.A.1.a.	Use general spatial awareness and self space awareness in physical activity
		<u>Clothes Study</u> p. 064 Investigation 4 Day 2 Large Group p. 077 Investigation 6 Outdoor Experience

		p. 081 Investigation 6 Day 2 Mighty Minutes
EXPECTATION	1.A.1.b.	Demonstrate locomotor skills including walking, jogging, running, galloping, hopping, and jumping
		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
EXPECTATION	1.A.1.c.	Demonstrate non-locomotive skills of bending and stretching <u>Clothes Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 028 Investigation 1 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Choice Time p. 065 Investigation 4 Day 2 Mighty Minutes
		p. 066 Investigation 4 Day 3 Large Group p. 077 Investigation 6 Outdoor Experience p. 081 Investigation 6 Day 2 Mighty Minutes p. 087 Investigation 6 Day 5 Mighty Minutes
TOPIC / INDICATOR	PE.1.	SKILLFULNESS: Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combing skills effectively in skill themes, and applying skills.
INDICATOR / PROFICIENCY LEVEL	1.B.	Creative Movement
OBJECTIVE	1.B.1.	Show creative movement skills
EXPECTATION	1.B.1.b.	Demonstrate spatial concepts of big, small, tall, and short in a variety of movement patterns <u>Clothes Study</u> p. 064 Investigation 4 Day 2 Large Group p. 077 Investigation 6 Outdoor Experience p. 081 Investigation 6 Day 2 Mighty Minutes
TOPIC / INDICATOR	PE.2.	BIOMECHANICAL PRINCIPLES: Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.
INDICATOR / PROFICIENCY LEVEL	2.A.	Effects on Objects
OBJECTIVE	2.A.1.	Identify ways that people and objects move
	2.A.1.a.	Show how a body moves fast and slow <u>Clothes Study</u> p. 064 Investigation 4 Day 2 Large Group p. 077 Investigation 6 Outdoor Experience p. 081 Investigation 6 Day 2 Mighty Minutes
EXPECTATION	2.A.1.b.	Show how to move a body forward, backward, and sideways in open

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		space
		Clothes Study
		p. 064 Investigation 4 Day 2 Large Group p. 077 Investigation 6 Outdoor Experience
		p. 081 Investigation 6 Day 2 Mighty Minutes
TOPIC / INDICATOR	PE.2.	BIOMECHANICAL PRINCIPLES: Students will demonstrate an ability
	1 6.2.	to use the principles of biomechanics to generate and control force
		to improve their movement effectiveness and safety.
INDICATOR / PROFICIENCY LEVEL	2.B.	Balance
OBJECTIVE	2.B.1.	Identify balance through movement
EXPECTATION	2.B.1.a.	Show the ability to balance on one or more body parts
		Clothes Study p. 055 Investigation 3 Day 3 Small Group
		p. 061 Investigation 4 Outdoor Experiences
TOPIC / INDICATOR	PE.3.	MOTOR LEARNING PRINCIPLES: Students will demonstrate the
TOPIC / INDICATOR	FE.J.	ability to use motor skill principles to learn and develop proficiency
		through frequent practice opportunities in which skills are
		repeatedly performed correctly in a variety of situations.
INDICATOR / PROFICIENCY	3.A.	Appropriate Practices
LEVEL		
OBJECTIVE	3.A.1.	Recognize that skills will develop over time with appropriate practice
		and use of the correct cues.
EXPECTATION	3.A.1.a.	Show basic motor skills, using imitation, as a means for motor skill improvement
		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
TOPIC / INDICATOR	PE.3.	MOTOR LEARNING PRINCIPLES: Students will demonstrate the
		ability to use motor skill principles to learn and develop proficiency
		through frequent practice opportunities in which skills are
		repeatedly performed correctly in a variety of situations.
INDICATOR / PROFICIENCY LEVEL		Corrective Feedback
OBJECTIVE	3.B.1.	Identify the importance of corrective feedback on performance
EXPECTATION	3.B.1.a.	Use verbal and visual cues to improve skill performance
		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 Choice Time p. 065 Investigation 4 Day 2 Mighty Minutes
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		p. 066 Investigation 4 Day 3 Large Group p. 077 Investigation 6 Outdoor Experience p. 081 Investigation 6 Day 2 Mighty Minutes p. 087 Investigation 6 Day 5 Mighty Minutes
TOPIC / INDICATOR	PE.6.	SOCIAL PSYCHOLOGICAL PRINCIPLES: Students will demonstrate the ability to use skills essential for developing self- efficacy, fostering a sense of community, and working effectively with others in physical activity settings.
INDICATOR / PROFICIENCY LEVEL	6.A.	Safety in Physical Activity
OBJECTIVE	6.A.1.	Demonstrate safety in physical activity settings
EXPECTATION	6.A.1.a.	Use person and general space safely in a physical activity setting to avoid injury <u>Clothes Study</u> p. 064 Investigation 4 Day 2 Large Group p. 077 Investigation 6 Outdoor Experience p. 081 Investigation 6 Day 2 Mighty Minutes
TOPIC / INDICATOR	PE.6.	SOCIAL PSYCHOLOGICAL PRINCIPLES: Students will demonstrate the ability to use skills essential for developing self- efficacy, fostering a sense of community, and working effectively with others in physical activity settings.
INDICATOR / PROFICIENCY LEVEL	6.C.	Cooperation and Responsibility
OBJECTIVE	6.C.1.	Identify and behavioral skills to develop a sense of community in physical activity settings
EXPECTATION	6.C.1.a.	Imitate socially acceptable behaviors of cooperation, respect and, responsibility to interact positively with others <u>Clothes Study</u> p. 066 Investigation 4 Day 3 Choice Time

Reduce, Reuse, Recycle Study

State: Maryland Model for School Readiness

Subject: Early Childhood Education

Grade: Ages 3-5

		6
STRAND / TOPIC / STANDARD	MD.PSD.	Personal and Social Development
TOPIC / INDICATOR	PSD.1.	PERSONAL SELF-REGULATIONS: Students will demonstrate effective personal functioning in group settings and as individuals.
INDICATOR / PROFICIENCY LEVEL	1.A.	Self Concept and Control
OBJECTIVE	1.A.2.	Uses coping skills with help from others
EXPECTATION	1.A.2.a.	Relate needs, wants, and feelings to others
		Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 63 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 5 Day 3 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud
TOPIC / INDICATOR	PSD.1.	PERSONAL SELF-REGULATIONS: Students will demonstrate effective personal functioning in group settings and as individuals.
INDICATOR / PROFICIENCY LEVEL	1.A.	Self Concept and Control
OBJECTIVE	1.A.4.	Follow simple classroom rules and routines with guidance
EXPECTATION	1.A.4.a.	Generate and follow classroom rules <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group
EXPECTATION	1.A.4.b.	Plan routine activities in the classroom with guidance Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group
TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	2.A.1.	Initiate and maintain relationships with peers and adults
EXPECTATION	2.A.1.a.	Initiate conversation with peers and adults 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 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

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EXPECTATION	2.A.1.b.	Take turns when working in groups with guidanceReduce, Reuse, Recycle Studyp. 13 Exploring the Topic Outdoor Experiencesp. 14 Exploring the Topic Day 1 Large Groupp. 15 Exploring the Topic Day 1 Large-Group Roundupp. 15 Exploring the Topic Day 1 Choice Timep. 15 Exploring the Topic Day 2 Choice Timep. 16 Exploring the Topic Day 2 Large Groupp. 17 Exploring the Topic Day 2 Large Groupp. 17 Exploring the Topic Day 2 Large-Group Roundupp. 18 Exploring the Topic Day 3 Large-Group Roundupp. 19 Exploring the Topic Day 3 Large Groupp. 19 Exploring the Topic Day 3 Small Groupp. 19 Exploring the Topic Day 4 Large Groupp. 19 Exploring the Topic Day 3 Large-Group Roundupp. 19 Exploring the Topic Day 4 Large Groupp. 20 Exploring the Topic Day 4 Large Groupp. 21 Exploring the Topic Day 4 Large Groupp. 21 Exploring the Topic Day 4 Large-Group Roundupp. 21 Exploring the Topic Day 4 Large-Group Roundupp. 22 Exploring the Topic Day 4 Small Groupp. 23 Exploring the Topic Day 4 Large-Group Roundupp. 24 Exploring the Topic Day 5 Large Group

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TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	2.A.2.	Participate cooperatively in group activities
EXPECTATION	2.A.2.a.	Listen to directions from peers and responds to simple tasks
		Reduce, Reuse, Recycle Studyp. 13 Exploring the Topic Outdoor Experiencesp. 14 Exploring the Topic Day 1 Large Groupp. 27 Investigation 1 Outdoor Experiencesp. 35 Investigation 2 Outdoor Experiencep. 39 Investigation 2 Day 2 Small Groupp. 45 Investigation 3 Outdoor Experiencesp. 47 Investigation 3 Day 1 Small Groupp. 51 Investigation 5 Outdoor Experiencep. 83 Celebrating Learning Outdoor Experiencesp. 87 Celebrating Learning Day 2 Small Group
EXPECTATION	2.A.2.b.	Understand rules of group activities with guidance Reduce, Reuse, Recycle Study
		p. 14 Exploring the Topic Day 1 Large Group
EXPECTATION	2.A.2.c.	Speak of individual contributions and group accomplishments Reduce, Reuse, Recycle Study p. 13 Exploring the Topic Outdoor Experiences

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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
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p. 19 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Small Group
p. 20 Exploring the Topic Day 5 Small 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 Large-Group Roundup
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PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
2.A.	Interactions with Others
3.A.3.	Show empathy and concern for peers and adults
3.A.3.a.	Understand basic feelings, such as happiness or sadness, as expressed by others verbally or non-verbally <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group
	2.A. 3.A.3.

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TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate
		active interest in learning and apply learning and study skills to new
		tasks.
INDICATOR / PROFICIENCY	3.A.	Approaches Toward Learning
LEVEL		
OBJECTIVE	3.A.1.	Show eagerness and curiosity as a learner
EXPECTATION	3.A.1.b.	Ask some questions about new things and experiences
		Reduce, Reuse, Recycle Study
		p. 15 Exploring the Topic Day 1 Choice Time
		p. 22 Exploring the Topic Day 5 Large Group
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TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate
		active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.2.	Attend to learning tasks with guidance
EXPECTATION	3.A.2.b.	Listen to simple directions specific to the tasks
	J.A.2.D.	Listen to simple uncetions specific to the tasks
		Reduce, Reuse, Recycle Study
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INDICATOR / PROFICIENCY LEVEL OBJECTIVE	3.A. 3.A.3.	 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 5 Outdoor Experience p. 83 Celebrating Learning Outdoor Experiences p. 87 Celebrating Learning Day 2 Small Group APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks. Approaches Toward Learning Use some learning strategies when approaching new tasks Ask questions to seek ideas for new tasks 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
INDICATOR / PROFICIENCY LEVEL OBJECTIVE	3.A. 3.A.3.	 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 5 Outdoor Experience p. 83 Celebrating Learning Outdoor Experiences p. 87 Celebrating Learning Day 2 Small Group APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks. Approaches Toward Learning Use some learning strategies when approaching new tasks Ask questions to seek ideas for new tasks Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Choice Time p. 22 Exploring the Topic Day 5 Large Group
INDICATOR / PROFICIENCY LEVEL OBJECTIVE	3.A. 3.A.3.	 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 APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks. Approaches Toward Learning Use some learning strategies when approaching new tasks Reduce, Reuse, Recycle Study
INDICATOR / PROFICIENCY LEVEL OBJECTIVE	3.A. 3.A.3.	 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 5 Outdoor Experience p. 83 Celebrating Learning Outdoor Experiences p. 87 Celebrating Learning Day 2 Small Group APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks. Approaches Toward Learning Use some learning strategies when approaching new tasks Ask questions to seek ideas for new tasks 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. 40 Investigation 2 Day 3 Large Group
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.4.	Accepts responsibility for learning
EXPECTATION	3.A.4.b.	Participate in classroom activities
		Reduce, Reuse, Recycle Study_ p. 14 Exploring the Topic Day 1 Large Group
STRAND / TOPIC / STANDARD	MD.LLD.	Language and Literacy Development
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.1.	Discriminate sounds and words
EXPECTATION	1.A.1.a.	Tell whether sounds are same or different Reduce, Reuse, Recycle Study
		p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Small Group
		p. 39 Investigation 2 Day 2 Mighty Minutes p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 47 Investigation 3 Day 1 Mighty Minutes
		p. 61 Investigation 4 Day 4 Small Group p.15 Exploring the Topic Day 1 Small Group
EXPECTATION	1.A.1.c.	Identify and repeat initial sounds in words
		<u>Reduce, Reuse, Recycle Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 23 Exploring the Topic Day 5 Mighty Minutes
		p. 30 Investigation 1 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 47 Investigation 3 Day 1 Mighty Minutes
		p. 49 Investigation 3 Day 2 Mighty Minutes
		p. 61 Investigation 4 Day 4 Mighty Minutes
EXPECTATION	1.A.1.d.	p. 69 Investigation 5 Day 2 Mighty Minutes Classify words by initial sounds
		Reduce, Reuse, Recycle Study
		p. 17 Exploring the Topic Day 2 Small Group p. 23 Exploring the Topic Day 5 Mighty Minutes
		p. 23 Exploring the Topic Day 5 Mighty Minutes p. 30 Investigation 1 Day 2 Large Group
		p. 39 Investigation 2 Day 2 Mighty Minutes
		p. 47 Investigation 3 Day 1 Mighty Minutes
		p. 49 Investigation 3 Day 2 Mighty Minutes p. 61 Investigation 4 Day 4 Mighty Minutes
		p. 69 Investigation 4 Day 4 Mighty Minutes
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness

OBJECTIVE	1.A.2.	Discriminate and produce rhyming words and alliteration.
EXPECTATION	1.A.2.a.	Repeat rhyming words
EXPECTATION	1.A.2.a. 1.A.2.c.	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 Mighty Minutes p. 71 Investigation 5 Day 3 Mighty Minutes p. 71 Investigation 5 Day 3 Small Group Discriminate rhyming words from non-rhyming words Reduce, Reuse, Recycle Study p. 16 Exploring the Topic Day 2 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes
		 p. 37 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Small Group p. 49 Investigation 3 Day 2 Mighty Minutes p. 51 Investigation 3 Day 3 Mighty Minutes p. 59 Investigation 4 Day 3 Mighty Minutes p. 67 Investigation 5 Day 1 Small Group p. 71 Investigation 5 Day 3 Mighty Minutes p. 71 Investigation 5 Day 3 Small Group
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.3.	Blend sounds and syllables to form words
EXPECTATION	1.A.3.a.	Orally blend syllables into a whole word, such as fun-ny = funny <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 37 Investigation 2 Day 1 Small Group p.15 Exploring the Topic Day 1 Small Group
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.4.	Segment sounds in spoken words and sentences
EXPECTATION	1.A.4.b.	Identify the initial sound in a word <u>Reduce, Reuse, Recycle Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 23 Exploring the Topic Day 5 Mighty Minutes p. 30 Investigation 1 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 47 Investigation 3 Day 1 Mighty Minutes p. 49 Investigation 3 Day 2 Mighty Minutes p. 61 Investigation 4 Day 4 Mighty Minutes p. 69 Investigation 5 Day 2 Mighty Minutes
	LLD-P.1.	GENERAL READING PROCESSES - PHONICS: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.
INDICATOR / PROFICIENCY	I.D.	Phonics

LEVEL		
OBJECTIVE	1.B.1.	Recognize that letters have corresponding sounds
EXPECTATION	1.B.1.a.	Recognize similarities and differences in letter shapes Reduce, Reuse, Recycle Study p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 21 Exploring the Topic Day 4 Small Group p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Mighty Minutes p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 39 Investigation 2 Day 2 Mighty Minutes p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 43 Investigation 2 Day 4 Small Group p. 47 Investigation 4 Day 1 Mighty Minutes p. 55 Investigation 4 Day 2 Mighty Minutes p. 57 Investigation 4 Day 3 Mighty Minutes p. 61 Investigation 4 Day 3 Mighty Minutes p. 63 Investigation 4 Day 4 Small Group p. 63 Investigation 5 Day 2 Mighty Minutes p. 69 Investigation 5 Day 2 Mighty Minutes p. 71 Investigation 5 Day 3 Small Group p. 71 Investigation 5 Day 2 Mighty Minutes p. 71 Investigation 5 Day 3 Small Group p. 71 Investigation 5 Day 2 Mighty Minutes p. 71 Investigation 5 Day 3 Small Group p. 71 Investigation 5 Day 3 Small Group </td
EXPECTATION	1.B.1.b.	Match familiar consonant sounds to appropriate letters, such as m, b, f, t, p <u>Reduce, Reuse, Recycle Study</u> p. 23 Exploring the Topic Day 5 Mighty Minutes p. 30 Investigation 1 Day 2 Large Group p. 37 Investigation 2 Day 1 Small Group p. 49 Investigation 3 Day 2 Mighty Minutes p. 55 Investigation 4 Day 1 Mighty Minutes p. 61 Investigation 4 Day 4 Mighty Minutes p. 61 Investigation 4 Day 4 Small Group
TOPIC / INDICATOR	LLD-P.1.	GENERAL READING PROCESSES - PHONICS: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.
INDICATOR / PROFICIENCY LEVEL	1.B.	Phonics
OBJECTIVE	1.B.2.	Decode words in grade-level texts
EXPECTATION	1.B.2.a.	Identify and name some upper and lower case letters in words, especially those in the student's own name Reduce, Reuse, Recycle Study p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 19 Exploring the Topic Day 3 Small Group p. 21 Exploring the Topic Day 4 Small Group p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Mighty Minutes p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 39 Investigation 2 Day 2 Mighty Minutes p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 3 Day 1 Mighty Minutes p. 55 Investigation 4 Day 3 Mighty Minutes p. 59 Investigation 4 Day 2 Mighty Minutes p. 59 Investigation 4 Day 3 Mighty Minutes p. 59 Investigation 4 Day 3 Mighty Minutes p. 59 Investigation 4 Day 3 Mighty Minutes

TOPIC / INDICATOR	LLD-F.1.	 p. 61 Investigation 4 Day 4 Small Group p. 63 Investigation 4 Day 5 Mighty Minutes p. 69 Investigation 5 Day 2 Mighty Minutes p. 71 Investigation 5 Day 3 Small Group p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group GENERAL READING PROCESSES - FLUENCY: Students will read orally with accuracy and expression at a rate that sounds like speech.
INDICATOR / PROFICIENCY LEVEL	1.C.	Fluency
OBJECTIVE	1.C.1.	Engage in imitative reading at an appropriate rate
EXPECTATION	1.C.1.a.	Listen to models of fluent reading 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 5 Large Group p. 22 Exploring the Topic Day 5 Read-Aloud p. 22 Exploring the Topic Day 5 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 2 Day 1 Large Group p. 36 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Read-Aloud p. 44 Investigation 3 Day 1 Large Group p. 47 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 1 Large Group p. 49 Investigation 3 Day 1 Large Group p. 49 Investigation 3 Day 2 Read-Aloud p. 50 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Large Group p. 51 Investigation 3 Day 2 Large Group p. 51 Investigation 3 Day 2 Read-Aloud p. 50 Investigation 3 Day 2 Read-Aloud p. 51 Investigation 3 Day 3 Large Group p. 51 Investigation 4 Day 3 Read-Aloud p. 53 Investigation 4 Day 3 Read-Aloud p. 54 Investigation 4 Day 3 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 58 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 63 Investigation 4 Day 3 Read-Aloud p. 63 Investigation 4 Day 5 Small Group p. 61 Investigation 5 Day 1 Large Group p. 61 Investigation 5 Day 1 Read-Aloud p. 63 Investigation 5 Day 1 Read-Aloud p. 69 Investigation 5 Day 1 Read-Aloud p. 69 Investigation 5 Day 1 Read-Aloud p. 69 Investigation 5 Day 3 Read-Aloud p. 60 Investigation 5 Day 3 Read-Aloud p. 60 Investigation 5 Day 3 Read-Aloud p. 61 Investigation 5 Day 3 Read-Aloud p. 62 Investigation 5 Day 3 Read-Aloud p. 63 Investigation 5 Day 3 Read-Aloud p. 64 Investigation 5 Day 3 Read-Aloud p. 65 Celebrating Learning Day 2 Read-Aloud p. 67 Celebrat
TOPIC / INDICATOR	LLD-V.1.	p. 87 Celebrating Learning Day 2 Mighty Minutes GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word
INDICATOR / PROFICIENCY LEVEL	1.D.	meaning and to increase vocabulary. Vocabulary
OBJECTIVE	1.D.1.	Develop and apply vocabulary through exposure to a variety of texts
EXPECTATION	1.D.1.a.	Acquire new vocabulary through listening to a variety of texts on a daily basis 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	
EXPECTATION 1.D.1.b. Discuss words and word meanings daily as they a	ro opcountored in
texts, instruction, and conversation	le encountereu m
texts, instruction, and conversation	
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	
EXPECTATION 1.D.1.c. Ask questions about unknown objects and words	related to topics
discussed	related to topics
uiscusseu	
Reduce, Reuse, Recycle Study	
p. 14 Exploring the Topic Day 1 Large Group	
p. 15 Exploring the Topic Day 1 Choice Time	
p. 15 Exploring the Topic Day 1 Read-Aloud	
p. 17 Exploring the Topic Day 2 Read-Aloud	
p. 19 Exploring the Topic Day 3 Read-Aloud	
p. 21 Exploring the Topic Day 4 Read-Aloud	
p. 22 Exploring the Topic Day 5 Large Group	
p. 23 Exploring the Topic Day 5 Read-Aloud	
p. 29 Investigation 1 Day 1 Read-Aloud	
p. 31 Investigation 1 Day 2 Read-Aloud	
p. 33 Investigation 1 Day 3 Read-Aloud	
p. 37 Investigation 2 Day 1 Read-Aloud	
p. 37 Investigation 2 Day 1 Small Group	
p. 39 Investigation 2 Day 2 Read-Aloud	
p. 41 Investigation 2 Day 3 Read-Aloud	
p. 42 Investigation 2 Day 4 Large Group	
p. 43 Investigation 2 Day 4 Read-Aloud	
p. 46 Investigation 3 Day 1 Large Group	
p. 47 Investigation 3 Day 1 Read-Aloud	
p. 48 Investigation 3 Day 2 Large Group	
p. 49 Investigation 3 Day 2 Read-Aloud	
p. 49 Investigation 3 Day 2 Small Group	
p. 50 Investigation 3 Day 3 Large Group	
p. 51 Investigation 3 Day 3 Read-Aloud	
p. 55 Investigation 5 Day 5 Read-Aloud	
p. 55 Investigation + Day Thead-Aloud	
p. 57 Investigation 4 Day 2 Read-Aloud	
p. 57 Investigation 4 Day 2 Read-Aloud p. 58 Investigation 4 Day 3 Large Group	
p. 57 Investigation 4 Day 2 Read-Aloud p. 58 Investigation 4 Day 3 Large Group p. 59 Investigation 4 Day 3 Read-Aloud	
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		p. 32 Investigation 1 Day 3 Large Group
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		p. 33 Investigation 1 Day 3 Small Group
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		p. 39 Investigation 2 Day 1 Large Group
		p. 41 Investigation 2 Day 3 Small Group
		p. 43 Investigation 2 Day 4 Large-Group Roundup
		p. 43 Investigation 2 Day 4 Small Group
		p. 46 Investigation 3 Day 1 Choice Time
		p. 46 Investigation 3 Day 1 Large Group
		p. 47 Investigation 3 Day 1 Large-Group Roundup
		p. 47 Investigation 3 Day 1 Small Group
		p. 48 Investigation 3 Day 2 Choice Time
		p. 49 Investigation 3 Day 2 Mighty Minutes
		p. 49 Investigation 3 Day 2 Large-Group Roundup
		p. 50 Investigation 3 Day 3 Large Group
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		p. 51 Investigation 3 Day 3 Large-Group Roundup
		p. 51 Investigation 3 Day 3 Small Group
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		p. 57 Investigation 4 Day 2 Small Group
		p. 60 Investigation 4 Day 4 Large Group
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		p. 66 Investigation 5 Day 1 Large Group
		p. 67 Investigation 5 Day 1 Large-Group Roundup
		p. 68 Investigation 5 Day 2 Large Group
		p. 69 Investigation 5 Day 2 Large-Group Roundup
		p. 69 Investigation 5 Day 2 Mighty Minutes
		p. 69 Investigation 5 Day 2 Small Group
		p. 71 Investigation 5 Day 3 Large-Group Roundup
		p. 85 Celebrating Learning Day 1 Read-Aloud
		p. 87 Celebrating Learning Day 2 Read-Aloud
		p. 87 Celebrating Learning Day 2 Choice Time
		p. 87 Celebrating Learning Day 2 Choice Time
		p.15 Exploring the Topic Day 1 Small Group
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will
		use a variety of strategies and opportunities to understand word
		meaning and to increase vocabulary.
INDICATOR / PROFICIENCY	1.D.	Vocabulary
LEVEL		· · · · · · · · · · · · · · · · · · ·
OBJECTIVE	1.D.3.	Understand, acquire, and use new vocabulary
EXPECTATION	1.D.3.b.	Use newly learned vocabulary on multiple occasions to reinforce
		meaning
	11	
The second s		
		Reduce, Reuse, Recycle Study
		p. 15 Exploring the Topic Day 1 Read-Aloud
		p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud
		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. 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. 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. 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

TOPIC / INDICATOR	LLD-C.1. 1.E.	 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 GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning). General Reading Comprehension
OBJECTIVE	1.E.1.	Demonstrate an understanding of concepts of print to determine how print is organized and read
EXPECTATION	1.E.1.a.	Understand that speech can be written and read <u>Reduce, Reuse, Recycle Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 71 Investigation 5 Day 3 Small Group p. 87 Celebrating Learning Day 2 Small Group
EXPECTATION	1.E.1.b.	Understand that print conveys meaning <u>Reduce, Reuse, Recycle Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 71 Investigation 5 Day 3 Small Group p. 87 Celebrating Learning Day 2 Small Group
EXPECTATION	1.E.1.c.	Demonstrate the proper use of a book <u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 63 Investigation 4 Day 5 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud
EXPECTATION	1.E.1.d.	Identify the title of a book <u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 2 Read-Aloud p. 63 Investigation 5 Day 2 Read-Aloud p. 69 Investigation 5 Day 3 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud

EXPECTATION	1.E.1.e.	Demonstrate that text is read from left to right and top to bottom
		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
EXPECTATION	1.E.1.f.	Identify pictures, shapes, letters, and numerals
		Reduce. Reuse. Recycle Study
		p. 15 Exploring the Topic Day 1 Read-Aloud
		p. 17 Exploring the Topic Day 2 Small Group
		p. 19 Exploring the Topic Day 3 Mighty Minutes
		p. 19 Exploring the Topic Day 3 Read-Aloud
		p. 21 Exploring the Topic Day 4 Read-Aloud
		p. 21 Exploring the Topic Day 4 Small Group
		p. 22 Exploring the Topic Day 5 Large Group
		p. 23 Exploring the Topic Day 5 Read-Aloud
		p. 31 Investigation 1 Day 2 Choice Time
		p. 31 Investigation 1 Day 2 Mighty Minutes
		p. 31 Investigation 1 Day 2 Read-Aloud
		p. 32 Investigation 1 Day 3 Large Group
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 33 Investigation 1 Day 3 Small Group
		p. 36 Investigation 2 Day 1 Choice Time
		p. 39 Investigation 2 Day 2 Mighty Minutes
		p. 39 Investigation 2 Day 2 Read-Aloud
		p. 41 Investigation 2 Day 3 Small Group
		p. 43 Investigation 2 Day 4 Read-Aloud
		p. 43 Investigation 2 Day 4 Small Group
		p. 47 Investigation 3 Day 1 Mighty Minutes
		p. 51 Investigation 3 Day 3 Choice Time
		p. 51 Investigation 3 Day 3 Read-Aloud
		p. 55 Investigation 4 Day 1 Mighty Minutes
		p. 57 Investigation 4 Day 2 Mighty Minutes
		p. 57 Investigation 4 Day 2 Read-Aloud
		p. 59 Investigation 4 Day 3 Mighty Minutes
		p. 59 Investigation 4 Day 3 Read-Aloud
		p. 61 Investigation 4 Day 4 Small Group
		p. 63 Investigation 4 Day 5 Mighty Minutes
		p. 63 Investigation 4 Day 5 Read-Aloud
		p. 69 Investigation 5 Day 2 Choice Time
		p. 69 Investigation 5 Day 2 Mighty Minutes
		p. 69 Investigation 5 Day 2 Small Group
		p. 71 Investigation 5 Day 3 Choice Time
		p. 71 Investigation 5 Day 3 Read-Aloud
		p. 71 Investigation 5 Day 3 Small Group
		p. 87 Celebrating Learning Day 2 Read-Aloud
		p. 87 Celebrating Learning Day 2 Small Group
		p.15 Exploring the Topic Day 1 Small Group
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students
		will use a variety of strategies to understand what they read
		(construct meaning).
INDICATOR / PROFICIENCY	1.E.	General Reading Comprehension
	1 5 2	
OBJECTIVE	1.E.2.	Use strategies to prepare for reading (before reading)
EXPECTATION	1.E.2.a.	Make connections to the text using illustrations/ photographs from
		prior knowledge
		Reduce, Reuse, Recycle Study

		p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group
EXPECTATION	1.E.2.b.	Make predictions by examining the title, cover,illustrations/photographs, and familiar author or topicReduce, Reuse, Recycle Studyp. 15 Exploring the Topic Day 1 Read-Aloudp. 17 Exploring the Topic Day 2 Read-Aloudp. 19 Exploring the Topic Day 3 Read-Aloudp. 23 Exploring the Topic Day 5 Read-Aloudp. 31 Investigation 1 Day 2 Read-Aloudp. 33 Investigation 2 Day 1 Read-Aloudp. 37 Investigation 2 Day 1 Read-Aloudp. 39 Investigation 2 Day 2 Read-Aloudp. 43 Investigation 3 Day 2 Read-Aloudp. 51 Investigation 3 Day 2 Read-Aloudp. 55 Investigation 4 Day 1 Read-Aloudp. 57 Investigation 4 Day 2 Read-Aloudp. 57 Investigation 4 Day 3 Read-Aloudp. 58 Investigation 4 Day 2 Read-Aloudp. 59 Investigation 5 Day 3 Read-Aloudp. 63 Investigation 5 Day 3 Read-Aloudp. 71 Investigation 5 Day 3 Read-Aloudp. 87 Celebrating Learning Day 2 Read-Aloud
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.3.	Use strategies to make meaning from text (during reading)
	1.E.3.a.	Use illustrations to construct meaning 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 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. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Choice Time p. 51 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 50 Investigation 5 Day 3 Read-Aloud p. 63 Investigation 5 Day 3 Read-Aloud p. 67 Celebrating Learning Day 2 Read-Aloud
EXPECTATION	1.E.3.b.	Make and confirm predictions <u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 3 Day 2 Read-Aloud

		 p. 51 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 57 Investigation 4 Day 2 Small Group p. 59 Investigation 4 Day 3 Read-Aloud p. 63 Investigation 4 Day 5 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud
EXPECTATION	1.E.3.c.	Connect events, characters, and actions in stories to specific life experiences <u>Reduce, Reuse, Recycle Study</u> p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 63 Investigation 5 Day 3 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.4.	Demonstrate understanding of text (after reading)
EXPECTATION	1.E.4.a.	Recall information from text Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 3 Day 1 Read-Aloud p. 47 Investigation 3 Day 1 Read-Aloud p. 48 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Read-Aloud p. 49 Investigation 3 Day 2 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud p. 55 Investigation 4 Day 3 Read-Aloud p. 58 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud <t< td=""></t<>

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		p. 69 Investigation 5 Day 2 Read-Aloud
		p. 70 Investigation 5 Day 3 Large Group
		p. 71 Investigation 5 Day 3 Read-Aloud
		p. 85 Celebrating Learning Day 1 Read-Aloud
		p. 85 Celebrating Learning Day 1 Small Group
		p. 87 Celebrating Learning Day 2 Read-Aloud
		p. 87 Celebrating Learning Day 2 Small Group
EXPECTATION	1.E.4.b.	Respond orally to questions
		Reduce, Reuse, Recycle Study
		p. 14 Exploring the Topic Day 1 Large Group
		p. 15 Exploring the Topic Day 1 Choice Time
		p. 55 Investigation 4 Day 1 Read-Aloud
		p. 62 Investigation 4 Day 5 Large Group
		p. 87 Celebrating Learning Day 2 Small Group
EXPECTATION	1.E.4.c.	Respond to text in a variety of ways: Retell; Dramatize; Draw
		Reduce, Reuse, Recycle Study
		p. 15 Exploring the Topic Day 1 Read-Aloud
		p. 19 Exploring the Topic Day 3 Read-Aloud
		p. 23 Exploring the Topic Day 5 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 39 Investigation 2 Day 2 Read-Aloud
		p. 43 Investigation 2 Day 4 Read-Aloud
		p. 51 Investigation 3 Day 3 Read-Aloud
		p. 57 Investigation 4 Day 2 Read-Aloud
		p. 58 Investigation 4 Day 3 Large Group
		p. 59 Investigation 4 Day 3 Read-Aloud
		p. 59 Investigation 4 Day 3 Small Group
		p. 63 Investigation 4 Day 5 Read-Aloud
		p. 63 Investigation 4 Day 5 Small Group
		p. 67 Investigation 5 Day 1 Read-Aloud
		p. 71 Investigation 5 Day 3 Read-Aloud
		p. 85 Celebrating Learning Day 1 Small Group
EXPECTATION	1.E.4.e.	Retell a story as though reading a book
		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 5 Day 5 Read-Aloud
		p. 58 Investigation 4 Day 3 Large Group
		p. 59 Investigation 4 Day 3 Read-Aloud
		p. 59 Investigation 4 Day 3 Small Group
		p. 63 Investigation 4 Day 5 Read-Aloud
		p. 63 Investigation 4 Day 5 Small Group
		p. 67 Investigation 5 Day 1 Read-Aloud
		p. 71 Investigation 5 Day 3 Read-Aloud
		p. 85 Celebrating Learning Day 1 Small Group
TOPIC / INDICATOR	LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read,
		comprehend, interpret, analyze, and evaluate informational text.
INDICATOR / PROFICIENCY LEVEL	2.A.	Comprehension of Informational Text
OBJECTIVE	2.A.1.	Develop comprehension skills by reading a variety of informational
EXPECTATION	2.A.1.a.	texts
EXPECTATION	z.A.I.a.	Listen to nonfiction materials: Nonfiction trade books; Magazines; Multimedia resources
	IL	

	Deduce Device Decucle Study
	Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 55 Investigation 4 Day 1 Read-Aloud p. 62 Investigation 4 Day 5 Large Group p. 87 Celebrating Learning Day 2 Small Group
2.A.1.b.	Listen to and read functional documents by following simple oral or rebus directions: Recipes; Rules; Signs; Labels; Center activities; Classroom schedules
	Reduce, Reuse, Recycle Study p. 87 Celebrating Learning Day 2 Small Group
2.A.1.c.	Listen to and use personal interest materials, such as books and magazines
	Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 55 Investigation 4 Day 1 Read-Aloud p. 62 Investigation 4 Day 5 Large Group p. 87 Celebrating Learning Day 2 Small Group
LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.
2.A.	Comprehension of Informational Text
2.A.2.	Recognize and use text features to facilitate understanding of informational texts
2.A.2.b.	Recognize graphic aids: Photographs; Drawings; Maps; Graphs; Diagrams <u>Reduce, Reuse, Recycle Study</u> p. 31 Investigation 1 Day 2 Small Group p. 51 Investigation 3 Day 3 Choice Time
LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.
2.A.	Comprehension of Informational Text
2.A.4.	Determine important ideas and messages in informational texts
2.A.4.a.	Retell important facts from a text <u>Reduce, Reuse, Recycle Study</u> p. 55 Investigation 4 Day 1 Read-Aloud p. 62 Investigation 4 Day 5 Large Group
	p. 87 Celebrating Learning Day 2 Small Group
LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
3.A.	Comprehension of Literary Text
3.A.1.	Develop comprehension skills by listening to a variety of self- selected and assigned literary texts
3.A.1.a.	Listen to and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities Reduce, Reuse, Recycle Study
	p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud
	2.A.1.c. 2.A.1.c. 2.A. 2.A. 2.A. 2.A.2. 2.A. 2.A.2. 2.A. 2.A.2. 2.A. 2.A. 2.A. 2.A. 3.A. 3.A.1.

		p. 22 Exploring the Topic Day 5 Large Group
		p. 23 Exploring the Topic Day 5 Read-Aloud
		p. 29 Investigation 1 Day 1 Read-Aloud
		p. 31 Investigation 1 Day 2 Read-Aloud
		p. 33 Investigation 1 Day 3 Read-Aloud
		p. 37 Investigation 2 Day 1 Read-Aloud
		p. 37 Investigation 2 Day 1 Small Group
		p. 39 Investigation 2 Day 2 Read-Aloud
		p. 41 Investigation 2 Day 3 Read-Aloud
		p. 42 Investigation 2 Day 4 Large Group
		p. 43 Investigation 2 Day 4 Read-Aloud
		p. 46 Investigation 3 Day 1 Large Group
		p. 47 Investigation 3 Day 1 Read-Aloud
		p. 48 Investigation 3 Day 2 Large Group
		p. 49 Investigation 3 Day 2 Read-Aloud
		p. 49 Investigation 3 Day 2 Small Group
		p. 50 Investigation 3 Day 3 Large Group
		p. 51 Investigation 3 Day 3 Read-Aloud
		p. 57 Investigation 4 Day 2 Read-Aloud
		p. 58 Investigation 4 Day 3 Large Group
		p. 59 Investigation 4 Day 3 Read-Aloud
		p. 59 Investigation 4 Day 3 Small Group
		p. 61 Investigation 4 Day 4 Read-Aloud
		p. 63 Investigation 4 Day 5 Read-Aloud
		p. 63 Investigation 4 Day 5 Small Group
		p. 66 Investigation 5 Day 1 Large Group
		p. 67 Investigation 5 Day 1 Read-Aloud
		p. 69 Investigation 5 Day 2 Read-Aloud
		p. 70 Investigation 5 Day 3 Large Group
		p. 71 Investigation 5 Day 3 Read-Aloud
		p. 85 Celebrating Learning Day 1 Read-Aloud
		p. 85 Celebrating Learning Day 1 Small Group
		p. 87 Celebrating Learning Day 2 Read-Aloud
		p. 87 Celebrating Learning Day 2 Mighty Minutes
		p. 87 Celebrating Learning Day 2 Mighty Minutes
EXPECTATION	3.A.1.b.	Listen to and discuss a variety of different types of fictional literary
EXPECTATION	3.A.1.b.	Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and
EXPECTATION	3.A.1.b.	Listen to and discuss a variety of different types of fictional literary
EXPECTATION	3.A.1.b.	Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales
EXPECTATION	3.A.1.b.	Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales Reduce, Reuse, Recycle Study
EXPECTATION	3.A.1.b.	Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group
EXPECTATION	3.A.1.b.	Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time
EXPECTATION	3.A.1.b.	Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud
EXPECTATION	3.A.1.b.	Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud
EXPECTATION	3.A.1.b.	Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud
EXPECTATION	3.A.1.b.	Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud
EXPECTATION	3.A.1.b.	Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud
EXPECTATION	3.A.1.b.	Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group
EXPECTATION	3.A.1.b.	Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud
EXPECTATION	3.A.1.b.	Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 1 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud
EXPECTATION	3.A.1.b.	Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 1 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud
EXPECTATION	3.A.1.b.	Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud
EXPECTATION	3.A.1.b.	Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud
EXPECTATION	3.A.1.b.	Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 1 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
EXPECTATION	3.A.1.b.	Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 1 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
EXPECTATION	3.A.1.b.	Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 3 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud
EXPECTATION	3.A.1.b.	Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 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 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 3 Read-Aloud p. 41 Investigation 2 Day 4 Large Group
EXPECTATION	3.A.1.b.	Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 1 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 3 Read-Aloud p. 41 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Read-Aloud
EXPECTATION	3.A.1.b.	Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 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 4 Read-Aloud p. 41 Investigation 2 Day 4 Read-Aloud p. 42 Investigation 2 Day 4 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 43 Investigation 3 Day 1 Large Group
EXPECTATION	3.A.1.b.	Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 4 Read-Aloud p. 31 Investigation 2 Day 4 Read-Aloud p. 33 Investigation 2 Day 4 Read-Aloud p. 34 Investigation 2 Day 4 Read-Aloud p. 35 Investigation 2 Day 4 Read-Aloud p. 36 Investigation 2 Day 4 Read-Aloud p. 37 Investigation 2 Day 4 Read-Aloud p. 34 Investigation 2 Day 3 Read-Aloud p. 41 Investigation 2 Day 4 Large Group p. 43 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 1 Read-Aloud
EXPECTATION	3.A.1.b.	Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 1 Read-Aloud p. 41 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Read-Aloud p. 44 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 1 Read-Aloud p. 48 Investigation 3 Day 2 Large Group
EXPECTATION	3.A.1.b.	Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 3 Read-Aloud p. 41 Investigation 2 Day 4 Read-Aloud p. 41 Investigation 2 Day 4 Large Group p. 43 Investigation 3 Day 1 Large Group p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 2 Read-Aloud p. 49 Investigation 3 Day 2 Read-Aloud
EXPECTATION	3.A.1.b.	Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 3 Read-Aloud p. 41 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Large Group p. 43 Investigation 3 Day 1 Large Group p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 1 Large Group p. 47 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 2 Read-Aloud p. 49 Investigation 3 Day 2 Read-Aloud p. 49 Investigation 3 Day 2 Small Group
EXPECTATION	3.A.1.b.	Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 3 Read-Aloud p. 41 Investigation 2 Day 4 Large Group p. 43 Investigation 3 Day 1 Large Group p. 43 Investigation 3 Day 1 Large Group p. 43 Investigation 3 Day 1 Large Group p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 1 Large Group p. 47 Investigation 3 Day 2 Large Group p. 48 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Small Group p. 49 Investigation 3 Day 2 Small Group p. 49 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 3 Large Group p. 50 Investigation 3 Day 3 Large Group p. 50 Investigation 3 Day 3 Large Group
EXPECTATION	3.A.1.b.	Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 21 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 4 Read-Aloud p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 3 Day 4 Large Group p. 43 Investigation 3 Day 1 Large Group 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. 47 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Small Group p. 49 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Small Group p. 50 Investigation 3 Day 3 Small Group p. 51 Investigation 3 Day 3 Small Gr
EXPECTATION	3.A.1.b.	Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 3 Read-Aloud p. 39 Investigation 2 Day 1 Small Group p. 41 Investigation 2 Day 4 Read-Aloud p. 41 Investigation 2 Day 4 Read-Aloud p. 42 Investigation 3 Day 1 Large Group p. 43 Investigation 3 Day 1 Large Group p. 44 Investigation 3 Day 1 Large Group p. 49 Investigation 3 Day 2 Small Group p. 49 Investigation 3 Day 2 Large Group p. 41 Investigation 3 Day 1 Large Group p. 43 Investigation 3 Day 1 Large Group p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 3 Read-Aloud p. 49 Investigation 3 Day 3 Large Group p. 49 Investigation 3 Day 3 Large Group p. 50 Investigation 3 Day 3 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 54 Investigation 3 Day 3 Read-Aloud p. 54 Investigation 3 Day 3 Read-Aloud p. 54 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 3 Day 3 Read-Aloud p. 54 Investigation 3 Day 3 Read-Aloud p. 54 Investigation 3 Day 3 Read-Aloud p. 54 Investigation 3 Day 3 Large Group p. 55 Investigation 3 Day 3 Large Group p. 55 Investigation 3 Day 3 Large Group p. 55 Investigation 4 Day 1 Large Group
EXPECTATION	3.A.1.b.	Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 21 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 4 Read-Aloud p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 3 Day 4 Large Group p. 43 Investigation 3 Day 1 Large Group 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. 47 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Small Group p. 49 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Small Group p. 50 Investigation 3 Day 3 Small Group p. 51 Investigation 3 Day 3 Small Gr

		 p. 58 Investigation 4 Day 3 Large Group p. 59 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 3 Small Group p. 61 Investigation 4 Day 4 Read-Aloud p. 63 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 4 Day 5 Small Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Read-Aloud p. 70 Investigation 5 Day 2 Read-Aloud p. 71 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Large Group p. 75 Celebrating Learning Day 1 Read-Aloud p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud
TOPIC / INDICATOR	LLD.3.	p. 87 Celebrating Learning Day 2 Mighty Minutes COMPREHENSION OF LITERARY TEXT: Students will read,
INDICATOR / PROFICIENCY LEVEL	3.A.	comprehend, interpret, analyze, and evaluate literary text. Comprehension of Literary Text
OBJECTIVE	3.A.2.	Use text features to facilitate understanding of literary texts
EXPECTATION	3.A.2. 3.A.2.a.	Use text features to facilitate understanding of literary texts Identify and explain how the title contributes to meaning
EXPECTATION	3.A.2.b.	Reduce, Reuse, Recycle Studyp. 15 Exploring the Topic Day 1 Read-Aloudp. 19 Exploring the Topic Day 3 Read-Aloudp. 23 Exploring the Topic Day 5 Read-Aloudp. 31 Investigation 1 Day 2 Read-Aloudp. 33 Investigation 1 Day 3 Read-Aloudp. 37 Investigation 2 Day 1 Read-Aloudp. 39 Investigation 2 Day 2 Read-Aloudp. 43 Investigation 2 Day 4 Read-Aloudp. 51 Investigation 3 Day 3 Read-Aloudp. 57 Investigation 4 Day 2 Read-Aloudp. 59 Investigation 4 Day 2 Read-Aloudp. 63 Investigation 5 Day 2 Read-Aloudp. 63 Investigation 5 Day 2 Read-Aloudp. 64 Investigation 5 Day 2 Read-Aloudp. 65 Investigation 5 Day 2 Read-Aloudp. 69 Investigation 5 Day 2 Read-Aloudp. 71 Investigation 5 Day 3 Read-Aloudp. 87 Celebrating Learning Day 2 Read-AloudIdentify and explain how text features, such as illustrations,
		punctuation, and print features, contribute to meaning 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. 33 Investigation 1 Day 2 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 63 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 5 Day 3 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.3.	Use elements of narrative texts to facilitate understanding

		 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 Read-Aloud 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
EXPECTATION	3.A.6.b.	Identify a personal connection to the text Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 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
TOPIC / INDICATOR	LLD.4.	WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.
INDICATOR / PROFICIENCY LEVEL	4.A.	Writing
OBJECTIVE	4.A.1.	Compose texts using the prewriting and drafting strategies of effective writers and speakers
EXPECTATION	4.A.1.b.	Generate ideas by using letter-like shapes, symbols, and letters, dictating words and phrases, and using drawings to represent ideas <u>Reduce, Reuse, Recycle Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 32 Investigation 1 Day 3 Large Group p. 41 Investigation 2 Day 3 Large- Group Roundup p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 48 Investigation 3 Day 2 Choice Time p. 67 Investigation 5 Day 1 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup
TOPIC / INDICATOR	LLD.4.	WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.
INDICATOR / PROFICIENCY LEVEL	4.A.	Writing
OBJECTIVE	4.A.2.	Compose oral and visual presentations that express personal ideas
EXPECTATION	4.A.2.a.	Write to express personal ideas using letter-like shapes, symbols, and letters <u>Reduce, Reuse, Recycle Study</u> p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 32 Investigation 1 Day 3 Large Group p. 41 Investigation 2 Day 3 Large- Group Roundup p. 41 Investigation 2 Day 3 Small Group

		p. 43 Investigation 2 Day 4 Small Group
		p. 48 Investigation 3 Day 2 Choice Time p. 67 Investigation 5 Day 1 Choice Time
		p. 87 Celebrating Learning Day 2 Large Group Roundup
EXPECTATION	4.A.2.b.	Contribute to a shared writing experience or topic of interest
		Reduce, Reuse, Recycle Study
		p. 19 Exploring the Topic Day 3 Small Group p. 32 Investigation 1 Day 3 Large Group
		p. 41 Investigation 2 Day 3 Large- Group Roundup
		p. 67 Investigation 5 Day 1 Large-Group Roundup
		p. 87 Celebrating Learning Day 2 Large Group Roundup
EXPECTATION	4.A.2.c.	p. 87 Celebrating Learning Day 2 Small Group Use drawings, letters, or symbols to express personal ideas
	7.7.2.0.	
		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 2 Day 4 Sman Group
		p. 67 Investigation 5 Day 1 Choice Time
		p. 87 Celebrating Learning Day 2 Large Group Roundup
TOPIC / INDICATOR	LLD.4.	WRITING: Students will compose in a variety of modes by
		developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.
INDICATOR / PROFICIENCY LEVEL	4.A.	Writing
OBJECTIVE	4.A.4.	Identify how language choices in writing and speaking affect thoughts and feelings
EXPECTATION	4.A.4.a.	Identify and use words to communicate feelings
		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
TOPIC / INDICATOR		
	LLD.5.	CONTROLLING LANGUAGE: Students will control language by
	LLD.5.	applying the conventions of standard English in speaking and writing.
INDICATOR / PROFICIENCY LEVEL		applying the conventions of standard English in speaking and
		applying the conventions of standard English in speaking and writing.
LEVEL	5.A.	applying the conventions of standard English in speaking and writing. Grammar
LEVEL OBJECTIVE	5.A. 5.A.1.	applying the conventions of standard English in speaking and writing. Grammar Use grammar concepts and skills that strengthen oral language Use complete sentences to respond to questions
LEVEL OBJECTIVE	5.A. 5.A.1.	applying the conventions of standard English in speaking and writing. Grammar Use grammar concepts and skills that strengthen oral language Use complete sentences to respond to questions <u>Reduce, Reuse, Recycle Study</u> p. 19 Exploring the Topic Day 3 Small Group
LEVEL OBJECTIVE	5.A. 5.A.1.	applying the conventions of standard English in speaking and writing. Grammar Use grammar concepts and skills that strengthen oral language Use complete sentences to respond to questions <u>Reduce, Reuse, Recycle Study</u> p. 19 Exploring the Topic Day 3 Small Group p. 29 Investigation 1 Day 1 Small Group
LEVEL OBJECTIVE	5.A. 5.A.1.	applying the conventions of standard English in speaking and writing. Grammar Use grammar concepts and skills that strengthen oral language Use complete sentences to respond to questions <u>Reduce, Reuse, Recycle Study</u> p. 19 Exploring the Topic Day 3 Small Group p. 29 Investigation 1 Day 1 Small Group p. 31 Investigation 1 Day 2 Small Group
LEVEL OBJECTIVE	5.A. 5.A.1.	applying the conventions of standard English in speaking and writing. Grammar Use grammar concepts and skills that strengthen oral language Use complete sentences to respond to questions <u>Reduce, Reuse, Recycle Study</u> p. 19 Exploring the Topic Day 3 Small Group p. 29 Investigation 1 Day 1 Small Group

TOPIC / INDICATOR	LLD.5.	CONTROLLING LANGUAGE: Students will control language by applying the conventions of standard English in speaking and writing.
INDICATOR / PROFICIENCY LEVEL	5.C.	Mechanics
OBJECTIVE	5.C.1.	Comprehend basic punctuation and capitalization in written language
EXPECTATION	5.C.1.b.	Recognize that space is used to separate words <u>Reduce, Reuse, Recycle Study</u> p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group
TOPIC / INDICATOR	LLD.6.	LISTENING: Students will demonstrate effective listening to learn, process, and analyze information.
INDICATOR / PROFICIENCY LEVEL	6.A.	Listening
OBJECTIVE	6.A.2.	Comprehend and analyze what is heard
EXPECTATION	6.A.2.a.	Determine a speaker 's general purpose <u>Reduce, Reuse, Recycle Study</u> p. 38 Investigation 2 Day 2 Large Group p. 40 Investigation 2 Day 3 Large Group
EXPECTATION	6.A.2.d.	Follow a set of two- or three-step directions 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 5 Outdoor Experience p. 83 Celebrating Learning Outdoor Experiences p. 87 Celebrating Learning Day 2 Small Group
TOPIC / INDICATOR	LLD.7.	SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.
INDICATOR / PROFICIENCY LEVEL	7.A.	Speaking
OBJECTIVE	7.A.1.	Use organization and delivery strategies
EXPECTATION	7.A.1.a.	Speak clearly enough to be heard and understood in a variety of settings <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p.15 Exploring the Topic Day 1 Small Group
TOPIC / INDICATOR	LLD.7.	SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.
INDICATOR / PROFICIENCY LEVEL	7.A.	Speaking
OBJECTIVE	7.A2.	Make oral presentations
EXPECTATION	7.A2.a.	Speak in a variety of situations to inform and/or relate experiences, such as retelling stories <u>Reduce, Reuse, Recycle Study</u> p. 37 Investigation 2 Day 1 Large-Group Roundup
EXPECTATION	7.A2.b.	Use props in situations, such as show-and-tell

STRAND / TOPIC / STANDARD TOPIC / INDICATOR	MD.MA. MA.1.	Reduce, Reuse, Recycle Study p. 37 Investigation 2 Day 1 Small Group p. 58 Investigation 2 Day 3 Large Group p. 58 Investigation 4 Day 3 Large Group p. 58 Investigation 4 Day 3 Choice Time p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group Mathematics KNOWLEDGE OF ALGEBRA, PATTERNS, AND/OR FUNCTIONS: Students will algebraically represent, model, analyze, or solve
INDICATOR / PROFICIENCY	1.0	mathematical or real-world problems involving patterns or functional relationships.
LEVEL	I.A.	
OBJECTIVE	1.A.2.	Identify, copy, and extend non-numeric patterns
EXPECTATION	1.A.2.a.	Match patterns kinesthetically such as: clap/snap/clap <u>Reduce, Reuse, Recycle Study</u> p. 18 Exploring the Topic Day 3 Choice Time p. 21 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 47 Investigation 3 Day 1 Small Group
EXPECTATION	1.A.2.b.	Recognize simple patterns <u>Reduce, Reuse, Recycle Study</u> p. 32 Investigation 1 Day 3 Choice Time
EXPECTATION	1.A.2.e.	Create a simple pattern of 2 different objects when given the rule <u>Reduce, Reuse, Recycle Study</u> p. 31 Investigation 1 Day 2 Small Group
TOPIC / INDICATOR	MA.1.	KNOWLEDGE OF ALGEBRA, PATTERNS, AND/OR FUNCTIONS: Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.
INDICATOR / PROFICIENCY LEVEL	1.B.	Expression, Equations, and Inequalities
OBJECTIVE	1.B.2.	Identify inequalities
EXPECTATION	1.B.2.a.	Explore relationships by comparing groups of no more than 5 objects to determine more or less <u>Reduce, Reuse, Recycle Study</u> p. 23 Exploring the Topic Day 5 Small Group p. 47 Investigation 3 Day 1 Small Group
TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
INDICATOR / PROFICIENCY LEVEL	2.A.	Plane Geometric Figures
OBJECTIVE	2.A.1.	Recognize and use the attributes of plane geometric figures
EXPECTATION	2.A.1.a.	Sort objects by one attribute such as: shape, color, and size <u>Reduce, Reuse, Recycle Study</u> p. 18 Exploring the Topic Day 3 Choice Time p. 21 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time

		p. 31 Investigation 1 Day 2 Choice Time p. 47 Investigation 3 Day 1 Small Group
EXPECTATION	2.A.1.b.	Name the attributes of plane figures such as: shape, color, size
		<u>Reduce, Reuse, Recycle Study</u> p. 22 Exploring the Topic Day 5 Large Group p. 55 Investigation 4 Day 1 Mighty Minutes
EXPECTATION	2.A.1.c.	Match triangles, circles, and squares
		Reduce, Reuse, Recycle Study p. 51 Investigation 3 Day 3 Choice Time p. 69 Investigation 5 Day 2 Small Group
EXPECTATION	2.A.1.d.	Identify triangles, circles, and squares in the environment
		<u>Reduce, Reuse, Recycle Study</u> p. 51 Investigation 3 Day 3 Choice Time p. 69 Investigation 5 Day 2 Small Group
TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
INDICATOR / PROFICIENCY LEVEL	2.B.	Solid Geometric Figure
OBJECTIVE	2.B.1.	Recognize and use the attributes of solid geometric figures
EXPECTATION	2.B.1.a.	Sort objects by one attribute such as: size, shape, weight, length
		<u>Reduce, Reuse, Recycle Study</u> p. 39 Investigation 2 Day 2 Small Group p. 57 Investigation 4 Day 2 Small Group
EXPECTATION	2.B.1.b.	Find solid figures in the environment
		<u>Reduce, Reuse, Recycle Study</u> p. 51 Investigation 3 Day 3 Choice Time p. 69 Investigation 5 Day 2 Small Group
TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
INDICATOR / PROFICIENCY LEVEL	2.E.	Transformations
OBJECTIVE	2.E.1.	Begin to recognize a transformation
EXPECTATION	2.E.1.a.	Tell position by using words such as: over, under, above, on, next to, below, beside, behind
		Reduce, Reuse, Recycle Study p. 41 Investigation 2 Day 3 Mighty Minutes p. 49 Investigation 3 Day 2 Small Group
TOPIC / INDICATOR	MA.3.	KNOWLEDGE OF MEASUREMENT: Students will identify attributes, units or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements.
INDICATOR / PROFICIENCY LEVEL	3.A.	Measurement Units
OBJECTIVE	3.A.1.	Recognize and use measurement attributes
EXPECTATION	3.A.1.a.	Demonstrate an understanding of comparative attributes such as: bigger, smaller, longer, shorter, lighter, heavier, shorter, taller, hotter, colder Reduce, Reuse, Recycle Study
		p. 39 Investigation 2 Day 2 Small Group

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

EXPECTATION	C A 4 a	Count and discuss quantity
EXPECTATION	6.A.1.e.	Count and discuss quantity
		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
EXPECTATION	6.A.1.h.	Count to 10
	0.A.T.II.	
		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
TOPIC / INDICATOR	MA.7.	PROCESSES OF MATHEMATICS: Students demonstrate the process
		of mathematics by making connections and applying reasoning to
		solve and to communicate their findings.
INDICATOR / PROFICIENCY	7.C.	Communication
LEVEL		
OBJECTIVE	7.C.1.	Present mathematical ideas using words, symbols, visual displays,
		or technology
EXPECTATION	7.C.1.a.	Use multiple representations to express concepts or solutions
		Reduce, Reuse, Recycle Study
		p. 21 Exploring the Topic Day 4 Small Group
STRAND / TOPIC /	MD.SC.	Science
STANDARD		
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking
		and acting inherent in the practice of science – Prekindergarten –
		Grade 2
INDICATOR / PROFICIENCY	1.A.	Constructing Knowledge
LEVEL		
OBJECTIVE	1.A.1.	Raise questions about the world around them and be willing to seek
		answers to some of them by making careful observations and trying
		things out.
EXPECTATION	1.A.1.a.	Describe what can be learned about things by just observing those
LAFECTATION	1.A.I.a.	things carefully and adding information by sometimes doing
		something to the things and noting what happens
1	11	someaning to the things and noting what happens

		Reduce, Reuse, Recycle Studyp. 16 Exploring the Topic Day 2 Large Groupp. 18 Exploring the Topic Day 3 Choice Timep. 23 Exploring the Topic Day 5 Small Groupp. 27 Investigation 1 Outdoor Experiencesp. 29 Investigation 1 Day 1 Choice Timep. 33 Investigation 1 Day 3 Small Groupp. 42 Investigation 2 Day 4 Large Groupp. 42 Investigation 2 Day 4 Choice Timep. 45 Investigation 3 Outdoor Experiencesp. 47 Investigation 3 Day 1 Small Groupp. 51 Investigation 3 Day 3 Choice Timep. 53 Investigation 4 Outdoor Experiencesp. 57 Investigation 4 Day 2 Small Groupp. 83 Celebrating Learning Outdoor Experiencesp. 87 Celebrating Learning Day 2 Small Groupp.15 Exploring the Topic Day 1 Small Group
EXPECTATION	1.A.1.b.	Seek information through reading, observation, exploration, and investigations 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. 31 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. 47 Investigation 3 Day 2 Small Group p. 53 Investigation 4 Day 2 Small Group p. 54 Investigation 4 Day 2 Small Group p. 55 Investigation 4 Day 2 Small Group p. 57 Investigation 4 Day 2 Small Group p. 83 Celebrating Learning Outdoor Experiences p. 87 Celebrating Learning Day 2 Small Group p. 57 Exploring the Topic Day 1 Small Group p. 58 Colebrating Learning Day 2 Small Group p. 57 Exploring the Topic Day 1 Small Group
EXPECTATION	1.A.1.c.	Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data <u>Reduce, Reuse, Recycle Study</u> p. 57 Investigation 4 Day 2 Small Group p. 87 Celebrating Learning Day 2 Small Group
EXPECTATION	1.A.1.d.	Explain that when a science investigation is done the way it was done before, we expect to get a very similar result <u>Reduce, Reuse, Recycle Study</u> p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 2 Day 2 Choice Time p. 38 Investigation 2 Day 2 Choice Time p. 42 Investigation 2 Day 4 Large Group p. 42 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 Choice Time 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
EXPECTATION	1.A.1.e.	Participate in multiple experiences to verify that science investigations generally work the same way in different places
		<u>Reduce, Reuse, Recycle Study</u> p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time
		p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Small Group
		p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Choice Time
		p. 38 Investigation 2 Day 2 Choice Time p. 42 Investigation 2 Day 4 Large Group p. 42 investigation 2 Day 4 Choice Time
		p. 45 Investigation 3 Outdoor Experiences p. 47 Investigation 3 Day 1 Small Group
		p. 51 Investigation 3 Day 3 Choice Time p. 53 Investigation 4 Outdoor Experiences
		p. 56 Investigation 4 Day 2 Choice Time p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Small Group
		p. 83 Celebrating Learning Outdoor Experiences p. 87 Celebrating Learning Day 2 Small Group
		p.15 Exploring the Topic Day 1 Small Group
EXPECTATION	1.A.1.f.	Suggest things that you could do to find answers to questions raised by observing objects and/or phenomena (events such as water disappearing from the classroom aquarium or a pet's water bowl)
		<u>Reduce, Reuse, Recycle Study</u> p. 16 Exploring the Topic Day 2 Large Group
		p. 18 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
EXPECTATION	1.A.1.g.	Use whole numbers and simple, everyday fractions in ordering, counting, identifying, measuring, and describing things and experiences
		Reduce, Reuse, Recycle Study p. 21 Exploring the Topic Day 4 Choice Time
		p. 48 Investigation 3 Day 2 Choice Time p. 49 Investigation 3 Day 2 Large-Group Roundup
		p. 84 Celebrating Learning Day 1 Choice Time p. 84 Celebrating Learning Day 1 Large Group p. 85 Celebrating Learning Day 1 Large-Group Roundup
		p. 87 Celebrating Learning Day 2 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2

Applying Evidence and Reasoning
People are more likely to believe your ideas if you can give good reasons for them
Provide reasons for accepting or rejecting ideas examined Reduce, Reuse, Recycle 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 2 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 5 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Large Group p. 29 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 3 Small Group p. 33 Investigation 1 Day 3 Choice Time p. 33 Investigation 1 Day 3 Choice Time p. 34 Investigation 2 Day 3 Choice Time p. 36 Investigation 2 Day 3 Large Group p. 38 Investigation 2 Day 3 Large Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Large Group p. 42 Investigation 2 Day 4 Large-Group Roundup p. 43 Investigation 2 Day 4 Large-Group Roundup p. 44 Investigation 2 Day 4 Large-Group Roundup p. 44 Investigation 3 Day 1 Large Group p. 44 Investigation 3 Day 1 Large Group p. 44 Investigation 3 Day 1 Large Group p. 44 Investigation 3 Day 2 Large-Group Roundup p. 46 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 1 Large-Group Roundup p. 46 Investigation 3 Day 2 Large-Group Roundup p. 46 Investigation 3 Day 2 Large-Group Roundup p. 46 Investigation 3 Day 2 Large-Group Roundup p. 51 Investigation 3 Day 3 Large-Group Roundup p. 51 Investigation 3 Day 3 Large-Group Roundup p. 51 Investigation 4 Day 2 Large-Group Roundup p. 55 Investigation 4 Day 3 Large-Group Roundup p. 56 Investigation 4 Day 3 Large-Group Roundup p. 56 Investigation 4 Day

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		p. 69 Investigation 5 Day 2 Large-Group Roundup
		p. 69 Investigation 5 Day 2 Small Group
		p. 71 Investigation 5 Day 3 Choice Time
		p. 71 Investigation 5 Day 3 Large-Group Roundup
		p. 84 Celebrating Learning Day 1 Choice Time
		p. 84 Celebrating Learning Day 1 Large Group
		p. 85 Celebrating Learning Day 1 Large-Group Roundup
		p. 86 Celebrating Learning Day 2 Large Group
		p. 87 Celebrating Learning Day 2 Choice Time
		p. 87 Celebrating Learning Day 2 Choice Time
		p. 87 Celebrating Learning Day 2 Large Group Roundup
		p. 87 Celebrating Learning Day 2 Small Group
		p.15 Exploring the Topic Day 1 Small Group
EXPECTATION	1.B.1.b.	Develop reasonable explanations for observation made,
		investigations completed, and information gained by sharing ideas
		and listening to others' ideas
		······································
		Reduce, Reuse, Recycle Study
		p. 13 Exploring the Topic Outdoor Experiences
		p. 14 Exploring the Topic Day 1 Large Group
		p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup
		p. 15 Exploring the Topic Day 1 Choice Time
		p. 16 Exploring the Topic Day 2 Choice Time
		p. 16 Exploring the Topic Day 2 Large Group
		p. 18 Exploring the Topic Day 3 Choice Time
		p. 20 Exploring the Topic Day 4 Large Group
		p. 21 Exploring the Topic Day 4 Choice Time
		p. 21 Exploring the Topic Day 4 Small Group
		p. 22 Exploring the Topic Day 5 Large Group
		p. 23 Exploring the Topic Day 5 Choice Time
		p. 23 Exploring the Topic Day 5 Small Group
		p. 27 Investigation 1 Outdoor Experiences
		p. 28 Investigation 1 Day 1 Large Group
		p. 29 Investigation 1 Day 1 Choice Time
		p. 29 Investigation 1 Day 1 Mighty Minutes
		p. 31 Investigation 1 Day 2 Choice Time
		p. 32 Investigation 1 Day 3 Choice Time
		p. 33 Investigation 1 Day 3 Small Group
		p. 36 Investigation 2 Day 1 Choice Time
		p. 36 Investigation 2 Day 1 Large Group
		p. 38 Investigation 2 Day 2 Choice Time
		p. 40 Investigation 2 Day 3 Choice Time
		p. 40 Investigation 2 Day 3 Large Group
		p. 41 Investigation 2 Day 3 Small Group
		p. 42 Investigation 2 Day 4 Large Group
		p. 42 investigation 2 Day 4 Choice Time
		p. 43 Investigation 2 Day 4 Large-Group Roundup
		p. 43 Investigation 2 Day 4 Small Group
		p. 45 Investigation 3 Outdoor Experiences
		p. 46 Investigation 3 Day 1 Choice Time
		p. 46 Investigation 3 Day 1 Large Group
		p. 47 Investigation 3 Day 1 Small Group
		p. 48 Investigation 3 Day 2 Choice Time
		p. 48 Investigation 3 Day 2 Large Group
		p. 49 Investigation 3 Day 2 Large-Group Roundup
		p. 50 Investigation 3 Day 3 Large Group
		p. 51 Investigation 3 Day 3 Choice Time
		p. 51 Investigation 3 Day 3 Choice Time p. 51 Investigation 3 Day 3 Large-Group Roundup
		p. 53 Investigation 4 Outdoor Experiences
		p. 54 Investigation 4 Day 1 Choice Time
		p. 54 Investigation 4 Day 1 Large Group
		p. 55 Investigation 4 Day 1 Large-Group Roundup
		p. 56 Investigation 4 Day 2 Choice Time
		p. 56 Investigation 4 Day 2 Large Group
		p. 57 Investigation 4 Day 2 Large-Group Roundup

		p. 57 Investigation 4 Day 2 Small Group
		p. 58 Investigation 4 Day 3 Large Group
		p. 58 Investigation 4 Day 3 Choice Time
		p. 59 Investigation 4 Day 3 Large-Group Roundup
		p. 60 Investigation 4 Day 4 Choice Time
		p. 60 Investigation 4 Day 4 Large Group
		p. 61 Investigation 4 Day 4 Large-Group Roundup
		p. 61 Investigation 4 Day 4 Mighty Minutes
		p. 62 Investigation 4 Day 5 Choice Time
		p. 62 Investigation 4 Day 5 Large Group
		p. 63 Investigation 4 Day 5 Large-Group Roundup
		p. 65 Investigation 5 Outdoor Experience
		p. 66 Investigation 5 Day 1 Large Group
		p. 67 Investigation 5 Day 1 Choice Time
		p. 67 Investigation 5 Day 1 Large-Group Roundup
		p. 69 Investigation 5 Day 2 Choice Time
		p. 69 Investigation 5 Day 2 Large-Group Roundup
		p. 69 Investigation 5 Day 2 Small Group
		p. 71 Investigation 5 Day 3 Choice Time
		p. 71 Investigation 5 Day 3 Large-Group Roundup
		p. 83 Celebrating Learning Outdoor Experiences
		p. 84 Celebrating Learning Day 1 Choice Time
		p. 84 Celebrating Learning Day 1 Large Group
		p. 85 Celebrating Learning Day 1 Large-Group Roundup
		p. 86 Celebrating Learning Day 2 Large Group
		p. 87 Celebrating Learning Day 2 Choice Time
		p. 87 Celebrating Learning Day 2 Large Group Roundup
		p. 87 Celebrating Learning Day 2 Mighty Minutes
		p. 87 Celebrating Learning Day 2 Small Group
		p.15 Exploring the Topic Day 1 Small Group
EXPECTATION	1.B.1.c.	Explain why it is important to make some fresh observations when
		people give different descriptions of the same thing
		Reduce, Reuse, Recycle Study
		p. 13 Exploring the Topic Outdoor Experiences
		p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group
		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. 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. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 16 Exploring the Topic Day 2 Choice Time
		 p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group
		 p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time
		 p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 20 Exploring the Topic Day 4 Large Group
		 p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Choice Time
		 p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Small Group
		 p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group
		 p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group
		 p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group
		 p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences
		 p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Choice Time p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group
		 p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Choice Time p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time
		 p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Choice Time p. 21 Exploring the Topic Day 4 Choice Time p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Mighty Minutes
		 p. 13 Exploring the Topic Outdoor Experiences 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. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Choice Time p. 21 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Choice Time p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Large Group p. 31 Investigation 1 Day 2 Choice Time
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		 p. 13 Exploring the Topic Outdoor Experiences 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. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Choice Time p. 21 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Choice Time p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 3 Choice Time p. 33 Investigation 1 Day 3 Small Group
		 p. 13 Exploring the Topic Outdoor Experiences 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. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Choice Time p. 21 Exploring the Topic Day 4 Choice Time p. 21 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 Small Group p. 27 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 3 Choice Time p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time
		 p. 13 Exploring the Topic Outdoor Experiences 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. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Choice Time p. 21 Exploring the Topic Day 4 Large Group p. 21 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 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 3 Choice Time p. 33 Investigation 1 Day 3 Small Group p. 33 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group
		 p. 13 Exploring the Topic Outdoor Experiences 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. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Choice Time p. 21 Exploring the Topic Day 4 Choice Time p. 21 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 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 31 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 Choice Time p. 38 Investigation 2 Day 2 Choice Time
		 p. 13 Exploring the Topic Outdoor Experiences 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. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Choice Time p. 21 Exploring the Topic Day 4 Choice Time p. 21 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 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 3 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 33 Investigation 1 Day 3 Choice Time p. 34 Investigation 1 Day 3 Choice Time p. 35 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Choice Time p. 38 Investigation 2 Day 1 Choice Time p. 38 Investigation 2 Day 3 Choice Time p. 38 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 3 Choice Time p. 36 Investigation 2 Day 1 Choice Time
		 p. 13 Exploring the Topic Outdoor Experiences 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. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Choice Time p. 21 Exploring the Topic Day 4 Choice Time p. 21 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 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Day 1 Large Group 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. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 3 Choice Time p. 38 Investigation 2 Day 3 Choice Time p. 38 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 3 Choice Time p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 3 Choice Time p. 36 Investigation 2 Day 3 Choice Time p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Choice Time
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		 p. 13 Exploring the Topic Outdoor Experiences 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. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Choice Time p. 21 Exploring the Topic Day 4 Choice Time p. 21 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 32 Investigation 1 Day 3 Small Group p. 33 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Choice Time p. 38 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 2 Day 3 Choice Time p. 41 Investigation 2 Day 3 Choice Time p. 42 Investigation 2 Day 4 Large Group p. 41 Investigation 2 Day 4 Large Group p. 42 Investigation 2 Day 3 Choice Time
		 p. 13 Exploring the Topic Outdoor Experiences 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. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 4 Large Group p. 20 Exploring the Topic Day 4 Choice Time p. 21 Exploring the Topic Day 4 Choice Time p. 21 Exploring the Topic Day 4 Choice Time p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 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. 31 Investigation 1 Day 2 Choice Time p. 32 Investigation 1 Day 3 Choice Time p. 33 Investigation 2 Day 1 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 3 Choice Time p. 38 Investigation 2 Day 3 Choice Time p. 38 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 3 Choice Time p. 39 Investigation 2 Day 1 Choice Time p. 30 Investigation 2 Day 3 Choice Time p. 31 Investigation 2 Day 3 Large Group p. 34 Investigation 2 Day 3 Large Group p. 35 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Choice Time p. 41 Investigation 2 Day 4 Large Group p. 41 Investigation 2 Day 3 Choice Time p. 42 Investigation 2 Day 3 Choice Time p. 42 Investigation 2 Day 3 Choice Time p. 42 Investigation 2 Day 4 Large Group p. 41 Investigation 2 Day 3 Choice Time p. 42 Investigation 2 Day 3 Choice Time p. 42 Investigation 2 Day 3 Choice Time
		 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 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Choice Time p. 21 Exploring the Topic Day 4 Small Group p. 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. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 32 Investigation 1 Day 2 Choice Time p. 33 Investigation 1 Day 2 Choice Time p. 34 Investigation 2 Day 4 Choice Time p. 35 Investigation 1 Day 2 Choice Time p. 36 Investigation 2 Day 3 Choice Time p. 36 Investigation 2 Day 3 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Choice Time p. 41 Investigation 2 Day 4 Choice Time p. 42 Investigation 2 Day 4 Choice Time p. 41 Investigation 2 Day 4 Choice Time p. 42 Investigation 2 Day 4 Large Group p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 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. 13 Exploring the Topic Outdoor Experiences 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. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 2 Choice Time p. 31 Investigation 1 Day 3 Choice Time p. 33 Investigation 1 Day 3 Choice Time p. 34 Investigation 2 Day 4 Choice Time p. 35 Investigation 2 Day 4 Choice Time p. 36 Investigation 2 Day 3 Choice Time p. 38 Investigation 2 Day 4 Choice Time p. 40 Investigation 2 Day 4 Choice Time p. 41 Investigation 2 Day 4 Large Group p. 41 Investigation 2 Day 4 Large Group p. 41 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Large Group p. 41 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Large Group p. 41 Investigation 2 Day 4 Large Group p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Large Group
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TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.C.	Communicating Scientific Information
OBJECTIVE	1.C.1.	Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question
EXPECTATION	1.C.1.a.	Describe things as accurately as possible and compare observations with those of others <u>Reduce, Reuse, Recycle Study</u> p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time

p. 20 Exploring the Topic Day 4 Large Group
p. 21 Exploring the Topic Day 4 Choice Time
p. 21 Exploring the Topic Day 4 Small Group
p. 22 Exploring the Topic Day 5 Large Group
p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Small Group
p. 27 Investigation 1 Outdoor Experiences
p. 28 Investigation 1 Day 1 Large Group
p. 29 Investigation 1 Day 1 Choice Time
p. 29 Investigation 1 Day 1 Mighty Minutes
p. 31 Investigation 1 Day 2 Choice Time
p. 32 Investigation 1 Day 3 Choice Time
p. 33 Investigation 1 Day 3 Small Group
p. 36 Investigation 2 Day 1 Choice Time
p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Choice Time
p. 40 Investigation 2 Day 3 Choice Time
p. 40 Investigation 2 Day 3 Large Group
p. 41 Investigation 2 Day 3 Small Group
p. 42 Investigation 2 Day 4 Large Group
p. 42 investigation 2 Day 4 Choice Time
p. 43 Investigation 2 Day 4 Large-Group Roundup
p. 43 Investigation 2 Day 4 Small Group
p. 45 Investigation 3 Outdoor Experiences p. 46 Investigation 3 Day 1 Choice Time
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p. 51 Investigation 3 Day 3 Large-Group Roundup
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p. 55 Investigation 4 Day 1 Large-Group Roundup
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p. 65 Investigation 5 Outdoor Experience
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p. 67 Investigation 5 Day 1 Choice Time
p. 67 Investigation 5 Day 1 Large-Group Roundup
p. 69 Investigation 5 Day 2 Choice Time
p. 69 Investigation 5 Day 2 Large-Group Roundup
p. 69 Investigation 5 Day 2 Small Group p. 71 Investigation 5 Day 3 Choice Time
p. 71 Investigation 5 Day 3 Choice Time p. 71 Investigation 5 Day 3 Large-Group Roundup
p. 83 Celebrating Learning Outdoor Experiences
p. 84 Celebrating Learning Day 1 Choice Time
p. 84 Celebrating Learning Day 1 Large Group
p. 85 Celebrating Learning Day 1 Large-Group Roundup
p. 86 Celebrating Learning Day 2 Large Group

		p. 87 Celebrating Learning Day 2 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup
		p. 87 Celebrating Learning Day 2 Mighty Minutes p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group
EXPECTATION	1.C.1.b.	Describe and compare things in terms of number, shape, texture, size, weight, color, and motion
		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. 16 Exploring the Topic Day 2 Choice Time
		p. 16 Exploring the Topic Day 2 Large Group
		p. 18 Exploring the Topic Day 3 Choice Time p. 20 Exploring the Topic Day 4 Large Group
		p. 21 Exploring the Topic Day 4 Choice Time
		p. 21 Exploring the Topic Day 4 Small Group
		p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Choice Time
		p. 23 Exploring the Topic Day 5 Small Group
		p. 27 Investigation 1 Outdoor Experiences
		p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time
		p. 29 Investigation 1 Day 1 Mighty Minutes
		p. 31 Investigation 1 Day 2 Choice Time
		p. 32 Investigation 1 Day 3 Choice Time p. 33 Investigation 1 Day 3 Small Group
		p. 36 Investigation 2 Day 1 Choice Time
		p. 36 Investigation 2 Day 1 Large Group
		p. 38 Investigation 2 Day 2 Choice Time
		p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large Group
		p. 41 Investigation 2 Day 3 Small Group
		p. 42 Investigation 2 Day 4 Large Group
		p. 42 investigation 2 Day 4 Choice Time p. 43 Investigation 2 Day 4 Large-Group Roundup
		p. 43 Investigation 2 Day 4 Small Group
		p. 45 Investigation 3 Outdoor Experiences
		p. 46 Investigation 3 Day 1 Choice Time p. 46 Investigation 3 Day 1 Large Group
		p. 47 Investigation 3 Day 1 Small Group
		p. 48 Investigation 3 Day 2 Choice Time
		p. 48 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Large-Group Roundup
		p. 50 Investigation 3 Day 3 Large Group
		p. 51 Investigation 3 Day 3 Choice Time
		p. 51 Investigation 3 Day 3 Large-Group Roundup p. 53 Investigation 4 Outdoor Experiences
		p. 54 Investigation 4 Day 1 Choice Time
		p. 54 Investigation 4 Day 1 Large Group
		p. 55 Investigation 4 Day 1 Large-Group Roundup p. 56 Investigation 4 Day 2 Choice Time
		p. 56 Investigation 4 Day 2 Choice Time
		p. 57 Investigation 4 Day 2 Large-Group Roundup
		p. 57 Investigation 4 Day 2 Small Group p. 58 Investigation 4 Day 3 Large Group
		p. 58 Investigation 4 Day 3 Choice Time
		p. 59 Investigation 4 Day 3 Large-Group Roundup
		p. 60 Investigation 4 Day 4 Choice Time
		p. 60 Investigation 4 Day 4 Large Group p. 61 Investigation 4 Day 4 Large-Group Roundup
		p. 61 Investigation 4 Day 4 Mighty Minutes
		p. 62 Investigation 4 Day 5 Choice Time

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		 p. 62 Investigation 4 Day 5 Large Group p. 63 Investigation 4 Day 5 Large-Group Roundup p. 65 Investigation 5 Outdoor Experience p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Choice Time p. 67 Investigation 5 Day 1 Large-Group Roundup p. 69 Investigation 5 Day 2 Choice Time p. 69 Investigation 5 Day 2 Large-Group Roundup p. 69 Investigation 5 Day 2 Small Group p. 71 Investigation 5 Day 3 Choice Time p. 71 Investigation 5 Day 3 Choice Time p. 71 Investigation 5 Day 3 Large-Group Roundup p. 83 Celebrating Learning Outdoor Experiences p. 84 Celebrating Learning Day 1 Large Group p. 85 Celebrating Learning Day 1 Large Group p. 87 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Large Group Roundup p. 87 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Small Group p. 15 Exploring the Topic Day 1 Small Group
EXPECTATION	1.C.1.c.	Draw pictures that correctly portray at least some features of the thing being described and sequence of events (seasons, seed growth) Reduce, Reuse, Recycle Study p. 36 Investigation 2 Day 1 Large Group
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.D.	Technology
OBJECTIVE	1.D.1.	Design and make things with simple tools and a variety of materials.
EXPECTATION	1.D.1.a.	Make something out of paper, cardboard, wood, plastic, metal, or existing objects that can actually be used to perform a task <u>Reduce, Reuse, Recycle Study</u> p. 36 Investigation 2 Day 1 Choice Time p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group
EXPECTATION	1.D.1.b.	Recognize that tools are used to do things better or more easily and to do some things that could not otherwise be done at all <u>Reduce, Reuse, Recycle Study</u> p. 36 Investigation 2 Day 1 Choice Time p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group
EXPECTATION	1.D.1.c.	Assemble, describe, take apart and reassemble constructions using interlocking blocks, erector sets and the like <u>Reduce, Reuse, Recycle Study</u> p. 36 Investigation 2 Day 1 Choice Time p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group
EXPECTATION	1.D.1.d.	Recognize that some kinds of materials are better than others for making any particular thing, for example, materials that are better in some ways (such as stronger and cheaper) my be worse in other ways (such as heavier and harder to cut) <u>Reduce, Reuse, Recycle Study</u> p. 36 Investigation 2 Day 1 Choice Time p. 41 Investigation 2 Day 3 Small Group

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

LEVEL		
OBJECTIVE	1.E.1.	Recognize that everyone can do science and invent things.
EXPECTATION	1.E.1.a.	Investigate and explore science concepts. 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. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 2 Day 2 Choice Time p. 38 Investigation 2 Day 4 Large Group p. 42 Investigation 2 Day 4 Choice Time p. 42 Investigation 3 Outdoor Experiences p. 47 Investigation 3 Outdoor Experiences p. 47 Investigation 3 Day 1 Small Group p. 53 Investigation 4 Outdoor Experiences p. 56 Investigation 4 Day 2 Choice Time p. 57 Investigation 4 Day 2 Choice Time p. 56 Investigation 4 Day 2 Choice Time p. 57 Investigation 4 Day 2 Choice Time p. 56 Investigation 4 Day 2 Choice Time p. 57 Investigation 4 Day 2 Small Group p. 83 Celebrating Learning Outdoor Experiences p. 87 Celebrating Learning Day 2 Small Group p. 15 Exploring the Topic Day 1 Small Group
TOPIC / INDICATOR	SC.4.	CHEMISTRY: Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.
INDICATOR / PROFICIENCY LEVEL	4.A.	Structure of Matter
OBJECTIVE	4.A.1.	Use evidence from investigations to describe the observable properties of a variety of objects.
EXPECTATION	4.A.1.a.	Examine and describe a variety of familiar objects, in terms of the materials from which they are made (clay, cloth, paper, etc.). Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 3 Small Group p. 42 Investigation 2 Day 4 Large Group p. 42 Investigation 2 Day 4 Large Group p. 42 Investigation 3 Day 1 Small Group p. 51 Investigation 3 Day 1 Small Group p. 53 Investigation 5 Day 1 Large Group p. 69 Investigation 5 Day 2 Large-Group Roundup p. 69 Investigation 5 Day 2 Small Group
EXPECTATION	4.A.1.b.	Based on data gathered, describe the observable properties of familiar objects (size, shape, color, and texture). <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Choice Time

		 p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Mighty Minutes p. 42 Investigation 2 Day 4 Large Group p. 47 Investigation 3 Day 1 Small Group p. 51 Investigation 3 Day 3 Choice Time p. 53 Investigation 4 Outdoor Experiences p. 15 Exploring the Topic Day 1 Small Group
STRAND / TOPIC / STANDARD	MD.SS.	Social Studies
TOPIC / INDICATOR	SS.1.	POLITICAL SCIENCE: (Prek – 3 Standard) Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.
INDICATOR / PROFICIENCY LEVEL	1.A.	The Foundation and Function of Government
OBJECTIVE	1.A.1.	Identify the importance of rules
EXPECTATION	1.A.1.a.	Recognize why people have rules at home and at school.
	1.A. I.a.	Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group
EXPECTATION	1.A.1.b.	Generate and follow classroom rules, such as taking turns, walking inside, and forming a line that promote order and safety in the classroom. <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group
TOPIC / INDICATOR	SS.3.	GEOGRAPHY: (PreK – 3 Standard) Students will use geographic concepts and processes to understand location and its relationship to human activities.
INDICATOR / PROFICIENCY LEVEL	3.A.	Using Geographic Tools
OBJECTIVE	3.A.1.	Recognize that a globe and maps are used to help people locate places.
EXPECTATION	3.A.1.a.	Recognize that maps are models of places. <u>Reduce, Reuse, Recycle Study</u> p. 38 Investigation 2 Day 2 Large Group
EXPECTATION	3.A.1.b.	Recognize that a globe is a model of Earth. Reduce, Reuse, Recycle Study p. 38 Investigation 2 Day 2 Large Group
EXPECTATION	3.A.1.c.	Make maps by drawing, building with blocks, and playing with clay, puzzles, pictures, and photographs. <u>Reduce, Reuse, Recycle Study</u> p. 38 Investigation 2 Day 2 Large Group
TOPIC / INDICATOR	SS.4.	ECONOMICS: (Prek – 3 Standard) Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.
INDICATOR / PROFICIENCY LEVEL	4.A.	Scarcity and Economic Decision-making
OBJECTIVE	4.A.2.	Identify that materials/resources are used to make products
EXPECTATION	4.A.2.a.	Recognize that workers do jobs in the home and school. Reduce, Reuse, Recycle Study
		p. 38 Investigation 2 Day 2 Large Group

		p. 40 Investigation 2 Day 3 Large Group p. 43 Investigation 2 Day 4 Mighty Minutes
TOPIC / INDICATOR	SS.6.	SKILLS AND PROCESSES: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
INDICATOR / PROFICIENCY LEVEL	6.C.	Ask Social Studies Questions
OBJECTIVE	6.C.1.	Identify a topic that requires further study
EXPECTATION	6.C.1.a.	Identify prior knowledge about the topic. <u>Reduce, Reuse, Recycle Study</u> p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group
STRAND / TOPIC / STANDARD	MD.FA-M.	Fine Arts - Music
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.1.	Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment
EXPECTATION	1.A.1.a.	Explore a range of classroom instruments such as wood blocks, triangles, rhythm sticks, maracas, guiros, jingle bells, sand blocks, cymbals, and tambourines <u>Reduce, Reuse, Recycle Study</u> p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group
EXPECTATION	1.A.1.c.	Respond to changes heard in music: fast/slow, loud/soft (quiet), long/short, high/low <u>Reduce, Reuse, Recycle Study</u> p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group
EXPECTATION	1.A.1.d.	Explore sounds in selected environments such as classroom, playground, fieldtrip, and cafeteria <u>Reduce, Reuse, Recycle Study</u> p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.2.	Experience performance through singing, playing instruments, and listening to performances of others
EXPECTATION	1.A.2.a.	Sing songs that use the voice in a variety of ways 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. 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 Large Group p. 46 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 2 Large Group p. 50 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 2 Large Group p. 56 Investigation 4 Day 3 Large Group p. 60 Investigation 4 Day 4 Large Group p. 61 Investigation 5 Day 3 Large Group p. 62 Investigation 5 Day 3 Large Group p. 64 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 1 Large Group p. 56 Investigation 5 Day 1 Large Group p. 60 Investigation 5 Day 1 Large Group p. 62 Investigation 5 Day 2 Large Group p. 64 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 2 Large Group p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Large Group p. 74 Celebrating Learning Day 1 Large Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes
EXPECTATION	1.A.2.b.	Listen to examples of adult male voices, adult female voices, and children's voices <u>Reduce, Reuse, Recycle Study</u> p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group
EXPECTATION	1.A.2.c.	Wait and listen before imitating rhythmic and melodic patterns Reduce, Reuse, Recycle Study p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group
EXPECTATION	1.A.2.d.	Explore steady beat through singing, speaking, and playing classroom instruments <u>Reduce, Reuse, Recycle Study</u> p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.3.	Respond to music through movement
EXPECTATION	1.A.3.a.	Express music through movement, developing the concept of personal space ("bubble space") <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
EXPECTATION	1.A.3.b.	Respond to steady beat through locomotor and body movement <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
EXPECTATION	1.A.3.c.	Listen for simple directions or verbal cues in singing games Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group

		 p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Mighty Minutes p. 21 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Mighty Minutes p. 23 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. 31 Investigation 2 Day 1 Mighty Minutes p. 32 Investigation 2 Day 1 Large Group p. 36 Investigation 2 Day 1 Small Group p. 37 Investigation 2 Day 1 Small Group p. 41 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Mighty Minutes p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Large Group p. 43 Investigation 3 Day 1 Large Group p. 44 Investigation 3 Day 1 Large Group p. 54 Investigation 3 Day 2 Large Group p. 54 Investigation 4 Day 2 Large Group p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 1 Large Group p. 58 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 2 Large Group p. 60 Investigation 4 Day 3 Large Group p. 61 Investigation 5 Day 3 Large Group p. 62 Investigation 5 Day 3 Large Group p. 63 Investigation 5 Day 3 Large Group p. 64 Investigation 5 Day 3 Large Group p. 64 Investigation 5 Day 3 Large Group p. 65 Investigation 5 Day 3 Large Group p. 66 Investigation 5 Day 3 Lar
EXPECTATION	1.A.3.d.	p. 87 Celebrating Learning Day 2 Mighty Minutes Explore a variety of locomotor and nonlocomotor movements to show meter <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group
TOPIC / INDICATOR	FA-M.2.	p. 66 Investigation 5 Day 1 Large Group HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.1.	Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression
EXPECTATION	2.B.1.a.	Explore music used in daily living <u>Reduce, Reuse, Recycle Study</u> p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group
EXPECTATION	2.B.1.b.	Sing songs representative of different activities, holidays, and seasons in a variety of world cultures <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group

		 p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Mighty Minutes p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 2 Large Group p. 50 Investigation 4 Day 1 Large Group p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 2 Large Group p. 60 Investigation 4 Day 4 Large Group p. 61 Investigation 5 Day 1 Large Group p. 62 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 1 Large Group p. 65 Investigation 5 Day 1 Large Group p. 66 Investigation 5 Day 2 Large Group p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Large Group p. 72 Investigation 5 Day 3 Large Group p. 74 Investigation 5 Day 3 Large Group p. 75 Investigation 5 Day 3 Large Group p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Large Group p. 72 Investigation 5 Day 3 Large Group p. 73 Investigation 5 Day 3 Large Group p. 74 Investigation 5 Day 3 Large Group p. 75 Investigation 5 Day 3 Large Group p. 76 Investigation 5 Day 3 Large Group p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Large Group p. 72 Investigation 5 Day 3 Large Group p. 74 Investigation 5
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.2.	Become acquainted with the roles of music in the lives of people
EXPECTATION	2.B.2.a.	Explore a rich repertoire of music representing its roles in the lives of people, such as lullabies 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. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 5 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Large Group p. 30 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 3 Large Group p. 32 Investigation 2 Day 1 Large Group p. 33 Investigation 2 Day 1 Large Group p. 34 Investigation 2 Day 1 Small Group p. 35 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 3 Day 4 Large Group p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 1 Large Group p. 50 Investigation 3 Day 1 Large Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 4 Day 2 Large Group p. 56 Investigation 4 Day 1 Large Group p. 56 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 3 Large Group p. 66 Investigation 4 Day 3 Large Group p. 61 Investigation 5 Day 1 Large Group p. 68 Investigation 5 Day 1 Large Group p. 68 Investigation 5 Day 1 Large Group p. 68 Investigation 5 Day 3 Large Group p. 60 Investigation 5 Day 3 Large Group p. 60 Investigation 5 Day 3 Large Grou

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		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 Large Group
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will
		demonstrate an understanding of music as an essential aspect of
		history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.3.	Explore the relationship of music to dance, theatre, the visual arts, and other disciplines
EXPECTATION	2.B.3.a.	Explore creative expression through music, dance, creative
		dramatics, and the visual arts
		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
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		p. 87 Celebrating Learning Day 2 Large Group
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will
		demonstrate an understanding of music as an essential aspect of
		history and human experience.
INDICATOR / PROFICIENCY	2.B.	Historical, Cultural, and Social Context
LEVEL		
OBJECTIVE	2.B.4.	Develop knowledge of a wide variety of styles and genres through
		the study of music history
EXPECTATION	2.B.4.a.	Listen to two versions of the same piece and identify them as same
	L.D.T.a.	or different, such as a vocal version and a strictly instrumental
		version
		Reduce, Reuse, Recycle Study
		p. 56 Investigation 4 Day 2 Large Group
		p. 58 Investigation 4 Day 3 Large Group
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TOPIC / INDICATOR	FA-M.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize musical ideas and sounds creatively.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Develop confidence in the ability to improvise music through experimentation with sound
EXPECTATION	3.C.1.a.	Experiment with sound patterns through exploration of classroom instruments <u>Reduce, Reuse, Recycle Study</u> p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group
TOPIC / INDICATOR	FA-M.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize musical ideas and sounds creatively.
INDICATOR / PROFICIENCY LEVEL	3.D.	Aesthetics and Criticism
OBJECTIVE	3.D.1.	Express preferences about selected musical compositions
EXPECTATION	3.D.1.a.	Verbalize or use visual representation for at least one reason for musical experience <u>Reduce, Reuse, Recycle Study</u> p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group
STRAND / TOPIC / STANDARD	MD.FA-V.	Fine Arts - Visual Arts
TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.1.	Identify, describe, and interpret observed form
EXPECTATION	1.A.1.a.	Identify colors, lines, and shapes found in the environment Reduce, Reuse, Recycle Study p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 36 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 3 Large- Group Roundup p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 48 Investigation 3 Day 2 Choice Time p. 54 Investigation 4 Day 1 Large Group p. 55 Investigation 4 Day 1 Small Group p. 60 Investigation 4 Day 2 Small Group p. 60 Investigation 4 Day 4 Large-Group Roundup
EXPECTATION	1.A.1.b.	Use colors, lines, and shapes to communicate ideas about the observed world <u>Reduce, Reuse, Recycle Study</u> p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 36 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 3 Large-Group Roundup p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group

TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL	FA-V.1. 1.A.	 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 PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art. Aesthetic Education
OBJECTIVE	1.A.2.	Identify and compare ways in which selected artworks represent what people see, feel, know, and imagine
EXPECTATION	1.2.A.a.	Identify the subject matter of various works of art 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. 32 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Choice Time 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 3 Small Group p. 44 Investigation 2 Day 3 Small Group p. 45 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 1 Small Group p. 53 Investigation 3 Day 2 Small Group p. 53 Investigation 4 Day 3 Small Group p. 53 Investigation 4 Day 3 Small Group p. 53 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 3 Large-Group Roundup 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 5 Day 1 Small Group p. 63 Investigation 5 Day 1 Small Group p. 63 Investigation 5 Day 2 Small Group p. 64 Investigation 5 Day 2 Small Group p. 65 Investigation 5 Day 2 Sm
EXPECTATION	1.2.A.b.	Use color, line, and shape to represent ideas visually from observation, memory, and imagination <u>Reduce, Reuse, Recycle Study</u> p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 36 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 3 Large- Group Roundup p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 48 Investigation 3 Day 2 Choice Time p. 54 Investigation 4 Day 1 Large Group p. 55 Investigation 4 Day 2 Small Group p. 60 Investigation 4 Day 4 Choice Time

		p. 61 Investigation 4 Day 4 Large-Group Roundup
TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.3.	Experiment with elements of art elements of design to organize personally meaningful compositions
EXPECTATION	1.A.3.a.	Explore color, line, and shape in artworks <u>Reduce, Reuse, Recycle Study</u> p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 36 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 3 Large- Group Roundup p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 48 Investigation 3 Day 2 Choice Time p. 54 Investigation 4 Day 1 Large Group p. 55 Investigation 4 Day 2 Small Group p. 60 Investigation 4 Day 4 Choice Time p. 61 Investigation 4 Day 4 Large-Group Roundup
EXPECTATION	1.A.3.b.	Use color, line, and shape to make artworks <u>Reduce, Reuse, Recycle Study</u> p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large-Group Roundup p. 33 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 2 Small Group p. 60 Investigation 4 Day 4 Choice Time p. 61 Investigation 4 Day 4 Large-Group Roundup
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.1.	Determine ways in which works of art express ideas about oneself, other people, places, and events
EXPECTATION	2.B.1.a.	Observe works of art and identify ideas expressed by the artists <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 23 Exploring the Topic Day 5 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Small Group

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EXPECTATION	2.B.1.b.	Use selected works of art as inspiration to express ideas visually and verbally 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 Large Group p. 32 Investigation 1 Day 3 Large Group p. 32 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Small Group p. 40 Investigation 2 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 3 Small Group p. 44 Investigation 2 Day 3 Small Group p. 45 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Small Group p. 51 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 3 Small Group p. 59 Investigation 4 Day 3 Large-Group Roundup p. 59 Investigation 4 Day 3 Small Group p. 63 Investigation 4 Day 3 Small Group p. 63 Investigation 5 Day 1 Small Group p. 63 Investigation 5 Day 2 Small Group p. 64 Investigation 5 Day 2 Small Group p. 65 Investigation 5 Day 2 Small Group p. 65 Investigation 5 Day 2 Small Group p. 67 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Small Group p. 87 Celebrati
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.2.	Discuss reasons why people (including self) create and use art by studying artworks and other sources of information
EXPECTATION	2.B.2.a.	Discuss and describe artworks with common themes or similar ideas expressed Reduce, Reuse, Recycle Study

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		 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 2 Day 1 Choice Time p. 47 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Large-Group Roundup p. 47 Investigation 3 Day 2 Small Group p. 51 Investigation 3 Day 2 Small Group p. 53 Investigation 4 Day 3 Small Group 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. 63 Investigation 4 Day 3 Small Group p. 63 Investigation 5 Day 2 Small Group p. 63 Investigation 5 Day 1 Read-Aloud p. 57 Investigation 5 Day 1 Small Group p. 63 Investigation 5 Day 2 Small Group p. 63 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. 67 Investigation 5 Day 2 Small Group p. 68 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud
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EXPECTATION	2.B.3.b.	Categorize the subject matter of artworks as the same or different 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. 30 Investigation 1 Day 2 Large Group p. 30 Investigation 1 Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 1 Small Group p. 40 Investigation 2 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 3 Small Group p. 44 Investigation 2 Day 3 Small Group p. 45 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Small Group p. 48 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Small Group p. 49 Investigation 3 Day 1 Small Group p. 53 Investigation 4 Day 2 Small Group p. 55 Investigation 4 Day 2 Small Group p. 55 Investigation 4 Day 3 Small Group p. 55 Investigation 4 Day 3 Small Group p. 59 Investigation 4 Day 3 Small Group p. 59 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. 59 Investigation 4 Day 3 Small Group p. 69 Investigation 5 Day 1 Small Group p. 61 Investigation 5 Day 1 Small Group p. 63 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. 65 Investigation 5 Day 1 Small Group p. 65 Investigation 5 Day 2 Small Group p. 65 Inve
TOPIC / INDICATOR	FA-V.2.	p. 87 Celebrating Learning Day 2 Small Group HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of
		history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.4.	Describe the processes used to interpret and express ideas in the visual arts and other disciplines
EXPECTATION	2.B.4.a.	Identify the visual qualities of works of art and the environment

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		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
	<u> </u>	p. 61 Investigation 4 Day 4 Large-Group Roundup
EXPECTATION	3.C.1.c.	Create artworks that explore the uses of color, line, and shape, to express ideas
		Reduce, Reuse, Recycle Study
		p. 30 Investigation 1 Day 2 Large Group
		p. 32 Investigation 1 Day 3 Large Group
		p. 33 Investigation 1 Day 3 Large-Group Roundup
		p. 36 Investigation 2 Day 1 Large Group
		p. 41 Investigation 2 Day 3 Large- Group Roundup
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		p. 43 Investigation 2 Day 4 Small Group
		p. 48 Investigation 3 Day 2 Choice Time
		p. 54 Investigation 4 Day 1 Large Group
		p. 55 Investigation 4 Day 1 Small Group
		p. 57 Investigation 4 Day 2 Small Group
		p. 60 Investigation 4 Day 4 Choice Time
		p. 61 Investigation 4 Day 4 Large-Group Roundup
TOPIC / INDICATOR	FA-V.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will
		demonstrate the ability to organize knowledge and ideas for
		expression in the production of art.
INDICATOR / PROFICIENCY	3.C.	Creative Expression and Production
LEVEL		
OBJECTIVE	3.C.2.	Investigate a variety of ways that artists develop ideas and organize
		the elements of art in responding to what they see, know, and feel
EXPECTATION	3.C.2.a.	Explore ways images communicate ideas
		Reduce, Reuse, Recycle Study
		p. 30 Investigation 1 Day 2 Large Group
		p. 32 Investigation 1 Day 3 Large Group
		p. 33 Investigation 1 Day 3 Large-Group Roundup
		p. 36 Investigation 2 Day 1 Large Group
		p. 41 Investigation 2 Day 3 Large- Group Roundup
		p. 41 Investigation 2 Day 3 Small Group
		p. 43 Investigation 2 Day 4 Small Group
		p. 48 Investigation 3 Day 2 Choice Time
		p. 54 Investigation 4 Day 1 Large Group
		p. 55 Investigation 4 Day 1 Small Group
		p. 57 Investigation 4 Day 2 Small Group
		p. 60 Investigation 4 Day 4 Choice Time
		p. 61 Investigation 4 Day 4 Large-Group Roundup
EXPECTATION	3.C.2.b.	Identify color, line, and shape in artworks
		Reduce, Reuse, Recycle Study
		p. 30 Investigation 1 Day 2 Large Group
		p. 32 Investigation 1 Day 3 Large Group
		p. 33 Investigation 1 Day 3 Large-Group Roundup
		p. 36 Investigation 1 Day 5 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
TOPIC / INDICATOR	FA-V.4.	

		to identify, analyze, and apply criteria for making visual aesthetic judgments.
INDICATOR / PROFICIENCY LEVEL	4.D.	Criticism and Aesthetics
OBJECTIVE	4.D.1.	Develop and apply criteria to evaluate personally created artworks and the artworks of others
EXPECTATION	4.D.1.a.	Observe and respond to selected artworks 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 2 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 3 Small Group p. 40 Investigation 2 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group p. 40 Investigation 2 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group p. 44 Investigation 3 Day 1 Choice Time p. 47 Investigation 3 Day 1 Small Group p. 47 Investigation 3 Day 1 Small Group p. 47 Investigation 3 Day 2 Small Group p. 51 Investigation 3 Day 3 Small Group p. 55 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 1 Read-Aloud p. 57 Investigation 4 Day 3 Small Group p. 53 Investigation 4 Day 3 Small Group p. 55 Investigation 4 Day 3 Small Group p. 59 Investigation 4 Day 3 Small Group p. 59 Investig
STRAND / TOPIC / STANDARD	MD.FA-T.	Fine Arts - Theatre
TOPIC / INDICATOR	FA-T.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetics Education
OBJECTIVE	1.A.1.	Describe ways that theatre depicts themes and stories
EXPECTATION	1.A.1.a.	Listen to and perform nursery rhymes, finger plays, and popular books and other media <u>Reduce, Reuse, Recycle Study</u> p. 54 Investigation 4 Day 1 Large Group
EXPECTATION	1.A.1.b.	Explore themes and ideas about people and events through improvisational play <u>Reduce, Reuse, Recycle Study</u> p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group

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TOPIC / INDICATOR	FA-T.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetics Education
OBJECTIVE	1.A.2.	Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances
EXPECTATION	1.A.2.a.	Explore expressive qualities in dance, music, theatre, and visual arts Reduce, Reuse, Recycle Study p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Read-Aloud p. 21 Exploring the Topic Day 4 Choice Time p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Choice Time p. 28 Investigation 1 Day 1 Large Group p. 33 Investigation 1 Day 2 Large Group p. 48 Investigation 3 Day 2 Large Group p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large Group p. 60 Investigation 4 Day 3 Large Group p. 61 Investigation 4 Day 4 Large Group p. 62 Investigation 4 Day 5 Choice Time p. 62 Investigation 4 Day 5 Large Group p. 63 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Large Group p. 63 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 1 Large Group p. 65 Investigation 4 Day 5 Large-Group Roundup p. 62 Investigation 4 Day 5 Large Group p. 63 Investigation 5 Day 1 Large Group p. 64 Investigation 5 Day 1 Large Group p. 65 Investigation 5 Day 1 Large Group p. 65 Investigation 5 Day 1 Choice Time p. 87 Celebrating Learning Day 2 Mighty Minutes p. 87 Celebrating Learning Day 2 Small Group p. 15 Exploring the Topic Day 1 Small Group p. 15 Exploring the Topic Day 1 Small Group
TOPIC / INDICATOR	FA-T.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: The students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic texts, and other literature of the theatre.

INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Contexts
OBJECTIVE	2.B.1.	Express a range of responses to a variety of stimuli
OBJECTIVE EXPECTATION	2.B.1.b.	Sing and move to a variety of traditional children's songs from a variety of cultures <u>Reduce, Reuse, Recycle Study</u> p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 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 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 4 Day 1 Large Group p. 54 Investigation 4 Day 2 Large Group p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group p. 60 Investigation 4 Day 3 Large Group p. 62 Investigation 4 Day 5 Large Group p. 66 Investigation 5 Day 1 Large Group p. 68 Investigation 5 Day 3 Large Group p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Large Group p. 84 Celebrating Learning Day 1 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes
TOPIC / INDICATOR	FA-T.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.
INDICATOR / PROFICIENCY LEVEL		Creative Expression and Production
OBJECTIVE	3.C.1.	Use a variety of theatrical elements to communicate ideas and feelings
EXPECTATION	3.C.1.b.	Use sound effects, costumes, and properties to enhance the quality of dramatic activities <u>Reduce, Reuse, Recycle Study</u> p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 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 Large-Group Koundup
		p. 71 Investigation 5 Day 3 Small Group
		p. 86 Celebrating Learning Day 2 Large Group
		p. 87 Celebrating Learning Day 2 Read-Aloud
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EXPECTATION	3.C.1.c.	Explore the expressive qualities of a variety of locomotor and non- locomotor movements
		Reduce, Reuse, Recycle Study
		p. 28 Investigation 1 Day 1 Large Group
		p. 66 Investigation 5 Day 1 Large Group
EXPECTATION	3.C.1.d.	Improvise roles and behaviors associated with a variety of animals and professions
		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. 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 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
		CREATIVE EXPRESSION AND PRODUCTION: Students will
TOPIC / INDICATOR	FA-T.3.	demonstrate the ability to apply theatrical knowledge, principles,

		and practices to collaborative theatre presentations.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.2.	Demonstrate knowledge of theatre performance and production skills in formal and informal presentations
EXPECTATION	3.C.2.a.	Recognize that a play has characters, dialogue, setting(s), and tells a story
		Reduce, Reuse, Recycle Study p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 4 Large Group
		p. 21 Exploring the Topic Day 4 Read-Aloud p. 21 Exploring the Topic Day 4 Choice Time p. 22 Exploring the Topic Day 5 Large Group
		p. 23 Exploring the Topic Day 5 Choice Time p. 33 Investigation 1 Day 3 Small Group
		p. 48 Investigation 3 Day 2 Large Group
		p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large-Group Roundup
		p. 58 Investigation 4 Day 3 Large Group
		p. 60 Investigation 4 Day 4 Large Group
		p. 61 Investigation 4 Day 4 Large-Group Roundup p. 62 Investigation 4 Day 5 Choice Time
		p. 62 Investigation 4 Day 5 Large Group
		p. 63 Investigation 4 Day 5 Large-Group Roundup
		p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Choice Time
		p. 87 Celebrating Learning Day 2 Mighty Minutes
		p. 87 Celebrating Learning Day 2 Small Group
		p.15 Exploring the Topic Day 1 Small Group
EXPECTATION	3.C.2.b.	Observe and identify what characters do in a variety of settings Reduce, Reuse, Recycle Study
		p. 19 Exploring the Topic Day 3 Small Group
		p. 20 Exploring the Topic Day 4 Large Group
		p. 21 Exploring the Topic Day 4 Read-Aloud
		p. 21 Exploring the Topic Day 4 Choice Time p. 22 Exploring the Topic Day 5 Large Group
		p. 23 Exploring the Topic Day 5 Choice Time
		p. 33 Investigation 1 Day 3 Small Group
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		p. 60 Investigation 4 Day 4 Large Group p. 61 Investigation 4 Day 4 Large-Group Roundup
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		p. 62 Investigation 4 Day 5 Large Group
		p. 63 Investigation 4 Day 5 Large-Group Roundup p. 66 Investigation 5 Day 1 Large Group
		p. 67 Investigation 5 Day 1 Choice Time
		p. 87 Celebrating Learning Day 2 Mighty Minutes
		p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group
EXPECTATION	3.C.2.c.	Imitate the actions of observed characters and objects
		Reduce, Reuse, Recycle Study p. 19 Exploring the Topic Day 3 Small Group
		p. 19 Exploring the Topic Day 5 Small Group
		p. 21 Exploring the Topic Day 4 Read-Aloud
		p. 21 Exploring the Topic Day 4 Choice Time
		p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Choice Time
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		 p. 33 Investigation 1 Day 3 Small Group p. 48 Investigation 3 Day 2 Large Group p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large-Group Roundup p. 58 Investigation 4 Day 3 Large Group p. 60 Investigation 4 Day 4 Large Group p. 61 Investigation 4 Day 4 Large-Group Roundup p. 62 Investigation 4 Day 5 Choice Time p. 63 Investigation 4 Day 5 Large Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Choice Time p. 87 Celebrating Learning Day 2 Mighty Minutes p. 87 Celebrating the Topic Day 1 Small Group
TOPIC / INDICATOR	FA-T.4.	AESTHETICS AND CRITICISM: Students will demonstrate the ability to identify, analyze, and apply criteria for making aesthetic judgments.
INDICATOR / PROFICIENCY LEVEL	4.D.	Aesthetics and Criticism
OBJECTIVE	4.D.2.	Identify, describe, and apply criteria to assess dramatic texts and other literature of the theatre
EXPECTATION	4.D.2.a.	Identify and discuss characters in stories Reduce, Reuse, Recycle Study p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Read-Aloud p. 21 Exploring the Topic Day 5 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Choice Time p. 33 Investigation 1 Day 3 Small Group p. 48 Investigation 3 Day 2 Large Group p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 3 Large Group p. 60 Investigation 4 Day 3 Large Group p. 61 Investigation 4 Day 4 Large Group p. 61 Investigation 4 Day 5 Choice Time p. 62 Investigation 4 Day 5 Large Group p. 63 Investigation 4 Day 5 Large Group p. 64 Investigation 4 Day 5 Large Group p. 65 Investigation 5 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group p. 87 Celebrating Learning Day 2 Small Group p. 87 Celebrating Learning Day 2 Small Group p. 15 Exploring the Topic Day 1 Small Group
STRAND / TOPIC / STANDARD	MD.FA-D.	Fine Arts - Dance
TOPIC / INDICATOR	FA-D.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, perform, and respond to dance.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.1.	Demonstrate knowledge of how elements of dance are used to communicate meaning
EXPECTATION	1.A.1.a.	Demonstrate selected locomotor and non-locomotor movements that communicate ideas, thoughts, and feelings <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group Combine selected characteristics of the elements of dance, such as
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use sensory stimuli to create movement P.28 Investigation 1 Day 1 Large Group P.28 Investigation 1 Day 1 Large Group P.66 Investigation 1 Day 1 Large Group PERCETIVIGE 1.A. Aesthetic Education DBJECTIVE 1.A. DESURCTIVE 1.A.2. Demonstrate kinesthetic awareness and technical proficiency in dance movement EXPECTATION 1.A.2.a. Reduce, Reuse, Recycle Study p. 28 Investigation 1 Day 1 Large Group p. 28 Investigation 1 Day			
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LEVEL OBJECTIVE 2.B.1. Demonstrate knowledge of dances from a variety of cultures	INDICATOR / PROFICIENCY	2.B.	
	LEVEL		
EXPECTATION 2.B.1.a. View dances from other cultures	OBJECTIVE	2.B.1.	Demonstrate knowledge of dances from a variety of cultures
	EXPECTATION	2.B.1.a.	View dances from other cultures

		Deduce Deves Devuels Ofwels
		Reduce, Reuse, Recycle Study p. 28 Investigation 1 Day 1 Large Group
		p. 66 Investigation 5 Day 1 Large Group
EXPECTATION	2.B.1.b.	Perform selected traditional dances from various cultures
		Reduce, Reuse, Recycle Study
		p. 28 Investigation 1 Day 1 Large Group
		p. 66 Investigation 5 Day 1 Large Group
TOPIC / INDICATOR	FA-D.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will
		demonstrate an understanding of dance as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.2.	Relate dance to history, society and personal experience
EXPECTATION	2.B.2.a.	View and discuss selected contemporary and representative dance styles from other times and places and label them as old or new
		Reduce, Reuse, Recycle Study p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
EXPECTATION	2.B.2.b.	Create movements that express specific moods
		Reduce, Reuse, Recycle Study
		p. 28 Investigation 1 Day 1 Large Group
		p. 66 Investigation 5 Day 1 Large Group
TOPIC / INDICATOR	FA-D.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will
		demonstrate an understanding of dance as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY	2 8	Historical, Cultural, and Social Context
LEVEL	2.0.	Instolical, Cultural, and Social Context
OBJECTIVE	2.B.3.	Demonstrate understanding of the relationships between and among dance and other content areas
EXPECTATION	2.B.3.a.	Explore ways line and shape are used in dance and other content areas
		Deduce Deves Deveste Cluste
		Reduce, Reuse, Recycle Study p. 28 Investigation 1 Day 1 Large Group
		p. 66 Investigation 5 Day 1 Large Group
TOPIC / INDICATOR	FA-D.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to create and perform dance.
INDICATOR / PROFICIENCY	3 C	Creative Expression and Production
LEVEL		
OBJECTIVE	3.C.1.	Develop the ability to improvise dance
EXPECTATION	3.C.1.a.	Improvise movements to communicate ideas and concepts in response to a variety of stimuli
		Reduce, Reuse, Recycle Study
		p. 28 Investigation 1 Day 1 Large Group
		p. 66 Investigation 5 Day 1 Large Group
EXPECTATION	3.C.1.b.	Use improvisation to link two or more locomotor or non-locomotor movements
		Reduce, Reuse, Recycle Study
		p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group
EXPECTATION	3.C.1.c.	Communicate ideas from stories, poems, or songs using improvisation
		Reduce, Reuse, Recycle Study

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

		p. 66 Investigation 5 Day 1 Large Group
STRAND / TOPIC / STANDARD	MD.PE.	Physical Education
TOPIC / INDICATOR	PE.1.	SKILLFULNESS: Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combing skills effectively in skill themes, and applying skills.
INDICATOR / PROFICIENCY LEVEL	1.A.	Fundamental Movement
OBJECTIVE	1.A.1.	Show fundamental movement skills
EXPECTATION	1.A.1.a.	Use general spatial awareness and self space awareness in physical activity Reduce, Reuse, Recycle Study p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 45 Investigation 3 Outdoor Experiences
		p. 66 Investigation 5 Day 1 Large Group
	1.A.1.b.	Demonstrate locomotor skills including walking, jogging, running, galloping, hopping, and jumping <u>Reduce, Reuse, Recycle Study</u> p. 13 Exploring the Topic Outdoor Experiences p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 36 Investigation 2 Day 1 Large Group p. 45 Investigation 3 Outdoor Experiences p. 65 Investigation 5 Outdoor Experience p. 66 Investigation 5 Day 1 Large Group p. 83 Celebrating Learning Outdoor Experiences
EXPECTATION	1.A.1.c.	Demonstrate non-locomotive skills of bending and stretching 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
TOPIC / INDICATOR	PE.1.	SKILLFULNESS: Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combing skills effectively in skill themes, and applying skills.
INDICATOR / PROFICIENCY LEVEL	1.B.	Creative Movement
OBJECTIVE	1.B.1.	Show creative movement skills
EXPECTATION	1.B.1.b.	Demonstrate spatial concepts of big, small, tall, and short in a variety of movement patterns <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 45 Investigation 3 Outdoor Experiences p. 66 Investigation 5 Day 1 Large Group
TOPIC / INDICATOR	PE.1.	SKILLFULNESS: Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations,

		combing skills effectively in skill themes, and applying skills.
INDICATOR / PROFICIENCY LEVEL	1.C.	Skill Themes
OBJECTIVE	1.C.1.	Explore and experience skill themes
EXPECTATION	1.C.1.a.	Demonstrate rolling a ball at an object <u>Reduce, Reuse, Recycle Study</u> p. 65 Investigation 5 Outdoor Experience p. 83 Celebrating Learning Outdoor Experiences
EXPECTATION	1.C.1.b.	Demonstrate throwing a ball <u>Reduce, Reuse, Recycle Study</u> p. 65 Investigation 5 Outdoor Experience p. 83 Celebrating Learning Outdoor Experiences
EXPECTATION	1.C.1.c.	Demonstrate striking a light weight object with different body parts <u>Reduce, Reuse, Recycle Study</u> p. 65 Investigation 5 Outdoor Experience p. 83 Celebrating Learning Outdoor Experiences
TOPIC / INDICATOR	PE.2.	BIOMECHANICAL PRINCIPLES: Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.
INDICATOR / PROFICIENCY LEVEL	2.A.	Effects on Objects
OBJECTIVE	2.A.1.	Identify ways that people and objects move
EXPECTATION	2.A.1.a.	Show how a body moves fast and slow <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 45 Investigation 3 Outdoor Experiences p. 66 Investigation 5 Day 1 Large Group
EXPECTATION	2.A.1.b.	Show how to move a body forward, backward, and sideways in open space <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 45 Investigation 3 Outdoor Experiences p. 66 Investigation 5 Day 1 Large Group
TOPIC / INDICATOR	PE.3.	MOTOR LEARNING PRINCIPLES: Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.
INDICATOR / PROFICIENCY LEVEL	3.A.	Appropriate Practices
OBJECTIVE	3.A.1.	Recognize that skills will develop over time with appropriate practice and use of the correct cues.
EXPECTATION	3.A.1.a.	Show basic motor skills, using imitation, as a means for motor skill improvement <u>Reduce, Reuse, Recycle Study</u> p. 13 Exploring the Topic Outdoor Experiences p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 36 Investigation 2 Day 1 Large Group p. 45 Investigation 3 Outdoor Experiences p. 65 Investigation 5 Outdoor Experience p. 66 Investigation 5 Day 1 Large Group

		p. 83 Celebrating Learning Outdoor Experiences
TOPIC / INDICATOR	PE.3.	MOTOR LEARNING PRINCIPLES: Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.
INDICATOR / PROFICIENCY LEVEL	3.B.	Corrective Feedback
OBJECTIVE	3.B.1.	Identify the importance of corrective feedback on performance
EXPECTATION	3.B.1.a.	Use verbal and visual cues to improve skill performance 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
TOPIC / INDICATOR	PE.6.	SOCIAL PSYCHOLOGICAL PRINCIPLES: Students will demonstrate the ability to use skills essential for developing self- efficacy, fostering a sense of community, and working effectively with others in physical activity settings.
INDICATOR / PROFICIENCY LEVEL	6.A.	Safety in Physical Activity
OBJECTIVE	6.A.1.	Demonstrate safety in physical activity settings
EXPECTATION	6.A.1.a.	Use person and general space safely in a physical activity setting to avoid injury <u>Reduce, Reuse, Recycle Study</u> p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 45 Investigation 3 Outdoor Experiences p. 66 Investigation 5 Day 1 Large Group
STRAND / TOPIC / STANDARD	MD.HE.EC.	Health Education
TOPIC / INDICATOR	HE.6.	NUTRITION AND FITNESS: Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.
INDICATOR / PROFICIENCY LEVEL	6.A.	Responses to Food
OBJECTIVE	6.A.1.	Students will identify the relationship between food and the senses
EXPECTATION	6.A.1.a.	Recognize that foods have different tastes such as, sweet, sour, bitter, and salty <u>Reduce, Reuse, Recycle Study</u> p. 87 Celebrating Learning Day 2 Small Group
TOPIC / INDICATOR	HE.6.	NUTRITION AND FITNESS: Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.
INDICATOR / PROFICIENCY LEVEL	6.E.	Food and Health
OBJECTIVE	6.E.1.	Recognize the relationship between food and health
EXPECTATION	6.E.1.a.	Tell why the body needs food <u>Reduce, Reuse, Recycle Study</u> p. 87 Celebrating Learning Day 2 Small Group

Trees Study State: Maryland Model for School Readiness Subject: Early Childhood Education

Grade: Ages 3-5

STRAND / TOPIC / STANDARD	MD.PSD.	Personal and Social Development
TOPIC / INDICATOR	PSD.1.	PERSONAL SELF-REGULATIONS: Students will demonstrate effective personal functioning in group settings and as individuals.
INDICATOR / PROFICIENCY LEVEL	1.A.	Self Concept and Control
OBJECTIVE	1.A.2.	Uses coping skills with help from others
EXPECTATION	1.A.2.a.	Relate needs, wants, and feelings to others 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. 045 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 3 Day 3 Read-Aloud p. 045 Investigation 3 Day 3 Read-Aloud p. 045 Investigation 3 Day 1 Read-Aloud p. 056 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud 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
TOPIC / INDICATOR	PSD.1.	p. 109 Celebrating Learning Day 2 Large-Group Roundup PERSONAL SELF-REGULATIONS: Students will demonstrate
INDICATOR / PROFICIENCY	1.A.	effective personal functioning in group settings and as individuals. Self Concept and Control
OBJECTIVE	1.A.4.	Follow simple classroom rules and routines with guidance
EXPECTATION	1.A.4.a.	Generate and follow classroom rules <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group
EXPECTATION	1.A.4.b.	Plan routine activities in the classroom with guidance <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group
TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	2.A.1.	Initiate and maintain relationships with peers and adults
EXPECTATION	2.A.1.a.	Initiate conversation with peers and adults <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 017 Exploring the Topic Day 2 Read-Aloud

p. 018 Exploring the Topic Day 3 Choice Time
p. 018 Exploring the Topic Day 3 Large Group
p. 019 Exploring the Topic Day 3 Large-Group Roundup
p. 019 Exploring the Topic Day 3 Small Group
p. 020 Exploring the Topic Day 4 Large Group
p. 021 Exploring the Topic Day 4 Choice Time p. 021 Exploring the Topic Day 4 Large-Group Roundup
p. 021 Exploring the Topic Day 4 Earge-Group Roundup
p. 022 Exploring the Topic Day 5 Large Group
p. 023 Exploring the Topic Day 5 Large-Group Roundup
p. 023 Exploring the Topic Day 5 Choice Time
p. 023 Exploring the Topic Day 5 Read-Aloud
p. 023 Exploring the Topic Day 5 Small Group
p. 027 Investigation 1 Outdoor Experiences
p. 028 Investigation 1 Day 1 Large Group
p. 029 Investigation 1 Day 1 Choice Time
p. 029 Investigation 1 Day 1 Large-Group Roundup
p. 029 Investigation 1 Day 1 Small Group
p. 030 Investigation 1 Day 2 Large Group
p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup
p. 031 Investigation 1 Day 2 Read-Aloud
p. 031 Investigation 1 Day 2 Small Group
p. 032 Investigation 1 Day 3 Large Group
p. 033 Investigation 1 Day 3 Choice Time
p. 033 Investigation 1 Day 3 Large-Group Roundup
p. 033 Investigation 1 Day 3 Read-Aloud
p. 033 Investigation 1 Day 3 Small Group
p. 034 Investigation 1 Day 4 Large Group
p. 035 Investigation 1 Day 4 Choice Time
p. 035 Investigation 1 Day 4 Large-Group Roundup
p. 035 Investigation 1 Day 4 Read-Aloud
p. 035 Investigation 1 Day 4 Small Group p. 036 Investigation 1 Day 5 Choice Time
p. 036 Investigation 1 Day 5 Choice Time
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 Carge-Group Roundup
p. 044 Investigation 2 Day 3 Large Group
p. 045 Investigation 2 Day 3 Choice Time
p. 045 Investigation 2 Day 3 Large-Group Roundup
p. 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 Read-Aloud p. 049 Investigation 2 Day 5 Small Group
p. 051 Investigation 3 Outdoor Experiences
p. 052 Investigation 3 Day 1 Choice Time
p. 052 Investigation 3 Day 1 Large Group
p. 053 Investigation 3 Day 1 Large-Group Roundup
p. 053 Investigation 3 Day 1 Read-Aloud
p. 053 Investigation 3 Day 1 Small Group

p. 054 Investigation 3 Day 2 Choice Time
p. 054 Investigation 3 Day 2 Large Group
p. 055 Investigation 3 Day 2 Large-Group Roundup p. 055 Investigation 3 Day 2 Small Group
p. 056 Investigation 3 Day 3 Choice Time
p. 056 Investigation 3 Day 3 Large Group
p. 057 Investigation 3 Day 3 Large-Group Roundup
p. 057 Investigation 3 Day 3 Read-Aloud
p. 057 Investigation 3 Day 3 Small Group
p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Choice Time
p. 059 Investigation 3 Day 4 Large-Group Roundup
p. 059 Investigation 3 Day 4 Small Group
p. 060 Investigation 3 Day 5 Choice Time
p. 060 Investigation 3 Day 5 Large Group
p. 061 Investigation 3 Day 5 Large-Group Roundup
p. 061 Investigation 3 Day 5 Small Group p. 063 Investigation 4 Outdoor Experiences
p. 064 Investigation 4 Day 1 Large Group
p. 065 Investigation 4 Day 1 Choice Time
p. 065 Investigation 4 Day 1 Large-Group Roundup
p. 065 Investigation 4 Day 1 Small Group
p. 066 Investigation 4 Day 2 Choice Time
p. 066 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 2 Large-Group Roundup
p. 067 Investigation 4 Day 2 Small Group
p. 068 Investigation 4 Day 3 Large Group
p. 069 Investigation 4 Day 3 Choice Time
p. 069 Investigation 4 Day 3 Large-Group Roundup
p. 069 Investigation 4 Day 3 Small Group
p. 070 Investigation 4 Day 4 Choice Time
p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large-Group Roundup
p. 070 Investigation 4 Day 4 Small Group
p. 074 Investigation 5 Day 1 Large Group
p. 075 Investigation 5 Day 1 Choice Time
p. 075 Investigation 5 Day 1 Large-Group Roundup
p. 075 Investigation 5 Day 1 Read-Aloud
p. 075 Investigation 5 Day 1 Small Group p. 076 Investigation 5 Day 2 Choice Time
p. 076 Investigation 5 Day 2 Large Group
p. 077 Investigation 5 Day 2 Large-Group Roundup
p. 077 Investigation 5 Day 2 Small Group
p. 078 Investigation 5 Day 3 Large Group
p. 079 Investigation 5 Day 3 Choice Time
p. 079 Investigation 5 Day 3 Large-Group Roundup p. 079 Investigation 5 Day 3 Small Group
p. 080 Investigation 5 Day 4 Large Group
p. 081 Investigation 5 Day 4 Choice Time
p. 081 Investigation 5 Day 4 Large-Group Roundup
p. 081 Investigation 5 Day 4 Small Group
p. 082 Investigation 5 Day 5 Choice Time
p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Large-Group Roundup
p. 083 Investigation 5 Day 5 Read-Aloud
p. 083 Investigation 5 Day 5 Small Group
p. 085 Investigation 6 Outdoor Experience
p. 086 Investigation 6 Day 1 Large Group
p. 087 Investigation 6 Day 1 Choice Time
p. 087 Investigation 6 Day 1 Large-Group Roundup p. 087 Investigation 6 Day 1 Small Group
p. 088 Investigation 6 Day 2 Choice Time
p. 088 Investigation 6 Day 2 Large Group
p. 089 Investigation 6 Day 2 Large-Group Roundup
p. 089 Investigation 6 Day 2 Read-Aloud
p. 089 Investigation 6 Day 2 Small Group
p. 090 Investigation 6 Day 3 Choice Time

		p. 090 Investigation 6 Day 3 Large Group
		p. 091 Investigation 6 Day 3 Large-Group Roundup
		p. 091 Investigation 6 Day 3 Small Group
		p. 092 Investigation 6 Day 4 Large Group
		p. 093 Investigation 6 Day 4 Choice Time
		p. 093 Investigation 6 Day 4 Large-Group Roundup
		p. 093 Investigation 6 Day 4 Read-Aloud
		p. 093 Investigation 6 Day 4 Small Group
		p. 105 Celebrating Learning Outdoor Experiences
		p. 106 Celebrating Learning Day 1 Choice Time
		p. 106 Celebrating Learning Day 1 Large Group
		p. 107 Celebrating Learning Day 1 Large-Group Roundup
		p. 107 Celebrating Learning Day 1 Small Group
		p. 108 Celebrating Learning Day 2 Choice Time
		p. 108 Celebrating Learning Day 2 Large Group
		p. 109 Celebrating Learning Day 2 Large-Group Roundup
		p. 109 Celebrating Learning Day 2 Read-Aloud
		p. 109 Celebrating Learning Day 2 Small Group
EXPECTATION	2.A.1.b.	Take turns when working in groups with guidance
		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 Choice Time p. 015 Exploring the Topic Day 1 Small Group
		p. 016 Exploring the Topic Day 2 Choice Time
		p. 016 Exploring the Topic Day 2 Large Group
		p. 017 Exploring the Topic Day 2 Small Group
		p. 017 Exploring the Topic Day 2 Large-Group Roundup
		p. 017 Exploring the Topic Day 2 Read-Aloud
		p. 018 Exploring the Topic Day 3 Choice Time
		p. 018 Exploring the Topic Day 3 Large Group
		p. 019 Exploring the Topic Day 3 Large-Group Roundup
		p. 019 Exploring the Topic Day 3 Small Group
		p. 020 Exploring the Topic Day 4 Large Group
		p. 021 Exploring the Topic Day 4 Choice Time
		p. 021 Exploring the Topic Day 4 Large-Group Roundup
		p. 021 Exploring the Topic Day 4 Small Group
		p. 022 Exploring the Topic Day 5 Large Group
		p. 023 Exploring the Topic Day 5 Large-Group Roundup
		p. 023 Exploring the Topic Day 5 Choice Time
		p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 023 Exploring the Topic Day 5 Small Group
		p. 028 Investigation 1 Day 1 Large Group
		p. 029 Investigation 1 Day 1 Choice Time
		p. 029 Investigation 1 Day 1 Large-Group Roundup
		p. 029 Investigation 1 Day 1 Small Group
		p. 030 Investigation 1 Day 2 Large Group
		p. 031 Investigation 1 Day 2 Choice Time
		p. 031 Investigation 1 Day 2 Large-Group Roundup
		p. 031 Investigation 1 Day 2 Mighty Minutes
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 031 Investigation 1 Day 2 Small Group
		p. 032 Investigation 1 Day 3 Large Group
		p. 033 Investigation 1 Day 3 Choice Time
		p. 033 Investigation 1 Day 3 Choice Time
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 033 Investigation 1 Day 3 Small Group
		p. 034 Investigation 1 Day 4 Large Group
		p. 035 Investigation 1 Day 4 Choice Time
		p. 035 Investigation 1 Day 4 Large-Group Roundup
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 035 Investigation 1 Day 4 Small Group
		p. 036 Investigation 1 Day 5 Choice Time
		p. 036 Investigation 1 Day 5 Large Group
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p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Mighty Minutes p. 037 Investigation 1 Day 5 Small Group p. 040 Investigation 2 Day 1 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Read-Aloud p. 041 Investigation 2 Day 1 Small Group p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 2 Large-Group Roundup p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Choice Time p. 045 Investigation 2 Day 3 Large-Group Roundup p. 045 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Choice Time p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Large-Group Roundup p. 047 Investigation 2 Day 4 Small Group p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Large-Group Roundup p. 049 Investigation 2 Day 5 Read-Aloud p. 049 Investigation 2 Day 5 Small Group p. 051 Investigation 3 Outdoor Experiences p. 052 Investigation 3 Day 1 Choice Time p. 052 Investigation 3 Day 1 Large Group p. 053 Investigation 3 Day 1 Large-Group Roundup p. 053 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 2 Choice Time p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Large-Group Roundup p. 055 Investigation 3 Day 2 Small Group p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 3 Large Group p. 057 Investigation 3 Day 3 Large-Group Roundup p. 057 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 3 Small Group p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Choice Time p. 059 Investigation 3 Day 4 Large-Group Roundup p. 059 Investigation 3 Day 4 Small Group p. 060 Investigation 3 Day 5 Choice Time p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Large-Group Roundup p. 061 Investigation 3 Day 5 Small Group p. 064 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Choice Time p. 065 Investigation 4 Day 1 Large-Group Roundup p. 065 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 2 Large-Group Roundup p. 067 Investigation 4 Day 2 Small Group p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Choice Time p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 070 Investigation 4 Day 4 Small Group p. 074 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Choice Time

		 p. 075 Investigation 5 Day 1 Large-Group Roundup p. 075 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 5 Day 1 Small Group p. 076 Investigation 5 Day 2 Choice Time p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Large-Group Roundup p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Large-Group Roundup 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 Read-Aloud p. 083 Investigation 5 Day 5 Small Group p. 083 Investigation 5 Day 5 Small Group p. 083 Investigation 6 Day 5 Small Group p. 085 Investigation 6 Outdoor Experience p. 085 Investigation 6 Day 5 Da
		 p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Choice Time p. 087 Investigation 6 Day 1 Large-Group Roundup p. 087 Investigation 6 Day 1 Mighty Minutes p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 088 Investigation 6 Day 2 Large Group p. 089 Investigation 6 Day 2 Large-Group Roundup p. 089 Investigation 6 Day 2 Read-Aloud p. 089 Investigation 6 Day 2 Small Group p. 090 Investigation 6 Day 3 Choice Time p. 090 Investigation 6 Day 3 Large Group
		 p. 091 Investigation 6 Day 3 Large-Group Roundup p. 091 Investigation 6 Day 3 Small Group p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Choice Time p. 093 Investigation 6 Day 4 Large-Group Roundup p. 093 Investigation 6 Day 4 Read-Aloud p. 093 Investigation 6 Day 4 Small Group p. 105 Celebrating Learning Outdoor Experiences p. 106 Celebrating Learning Day 1 Choice Time p. 106 Celebrating Learning Day 1 Large Group
		 p. 107 Celebrating Learning Day 1 Large-Group Roundup p. 107 Celebrating Learning Day 1 Small Group p. 108 Celebrating Learning Day 2 Choice Time p. 108 Celebrating Learning Day 2 Large Group p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Read-Aloud p. 109 Celebrating Learning Day 2 Small Group
TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	2.A.2.	Participate cooperatively in group activities
EXPECTATION	2.A.2.a.	Listen to directions from peers and responds to simple tasks <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 027 Investigation 1 Outdoor Experiences p. 034 Investigation 1 Day 4 Large Group p. 039 Investigation 2 Outdoor Experiences p. 051 Investigation 3 Outdoor Experiences p. 055 Investigation 3 Day 2 Mighty Minutes

		p. 057 Investigation 3 Day 3 Small Group
		p. 061 Investigation 3 Day 5 Mighty Minutes
		p. 063 Investigation 4 Outdoor Experiences
		p. 069 Investigation 4 Day 3 Small Group
		p. 070 Investigation 4 Day 4 Choice Time
		p. 074 Investigation 5 Day 1 Large Group
		p. 078 Investigation 5 Day 3 Large Group
		p. 085 Investigation 6 Outdoor Experience
		p. 105 Celebrating Learning Outdoor Experiences
		p. 107 Celebrating Learning Day 1 Small Group
EXPECTATION	2.A.2.b.	Understand rules of group activities with guidance
		Trees Study
		p. 014 Exploring the Topic Day 1 Large Group
EXPECTATION	2.A.2.c.	Speak of individual contributions and group accomplishments
		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 2 Choice Time
		p. 016 Exploring the Topic Day 2 Large Group
		p. 017 Exploring the Topic Day 2 Small Group
		p. 017 Exploring the Topic Day 2 Large-Group Roundup
		p. 017 Exploring the Topic Day 2 Read-Aloud
		p. 018 Exploring the Topic Day 3 Choice Time
		p. 018 Exploring the Topic Day 3 Large Group
		p. 019 Exploring the Topic Day 3 Large-Group Roundup
		p. 019 Exploring the Topic Day 3 Small Group
		p. 020 Exploring the Topic Day 4 Large Group
		p. 021 Exploring the Topic Day 4 Choice Time
		p. 021 Exploring the Topic Day 4 Large-Group Roundup
		p. 021 Exploring the Topic Day 4 Small Group
		p. 022 Exploring the Topic Day 5 Large Group
		p. 023 Exploring the Topic Day 5 Large-Group Roundup
		p. 023 Exploring the Topic Day 5 Choice Time
		p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 023 Exploring the Topic Day 5 Small Group
		p. 028 Investigation 1 Day 1 Large Group
		p. 029 Investigation 1 Day 1 Choice Time
		p. 029 Investigation 1 Day 1 Large-Group Roundup
		p. 029 Investigation 1 Day 1 Small Group
		p. 030 Investigation 1 Day 2 Large Group
		p. 031 Investigation 1 Day 2 Choice Time
		p. 031 Investigation 1 Day 2 Large-Group Roundup
		p. 031 Investigation 1 Day 2 Mighty Minutes
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 031 Investigation 1 Day 2 Small Group
		p. 032 Investigation 1 Day 3 Large Group
		p. 033 Investigation 1 Day 3 Choice Time
		p. 033 Investigation 1 Day 3 Large-Group Roundup
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 033 Investigation 1 Day 3 Small Group
		p. 034 Investigation 1 Day 4 Large Group
		p. 035 Investigation 1 Day 4 Choice Time
		p. 035 Investigation 1 Day 4 Large-Group Roundup
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 035 Investigation 1 Day 4 Small Group
		p. 036 Investigation 1 Day 5 Choice Time
		p. 036 Investigation 1 Day 5 Large Group
		p. 037 Investigation 1 Day 5 Large-Group Roundup
		p. 037 Investigation 1 Day 5 Mighty Minutes
		p. 037 Investigation 1 Day 5 Small Group
		p. 040 Investigation 2 Day 1 Choice Time
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p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Read-Aloud p. 041 Investigation 2 Day 1 Small Group p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 2 Large-Group Roundup p. 043 Investigation 2 Day 2 Small Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Choice Time p. 045 Investigation 2 Day 3 Large-Group Roundup p. 045 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Choice Time p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Large-Group Roundup p. 047 Investigation 2 Day 4 Small Group p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Large-Group Roundup p. 049 Investigation 2 Day 5 Read-Aloud p. 049 Investigation 2 Day 5 Small Group p. 051 Investigation 3 Outdoor Experiences p. 052 Investigation 3 Day 1 Choice Time p. 052 Investigation 3 Day 1 Large Group p. 053 Investigation 3 Day 1 Large-Group Roundup p. 053 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 2 Choice Time p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Large-Group Roundup p. 055 Investigation 3 Day 2 Small Group p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 3 Large Group p. 057 Investigation 3 Day 3 Large-Group Roundup p. 057 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 3 Small Group p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Choice Time p. 059 Investigation 3 Day 4 Large-Group Roundup p. 059 Investigation 3 Day 4 Small Group p. 060 Investigation 3 Day 5 Choice Time p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Large-Group Roundup p. 061 Investigation 3 Day 5 Small Group p. 064 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Choice Time p. 065 Investigation 4 Day 1 Large-Group Roundup p. 065 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 2 Large-Group Roundup p. 067 Investigation 4 Day 2 Small Group p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Choice Time p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 070 Investigation 4 Day 4 Small Group p. 074 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Choice Time p. 075 Investigation 5 Day 1 Large-Group Roundup p. 075 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 5 Day 1 Small Group p. 076 Investigation 5 Day 2 Choice Time

		p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Choice Time 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 5 Large Group p. 082 Investigation 5 Day 5 Large Group p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Small Group p. 083 Investigation 5 Day 5 Small Group p. 083 Investigation 5 Day 5 Small Group p. 083 Investigation 6 Day 1 Large Group p. 085 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Large-Group Roundup p. 087 Investigation 6 Day 1 Large-Group Roundup p. 087 Investigation 6 Day 1 Large-Group Roundup p. 088 Investigation 6 Day 1 Large-Group Roundup p. 088 Investigation 6 Day 2 Large-Group Roundup p. 088 Investigation 6 Day 2 Large-Group Roundup p. 088 Investigation 6 Day 2 Large Group p. 089 Investigation 6 Day 2 Large Group p. 089 Investigation 6 Day 2 Small Group p. 089 Investigation 6 Day 2 Small Group p. 090 Investigation 6 Day 2 Small Group p. 090 Investigation 6 Day 3 Large Group Roundup p. 091 Investigation 6 Day 3 Large Group Roundup p. 091 Investigation 6 Day 3 Large Group Roundup p. 091 Investigation 6 Day 3 Large-Group Roundup p. 093 Investigation 6 Day 4 Large-Group Roundup p. 105 Celebrating Learning Day 1 Large-Group Roundup p. 106 Celebrating Learning Day 1 Large-Grou
TOPIC / INDICATOR	PSD.2.	p. 109 Celebrating Learning Day 2 Small Group SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	3.A.3.	Show empathy and concern for peers and adults
EXPECTATION	3.A.3.a.	Understand basic feelings, such as happiness or sadness, as expressed by others verbally or non-verbally 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. 045 Investigation 2 Day 1 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 2 Day 3 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud

p. 066 Investigation 3 Day 3 Choice Time p. 077 Investigation 3 Day 3 Choice Time p. 076 Investigation 5 Day 1 Read-Aloud p. 076 Investigation 5 Day 2 Large-Group Roundup p. 108 Celebrating Learning Day 2 Large-Group Roundup TOPIC / INDICATOR PSD.3. active interest in learning and apply learning and study skills to new tasks. INDICATOR / PROFICIENCY 3.A.1. Show eagencess and curiosity as a learner EXPECTATION 3.A.1.b. Ask some questions about new things and experiences Trees Study p. 016 Exploring the Topic Day 2 Choice Time p. 025 Exploring the Topic Day 5 Large Group p. 046 Investigation 2 Day 4 Large-Group Roundup p. 046 Investigation 3 Day 2 Large-Group Roundup p. 046 Investigation 3 Day 2 Large-Group Roundup p. 047 Investigation 6 Day 1 Large-Group Roundup p. 048 Investigation 6 Day 2 Large-Group Roundup <t< th=""><th></th><th></th><th></th></t<>			
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INDICATOR / PROFICIENCY 3.A. Approaches Toward Learning LEVEL 3.A.3. Use some learning strategies when approaching new tasks	TOPIC / INDICATOR	PSD.3.	active interest in learning and apply learning and study skills to new
		3.A.	
EXPECTATION 3.A.3.b. Ask questions to seek ideas for new tasks	OBJECTIVE	3.A.3.	Use some learning strategies when approaching new tasks
	EXPECTATION	3.A.3.b.	Ask questions to seek ideas for new tasks

		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
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.4.	Accepts responsibility for learning
EXPECTATION	3.A.4.b.	Participate in classroom activities
		Trees Study p. 014 Exploring the Topic Day 1 Large Group
STRAND / TOPIC / STANDARD	MD.LLD.	Language and Literacy Development
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.1.	Discriminate sounds and words
EXPECTATION	1.A.1.a.	Tell whether sounds are same or different <u>Trees Study</u> p. 021 Exploring the Topic Day 4 Small Group p. 031 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 035 Investigation 1 Day 4 Mighty Minutes p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Small Group p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 049 Investigation 3 Day 2 Small Group p. 061 Investigation 3 Day 5 Small Group p. 065 Investigation 4 Day 1 Small Group p. 069 Investigation 5 Day 2 Mighty Minutes p. 077 Investigation 5 Day 2 Small Group p. 082 Investigation 5 Day 5 Choice Time p. 083 Investigation 6 Day 1 Small Group p. 087 Investigation 6 Day 1 Small Group p. 087 Investigation 6 Day 2 Small Group
EXPECTATION	1.A.1.c.	Identify and repeat initial sounds in words 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 5 Day 3 Large Group p. 078 Investigation 5 Day 3 Mighty Minutes p. 079 Investigation 6 Day 2 Choice Time p. 089 Investigation 6 Day 2 Mighty Minutes p. 090 Investigation 6 Day 3 Large Group p. 091 Investigation 6 Day 3 Small Group p. 093 Investigation 6 Day 4 Mighty Minutes
EXPECTATION	1.A.1.d.	Classify words by initial sounds Trees Study
		 p. 015 Exploring the Topic Day 1 Mighty Minutes p. 029 Investigation 1 Day 1 Mighty Minutes p. 030 Investigation 1 Day 2 Large Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 035 Investigation 1 Day 4 Mighty Minutes p. 035 Investigation 2 Day 1 Mighty Minutes p. 041 Investigation 2 Day 5 Large Group p. 048 Investigation 2 Day 5 Small Group p. 049 Investigation 3 Day 3 Large Group p. 056 Investigation 3 Day 4 Large Group p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Small Group p. 065 Investigation 4 Day 1 Small Group p. 067 Investigation 4 Day 2 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 Mighty Minutes p. 093 Investigation 6 Day 4 Mighty Minutes
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.2.	Discriminate and produce rhyming words and alliteration.
EXPECTATION	1.A.2.a.	Repeat rhyming words 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 Large Group p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 2 Day 1 Large Group p. 040 Investigation 2 Day 2 Small Group p. 043 Investigation 2 Day 3 Mighty Minutes p. 045 Investigation 2 Day 3 Small Group p. 048 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Small Group p. 045 Investigation 2 Day 3 Small Group p. 048 Investigation 2 Day 5 Large Group p. 053 Investigation 3 Day 1 Mighty Minutes p. 053 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 2 Small Group p. 053 Investigation 3 Day 2 Small Group p. 054 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 2 Small Group

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p. 079 Investigation 5 Day 3 Chopp. 079 Investigation 5 Day 3 Smapp. 079 Investigation 5 Day 3 Smapp. 080 Investigation 5 Day 4 Largep. 081 Investigation 5 Day 4 Migp. 083 Investigation 5 Day 5 Migp. 089 Investigation 6 Day 2 Migp. 107 Celebrating Learning DayEXPECTATION1.A.2.b.	ghty Minutes rge Group oice Time nall Group rge Group ghty Minutes ghty Minutes ghty Minutes y 1 Mighty Minutes
<u>Trees Study</u> p. 059 Investigation 3 Day 4 Sma p. 067 Investigation 4 Day 2 Mig p. 069 Investigation 4 Day 3 Mig	ghty Minutes
EXPECTATION1.A.2.c.Discriminate rhyming words froTrees Study p. 015 Exploring the Topic Day 2 p. 017 Exploring the Topic Day 2 p. 017 Exploring the Topic Day 2 p. 021 Exploring the Topic Day 4 p. 021 Exploring the Topic Day 4 p. 032 Investigation 1 Day 3 Larg p. 034 Investigation 2 Day 1 Larg p. 040 Investigation 2 Day 3 Mig p. 045 Investigation 2 Day 5 Mig p. 045 Investigation 3 Day 1 Mig p. 053 Investigation 3 Day 1 Sm p. 055 Investigation 3 Day 2 Larg p. 055 Investigation 3 Day 2 Larg p. 056 Investigation 3 Day 3 Larg p. 056 Investigation 3 Day 4 Larg p. 059 Investigation 3 Day 4 Larg p. 056 Investigation 4 Day 2 Larg p. 059 Investigation 4 Day 4 Larg p. 066 Investigation 4 Day 4 Larg p. 066 Investigation 4 Day 2 Larg p. 067 Investigation 4 Day 2 Larg p. 069 Investigation 4 Day 2 Larg p. 069 Investigation 4 Day 2 Larg p. 069 Investigation 4 Day 2 Mig p. 069 Investigation 5 Day 3 Sm p. 080 Investigation 5 Day 3 Sm p. 080 Investigation 5 Day 3 Sm p. 080 Investigation 5 Day 3 Sm p. 081 Investigation 5 Day 3 Sm p. 081 Investigation 5 Day 4 Mig p. 081 Investigation 5 Day 4 Mig p. 081 Investigation 5 Day 3 Mig p. 083 Investigation 5 Day 4 Mig p. 081 Investigation 6 Day 2 Mig p. 089 Investigation 6 Da	1 Small Group 2 Small Group 2 Mighty Minutes 4 Read-Aloud 4 Mighty Minutes rge Group rge Group rge Group ghty Minutes mall Group rge Group ghty Minutes mall Group rge Group ghty Minutes rge Group oice Time ad-Aloud rge Group ghty Minutes rge Group ghty Minutes rge Group ghty Minutes rge Group ghty Minutes rge Group oice Time aall Group rge Group ghty Minutes rge Group ghty Minutes rge Group ghty Minutes rge Group oite Time aall Group rge Group oite Time aall Group rge Group oite Time aall Group rge Group ghty Minutes rge Group ghty Minutes rge Group ghty Minutes rge Group ghty Minutes rge Group ghty Minutes rge Group rge Gr
individual sounds in spoken wo	to hear, identify, and manipulate
INDICATOR / PROFICIENCY 1.A. Phonemic Awareness	

OBJECTIVE	1.A.3.	Blend sounds and syllables to form words
EXPECTATION	1.A.3.a.	Orally blend syllables into a whole word, such as fun-ny = funny
		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. 065 Investigation 4 Day 1 Small Group p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group p. 088 Investigation 6 Day 2 Choice Time p. 090 Investigation 6 Day 3 Large Group p. 091 Investigation 6 Day 3 Small Group
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS:
		Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.4.	Segment sounds in spoken words and sentences
EXPECTATION	1.A.4.b.	Identify the initial sound in a word
		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. 041 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Small Group p. 049 Investigation 3 Day 3 Large Group p. 056 Investigation 3 Day 4 Large Group p. 058 Investigation 3 Day 4 Small Group p. 059 Investigation 4 Day 1 Small Group p. 065 Investigation 4 Day 2 Mighty Minutes p. 069 Investigation 4 Day 2 Mighty Minutes p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Mighty Minutes p. 079 Investigation 6 Day 2 Choice Time p. 088 Investigation 6 Day 2 Mighty Minutes p. 090 Investigation 6 Day 3 Mighty Minutes p. 091 Investigation 6 Day 3 Mighty Minutes p. 093 Investigation 6 Day 3 Small Group
TOPIC / INDICATOR	LLD-P.1.	GENERAL READING PROCESSES - PHONICS: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.
INDICATOR / PROFICIENCY LEVEL	1.B.	Phonics
OBJECTIVE	1.B.1.	Recognize that letters have corresponding sounds
EXPECTATION	1.B.1.a.	Recognize similarities and differences in letter shapes <u>Trees Study</u> p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Mighty Minutes p. 031 Investigation 1 Day 2 Mighty Minutes p. 031 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 035 Investigation 1 Day 4 Mighty Minutes p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Mighty Minutes p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 049 Investigation 2 Day 5 Small Group

		 p. 052 Investigation 3 Day 1 Large Group p. 053 Investigation 3 Day 1 Small Group p. 061 Investigation 3 Day 5 Read-Aloud p. 061 Investigation 3 Day 5 Small Group p. 065 Investigation 4 Day 1 Mighty Minutes p. 065 Investigation 4 Day 1 Small Group p. 067 Investigation 4 Day 2 Mighty Minutes p. 069 Investigation 4 Day 3 Mighty Minutes p. 077 Investigation 5 Day 2 Small Group p. 081 Investigation 5 Day 2 Small Group p. 082 Investigation 5 Day 5 Choice Time p. 083 Investigation 5 Day 5 Read-Aloud p. 091 Investigation 6 Day 3 Mighty Minutes p. 107 Celebrating Learning Day 1 Mighty Minutes p. 109 Celebrating Learning Day 2 Small Group
	1.B.1.b.	Match familiar consonant sounds to appropriate letters, such as m, b, f, t, p <u>Trees Study</u> p. 015 Exploring the Topic Day 1 Mighty Minutes p. 019 Exploring the Topic Day 3 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Small Group p. 048 Investigation 2 Day 5 Large Group p. 048 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 2 Small Group p. 056 Investigation 3 Day 3 Large Group p. 059 Investigation 3 Day 4 Small Group p. 069 Investigation 4 Day 3 Small Group p. 077 Investigation 5 Day 2 Mighty Minutes p. 079 Investigation 5 Day 2 Mighty Minutes p. 089 Investigation 6 Day 2 Mighty Minutes p. 091 Investigation 6 Day 3 Mighty Minutes generation 6 Day 3 Mighty Minutes
		their knowledge of letter/sound relationships and word structure to decode unfamiliar words.
INDICATOR / PROFICIENCY LEVEL	1.B.	Phonics
OBJECTIVE	1.B.2.	Decode words in grade-level texts
EXPECTATION	1.B.2.a.	Identify and name some upper and lower case letters in words, especially those in the student's own name <u>Trees Study</u> p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 031 Investigation 1 Day 2 Mighty Minutes p. 031 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 035 Investigation 1 Day 4 Mighty Minutes p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Small Group p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 4 Mighty Minutes p. 041 Investigation 2 Day 4 Small Group p. 045 Investigation 3 Day 5 Small Group p. 045 Investigation 3 Day 5 Small Group p. 052 Investigation 3 Day 5 Small Group p. 065 Investigation 3 Day 5 Small Group p. 065 Investigation 3 Day 5 Small Group p. 065 Investigation 3 Day 5 Small Group

p. 077 Investigation 5 Day 2 Small Group p. 081 Investigation 5 Day 5 Choice Time p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Signal Group p. 087 Investigation 6 Day 1 Mighty Minutes p. 107 Celebrating Learning Day 1 Mighty Minutes p. 109 Celebrating Learning Day 1 Mighty Minutes p. 101 CatTor / PROFICIENCY LEVEL OBJECTIVE 1.C.1. Exploring the Topic Day 1 Large Group p. 014 Exploring the Topic Day 2 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud p. 018 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 3 Stead-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 3 Read-Aloud			
orally with accuracy and expression at a rate that source speech. INDICATOR / PROFICIENCY LEVEL 1.C. Fluency OBJECTIVE 1.C.1. Engage in imitative reading at an appropriate rate EXPECTATION 1.C.1.a. Listen to models of fluent reading Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 2 Read-Aloud p. 017 Exploring the Topic Day 3 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Large Group p. 018 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 031 Investigation 1 Day 1 Mighty Minutes p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 4 Read-Aloud p. 031 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 044 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 3 Day 4 Read-Aloud p. 045 Investigation 3 Day 4 Read-Aloud p. 046 Investigation 3 Day 4 Read-Aloud p. 045 Investigation 3 Day 5 Read-Aloud p. 045 Investigation 3 Day 5 Read-Aloud p. 045 Investigation 3 Day 4 Read-Aloud p. 045			 p. 081 Investigation 5 Day 4 Mighty Minutes p. 082 Investigation 5 Day 5 Choice Time p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Small Group p. 091 Investigation 6 Day 3 Mighty Minutes p. 107 Celebrating Learning Day 1 Mighty Minutes
LEVEL Initiative reading at an appropriate rate EXPECTATION 1.C.1.a. Listen to models of fluent reading Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Read-Aloud p. 017 Exploring the Topic Day 3 Read-Aloud p. 018 Exploring the Topic Day 3 Read-Aloud p. 017 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 5 Read-Aloud p. 021 Exploring the Topic Day 5 Read-Aloud p. 021 Exploring the Topic Day 5 Read-Aloud p. 021 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 4 Read-Aloud p. 031 Investigation 1 Day 4 Read-Aloud p. 031 Investigation 2 Day 3 Read-Aloud p. 036 Investigation 2 Day 3 Read-Aloud p. 035 Investigation 2 Day 4 Read-Aloud p. 041 Investigation 2 Day 4 Read-Aloud p. 045 Investigation 2 Day 4 Read-Aloud p. 045 Investigation 3 Day 2 Small Group p. 046 Investigation 3 Day 4 Read-Aloud p. 055 Investigation 3 Day 3 Large Group p. 046 Investigation 3 Day 4 Read-Aloud p. 057 Investigation 3 Day 4 Large Group p. 056 Investigation 3 Day 4 Large Group p. 056 Investigation 3 Day 4 Large Group	OPIC / INDICATOR		GENERAL READING PROCESSES - FLUENCY: Students will read orally with accuracy and expression at a rate that sounds like speech.
EXPECTATION 1.C.1.a. Listen to models of fluent reading Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Read-Aloud p. 018 Exploring the Topic Day 3 Read-Aloud p. 019 Exploring the Topic Day 4 Read-Aloud p. 019 Exploring the Topic Day 4 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 3 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 3 Read-Aloud p. 031 Investigation 1 Day 3 Read-Aloud p. 031 Investigation 1 Day 3 Read-Aloud p. 031 Investigation 2 Day 1 Read-Aloud p. 031 Investigation 2 Day 3 Read-Aloud p. 041 Investigation 3 Day 1 Read-Aloud p. 041 Investigation 3 Day 1 Read-Aloud p. 041 Investigation 3 Day 1 Read-Aloud p. 043 Investigation 3 Day 1 Read-Aloud p. 044 Investigation 3 Day 1 Read-Aloud p. 056 Investigation 3 Day 2 Small Group p. 066 Investig		1.C.	Fluency
EXPECTATION 1.C.1.a. Listen to models of fluent reading Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 3 Large Group p. 018 Exploring the Topic Day 3 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 4 Read-Aloud p. 024 Exploring the Topic Day 4 Read-Aloud p. 025 Exploring the Topic Day 4 Read-Aloud p. 026 Investigation 1 Day 2 Small Group p. 031 Investigation 1 Day 3 Read-Aloud p. 031 Investigation 1 Day 3 Large Group p. 031 Investigation 2 Day 1 Read-Aloud p. 031 Investigation 2 Day 3 Large Group p. 041 Investigation 2 Day 3 Read-Aloud p. 041 Investigation 2 Day 3 Read-Aloud p. 041 Investigation 2 Day 3 Read-Aloud p. 041 Investigation 3 Day 1 Read-Aloud p. 045 Investigation 3 Day 3 Read-Aloud p. 045 Investigation 3 Day 3 Read-Aloud p. 045 Investigation 3 Day 4 Sarge Group p. 046 Investigation 3 Day 4 Sarge Group p. 056 Investigation 3 Day 3 Read-Aloud p. 056 Investigation 3 Day 4 Sarge Group p. 061 In	BJECTIVE 1	1.C.1.	Engage in imitative reading at an appropriate rate
	XPECTATION		Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 2 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Read-Aloud p. 021 Exploring the Topic Day 5 Read-Aloud p. 021 Exploring the Topic Day 5 Read-Aloud p. 021 Exploring the Topic Day 5 Read-Aloud p. 023 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 4 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 036 Investigation 1 Day 4 Read-Aloud p. 036 Investigation 2 Day 3 Read-Aloud p. 041 Investigation 2 Day 3 Read-Aloud p. 044 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 1 Read-Aloud p. 056 Investigation 3 Day 5 Large Group p. 067 Investigation 3 Day 5 Large Group p. 066 Investigation 3 Day 5 Read-Aloud p. 079 Investigation 3 Day 5 Read-Aloud p. 079 Investigation 3 Day 5 Read-Aloud p. 071 Investigation 3 Day 4 Read-Aloud p. 075 Investigation 3 Day 4 Read-Aloud p. 075 Investigation 5 Day 3 Read-Aloud p. 075 Investigation 5 Day 4 Read-Aloud p. 075 Investigation 5 Day 3 Read-Aloud p. 075 Investigation 5 Day 4 Read-Aloud p. 075 Investigation 5 Day 4 Read-Aloud p. 075 Investigation 5 Day 3 Read-Aloud p. 075 Investigation 5 Day 4 Read-Aloud p. 079 Investigation 5 Day 4 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud p. 081 Investigation 5 Da
p. 109 Celebrating Learning Day 2 Mighty Minutes p. 109 Celebrating Learning Day 2 Read-Aloud			
EXPECTATION 1.C.1.b. Recite nursery rhymes, poems, and finger plays with ex Trees Study	XPECTATION 1		Recite nursery rhymes, poems, and finger plays with expression Trees Study

		p. 079 Investigation 5 Day 3 Read-Aloud p. 083 Investigation 5 Day 5 Small Group
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word
INDICATOR / PROFICIENCY	1.D.	meaning and to increase vocabulary. Vocabulary
LEVEL		
OBJECTIVE	1.D.1.	Develop and apply vocabulary through exposure to a variety of texts
	1.D.1.a.	Acquire new vocabulary through listening to a variety of texts on a daily basis 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. 023 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 032 Investigation 1 Day 4 Large Group p. 034 Investigation 1 Day 4 Read-Aloud p. 035 Investigation 1 Day 5 Read-Aloud p. 037 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 043 Investigation 2 Day 3 Read-Aloud p. 043 Investigation 3 Day 3 Read-Aloud p. 045 Investigation 3 Day 3 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 056 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 3 Choice Time p. 081 Investigation 5 Day 3 Choice Time p. 081 Investigation 5 Day 5 Large Group p. 077 Investigation 5 Day 2 Large Group p. 081 Investigation 5 Day 3 Large Group p. 083 Investigation 5 Day 3 Read-Aloud p. 081 Investigation 6 Day 1 Read-Aloud p. 087 Investigation 6 Day 1 Read-Aloud p. 087 Investigation 6 Day 1 Read-Aloud p. 081 Investigation 6 Day 1 Read-Aloud p. 083 Investigation 6 Day 1 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 2 Read-Aloud p. 091 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 3 Read-Aloud p. 093 Investigation 6 Day 3 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud
EXPECTATION	1.D.1.b.	Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation 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 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 043 Investigation 2 Day 3 Read-Aloud p. 043 Investigation 3 Day 3 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 3 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
EXPECTATION	1.D.1.c.	Ask questions about unknown objects and words related to topics
		discussed
		Troop Study
		Trees Study
		p. 014 Exploring the Topic Day 1 Large Group
		p. 015 Exploring the Topic Day 1 Read-Aloud
		p. 015 Exploring the Topic Day 1 Choice Time
		p. 017 Exploring the Topic Day 2 Small Group
		p. 017 Exploring the Topic Day 2 Read-Aloud
		p. 019 Exploring the Topic Day 3 Read-Aloud
		p. 021 Exploring the Topic Day 4 Read-Aloud
		p. 021 Exploring the Topic Day 4 Small Group
		p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 029 Investigation 1 Day 1 Read-Aloud
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 031 Investigation 1 Day 2 Small Group
		p. 032 Investigation 1 Day 3 Large Group
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 034 Investigation 1 Day 4 Large Group
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 040 Investigation 2 Day 1 Large Group
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 043 Investigation 2 Day 2 Read-Aloud
		p. 044 Investigation 2 Day 3 Large Group
		p. 045 Investigation 2 Day 3 Read-Aloud
		p. 047 Investigation 2 Day 4 Read-Aloud
		p. 049 Investigation 2 Day 5 Read-Aloud
		p. 052 Investigation 3 Day 1 Large Group
		p. 053 Investigation 3 Day 1 Read-Aloud
		p. 055 Investigation 3 Day 2 Read-Aloud
		p. 055 Investigation 3 Day 2 Small Group
		p. 057 Investigation 3 Day 3 Read-Aloud
		p. 057 Investigation 3 Day 3 Small Group
		p. 058 Investigation 3 Day 4 Large Group
		p. 059 Investigation 3 Day 4 Read-Aloud
		p. 060 Investigation 3 Day 5 Choice Time
		p. 060 Investigation 3 Day 5 Choice Time
		p. 061 Investigation 3 Day 5 Read-Aloud
		p. 065 Investigation 4 Day 1 Read-Aloud
		p. 067 Investigation 4 Day 2 Read-Aloud
		p. 069 Investigation 4 Day 3 Read-Aloud
		p. 069 Investigation 4 Day 3 Small Group
		p. 070 Investigation 4 Day 4 Choice Time
		p. 071 Investigation 4 Day 4 Read- Aloud
		p. 075 Investigation 5 Day 1 Read-Aloud
		p. 076 Investigation 5 Day 2 Large Group
		p. 077 Investigation 5 Day 2 Read-Aloud
		p. 079 Investigation 5 Day 3 Choice Time
		p. 079 Investigation 5 Day 3 Read-Aloud
		p. 079 Investigation 5 Day 3 Small Group
		p. 080 Investigation 5 Day 4 Large Group
		p. 081 Investigation 5 Day 4 Choice Time

		p. 081 Investigation 5 Day 4 Read-Aloud
		p. 081 Investigation 5 Day 4 Small Group p. 082 Investigation 5 Day 5 Large Group
		p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Read-Aloud
		p. 083 Investigation 5 Day 5 Kead-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
EXPECTATION	1.D.1.d.	Listen to and identify the meaning of content-specific vocabulary
		Trees Study
		p. 015 Exploring the Topic Day 1 Choice Time
		p. 029 Investigation 1 Day 1 Read-Aloud
		p. 032 Investigation 1 Day 3 Large Group
		p. 034 Investigation 1 Day 4 Large Group
		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 040 Investigation 2 Day 1 Large Group
		p. 043 Investigation 2 Day 2 Read-Aloud
		p. 055 Investigation 3 Day 2 Read-Aloud
		p. 059 Investigation 3 Day 4 Read-Aloud
		p. 065 Investigation 4 Day 1 Read-Aloud
		p. 069 Investigation 4 Day 3 Read-Aloud
		p. 076 Investigation 5 Day 2 Large Group
		p. 077 Investigation 5 Day 2 Read-Aloud
		p. 079 Investigation 5 Day 3 Choice Time
		p. 081 Investigation 5 Day 4 Choice Time
		p. 082 Investigation 5 Day 5 Large Group
		p. 083 Investigation 5 Day 5 Read-Aloud
		p. 087 Investigation 6 Day 1 Read-Aloud
		p. 091 Investigation 6 Day 3 Read-Aloud
EXPECTATION	1.D.1.e.	
EXPECTATION	1.D.1.e.	Identify some signs, labels, and environmental print
		Trees Study
		p. 037 Investigation 1 Day 5 Small Group
		p. 053 Investigation 3 Day 1 Small Group
		p. 055 Investigation 3 Day 2 Small Group
EXPECTATION	1.D.1.f.	Collect and play with favorite words
		Trans Of the
		Trees Study
		p. 015 Exploring the Topic Day 1 Choice Time
		p. 015 Exploring the Topic Day 1 Choice Time p. 017 Exploring the Topic Day 2 Read-Aloud
		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
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		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. 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
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		 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 Read-Aloud p. 043 Investigation 2 Day 3 Read-Aloud p. 043 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 055 Investigation 3 Day 4 Read-Aloud p. 055 Investigation 3 Day 1 Read-Aloud
		 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 3 Read-Aloud p. 043 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 055 Investigation 3 Day 4 Read-Aloud

p. 077 Investigation 5 Day 2 Read-Aloud p. 071 Investigation 5 Day 3 Choice Time p. 081 Investigation 5 Day 3 Choice Time p. 083 Investigation 5 Day 5 Read-Aloud p. 083 Investigation 6 Day 1 Read-Aloud p. 083 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 2 Read-Aloud p. 190 Celebrating Learning Day 2 Read-Aloud NDICATOR / PROFICIENCY 1.D.2. Obstective 0.DIJECTIVE 1.D.2. Develop a conceptual understanding of new words EXPECTATION 1.D.2.a. Use words to describe size, color, and shape Trees Study p. 016 Exploring the Topic Day 1 Large Group p. 017 Exploring the Topic Day 2 Large Group Roundup p. 017 Exploring the Topic Day 2 Large Group Roundup p. 017 Exploring the Topic Day 2 Large Group Roundup p. 021 Inves		1	
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 p. 045 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Choice Time p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Large-Group Roundup p. 049 Investigation 2 Day 5 Mighty Minutes p. 052 Investigation 3 Day 1 Large Group p. 054 Investigation 3 Day 2 Large Group p. 056 Investigation 3 Day 3 Choice Time 			
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p. 052 Investigation 3 Day 1 Large Group p. 053 Investigation 3 Day 1 Large-Group Roundup p. 054 Investigation 3 Day 2 Large Group p. 056 Investigation 3 Day 3 Choice Time			
p. 053 Investigation 3 Day 1 Large-Group Roundup p. 054 Investigation 3 Day 2 Large Group p. 056 Investigation 3 Day 3 Choice Time			
p. 054 Investigation 3 Day 2 Large Group p. 056 Investigation 3 Day 3 Choice Time			p. 052 Investigation 3 Day 1 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. 057 Investigation 3 Day 3 Small Group p. 059 Investigation 3 Day 4 Large-Group Roundup p. 064 Investigation 4 Day 1 Large Group p. 064 Investigation 4 Day 2 Small Group p. 068 Investigation 4 Day 3 Large Group Roundup p. 069 Investigation 4 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Large Group Roundup p. 070 Investigation 4 Day 4 Large Group Roundup p. 070 Investigation 4 Day 4 Large Group Roundup p. 070 Investigation 5 Day 1 Large Group Roundup p. 075 Investigation 5 Day 1 Large-Group Roundup p. 075 Investigation 5 Day 1 Large-Group Roundup p. 075 Investigation 5 Day 2 Choice Time p. 076 Investigation 5 Day 2 Large-Group Roundup p. 077 Investigation 5 Day 2 Large Group p. 076 Investigation 5 Day 3 Large Group p. 077 Investigation 5 Day 3 Large Group p. 078 Investigation 5 Day 4 Large-Group Roundup p. 079 Investigation 5 Day 4 Large Group p. 079 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Large-Group Roundup p. 081 Investigation 5 Day 4 Large-Group Roundup p. 081 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Large-Group Roundup p. 083 Investigation 6 Day 1 Large-Group Roundup p. 083 Investigation 6 Day 1 Large-Group Roundup p. 083 Investigation 6 Day 1 Small Group p. 083 Investigation 6 Day 2 Small Group p. 084 Investigation 6 Day 2 Choice Time p. 085 Investigation 6 Day 2 Choice Time p. 086 Investigation 6 Day 3 Large-Group Roundup p. 081 Investigation 6 Day 1 Choice Time p. 081 Investigation 6 Day
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.
INDICATOR / PROFICIENCY LEVEL	1.D.	Vocabulary
OBJECTIVE	1.D.3.	Understand, acquire, and use new vocabulary
EXPECTATION	1.D.3.b.	Use newly learned vocabulary on multiple occasions to reinforce meaning <u>Trees Study</u> p. 015 Exploring the Topic Day 1 Choice Time p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 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. 043 Investigation 2 Day 2 Read-Aloud

		 p. 045 Investigation 2 Day 3 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 4 Read-Aloud p. 065 Investigation 4 Day 1 Read-Aloud p. 069 Investigation 4 Day 3 Read-Aloud p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Read-Aloud p. 079 Investigation 5 Day 2 Read-Aloud p. 079 Investigation 5 Day 2 Choice Time p. 081 Investigation 5 Day 5 Large Group p. 082 Investigation 5 Day 5 Read-Aloud p. 083 Investigation 6 Day 1 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 2 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 2 Read-Aloud p. 084 Investigation 6 Day 2 Read-Aloud p. 085 Investigation 6 Day 3 Read-Aloud p. 091 Investigation 6 Day 3 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.1.	Demonstrate an understanding of concepts of print to determine how print is organized and read
EXPECTATION	1.E.1.a.	Understand that speech can be written and read <u>Trees Study</u> p. 037 Investigation 1 Day 5 Small Group p. 053 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 2 Mighty Minutes p. 057 Investigation 3 Day 3 Small Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 065 Investigation 4 Day 1 Small Group p. 069 Investigation 4 Day 3 Small Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 082 Investigation 5 Day 5 Choice Time p. 107 Celebrating Learning Day 2 Small Group p. 109 Celebrating Learning Day 2 Small Group
EXPECTATION	1.E.1.b.	Understand that print conveys meaning <u>Trees Study</u> p. 037 Investigation 1 Day 5 Small Group p. 053 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 2 Mighty Minutes p. 057 Investigation 3 Day 3 Small Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 065 Investigation 4 Day 1 Small Group p. 069 Investigation 4 Day 3 Small Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 082 Investigation 5 Day 5 Choice Time p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Small Group
EXPECTATION	1.E.1.c.	Demonstrate the proper use of a book <u>Trees Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Read-Aloud

		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 043 Investigation 2 Day 2 Read-Aloud
		p. 045 Investigation 2 Day 3 Read-Aloud
		p. 047 Investigation 2 Day 4 Read-Aloud
		p. 049 Investigation 2 Day 5 Read-Aloud
		p. 053 Investigation 3 Day 1 Read-Aloud
		p. 057 Investigation 3 Day 3 Read-Aloud
		p. 067 Investigation 5 Day 5 Read-Aloud
		p. 075 Investigation 5 Day 1 Read-Aloud
		p. 089 Investigation 6 Day 2 Read-Aloud
		p. 093 Investigation 6 Day 4 Read-Aloud
		p. 109 Celebrating Learning Day 2 Read-Aloud
EXPECTATION	1.E.1.d.	Identify the title of a book
		Taxas Ofushi
		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. 031 Investigation 1 Day 2 Read-Aloud
		p. 031 Investigation 1 Day 2 Small Group
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 043 Investigation 2 Day 2 Read-Aloud
		p. 045 Investigation 2 Day 3 Read-Aloud
		p. 047 Investigation 2 Day 4 Read-Aloud
		p. 049 Investigation 2 Day 5 Read-Aloud
		p. 053 Investigation 3 Day 1 Read-Aloud
		p. 057 Investigation 3 Day 3 Read-Aloud
		p. 067 Investigation 4 Day 2 Read-Aloud
		p. 071 Investigation 4 Day 4 Read- Aloud
		p. 075 Investigation 5 Day 1 Read-Aloud
		p. 081 Investigation 5 Day 4 Read-Aloud
		p. 089 Investigation 6 Day 2 Read-Aloud
		p. 093 Investigation 6 Day 4 Read-Aloud
		p. 109 Celebrating Learning Day 2 Read-Aloud
EXPECTATION	1.E.1.e.	Demonstrate that text is read from left to right and top to bottom
		ů i
		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
EXPECTATION	1.E.1.f.	Identify pictures, shapes, letters, and numerals
		Trace Study
		Trees Study
		p. 015 Exploring the Topic Day 1 Read-Aloud
		p. 017 Exploring the Topic Day 2 Mighty Minutes
		p. 017 Exploring the Topic Day 2 Read-Aloud
		p. 019 Exploring the Topic Day 3 Read-Aloud
		p. 020 Exploring the Topic Day 4 Large Group
		The same subsected and same set a monthly a same

INDICATOR / PROFICIENCY 1. LEVEL 1. OBJECTIVE 1.	-LD-C.1. I.E. I.E.2.a.	p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Small Group p. 031 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 033 Investigation 1 Day 4 Mighty Minutes p. 033 Investigation 1 Day 4 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 035 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Mighty Minutes p. 037 Investigation 2 Day 1 Mighty Minutes p. 037 Investigation 2 Day 1 Read-Aloud p. 041 Investigation 2 Day 5 Read-Aloud p. 044 Investigation 2 Day 5 Read-Aloud p. 045 Investigation 2 Day 5 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 049 Investigation 3 Day 5 Read-Aloud p. 049 Investigation 3 Day 5 Read-Aloud p. 049 Investigation 3 Day 1 Read-Aloud p. 049 Investigation 3 Day 1 Small Group p. 053 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 3 Read-Aloud p. 061 Investigation 3 Day 5 Read-Aloud p. 061 Investigation 3 Day 5 Read-Aloud p. 061 Investigation 3 Day 5 Read-Aloud p. 065 Investigation 4 Day 1 Mighty Minutes p. 066 Investigation 4 Day 1 Small Group p. 067 Investigation 4 Day 1 Small Group p. 067 Investigation 4 Day 1 Small Group p. 075 Investigation 4 Day 1 Small Group p. 075 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 5 Day 1 Small Group p. 075 Investigation 5 Day 1 Small Group p. 075 Investigation 5 Day 1 Small Group p. 077 Investigation 5 Day 1 Small Group p. 078 Investigation 5 Day 1 Small Group p. 071 Investigation 5 Day 1 Small Group p. 075 Investigation 5 Day 2 Small Group p. 071 Investigation 5 Day 2 Small Group p. 071 Investigation 5 Day 4 Read-Aloud p. 073 Investigation 5 Day 4 Small Group p. 074 Investigation 5 Day 4 Small Group p. 081 Investigation 5 Day 4 Small Group p. 081 Investigation 5 Day 4 Small Group p. 081 Investigation 6 Day 4 Small Group p. 081 Investigation 6 Day 4 Small Group p. 081 Investi
EXPECTATION 1.	l.E.2.b.	

		 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. 043 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 2 Day 4 Read-Aloud p. 047 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 5 Day 4 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud p. 081 Investigation 6 Day 1 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.3.	Use strategies to make meaning from text (during reading)
EXPECTATION	1.E.3.a.	Use illustrations to construct meaning 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 3 Large Group p. 032 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 4 Read-Aloud p. 035 Investigation 1 Day 5 Read-Aloud p. 037 Investigation 2 Outdoor Experiences p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 4 Read-Aloud p. 051 Investigation 3 Day 4 Read-Aloud p. 051 Investigation 3 Day 4 Read-Aloud p. 051 Investigation 3 Day 4 Read-Aloud p. 053 Investigation 3 Day 4 Read-Aloud p. 054 Investigation 5 Day 4 Read-Aloud p. 055 Investigation 5 Day 1 Read-Aloud p. 061 Investigation 5 Day 1 Read-Aloud p. 061 Investigation 5 Day 4 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 2 Read-Aloud <
EXPECTATION	1.E.3.b.	Make and confirm predictions <u>Trees Study</u> p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud

		 p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 035 Investigation 2 Day 1 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 043 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 047 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 5 Day 4 Read-Aloud p. 075 Investigation 5 Day 4 Read-Aloud p. 087 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
EXPECTATION	1.E.3.c.	Connect events, characters, and actions in stories to specific life experiences <u>Trees Study</u> p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud
		 p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 2 Day 4 Read-Aloud p. 047 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. 075 Investigation 5 Day 1 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.4.	Demonstrate understanding of text (after reading)
EXPECTATION	1.E.4.a.	Demonstrate understanding of text (after reading) Recall information from text 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 5 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 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud 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 Read-Aloud p. 043 Investigation 2 Day 2 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 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 057 Investigation 3 Day 2 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud p. 057 Investigation 3 Day 4 Large Group p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 5 Large Group p. 061 Investigation 4 Day 1 Read-Aloud p. 065 Investigation 4 Day 2 Read-Aloud p. 065 Investigation 4 Day 2 Read-Aloud p. 065 Investigation 4 Day 3 Read-Aloud p. 065 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 4 Day 3 Read-Aloud p. 070 Investigation 4 Day 4 Read-Aloud p. 071 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 5 Day 2 Large Group p. 071 Investigation 5 Day 2 Large Group p. 071 Investigation 5 Day 2 Large Group p. 073 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Kead-Aloud p. 081 Investigation 5 Day 4 Small Group p. 081 Investigation 5 Day 5 Large Group p. 081 Investigation 5 Day 5 Large Group p. 081 Investigation 5 Day 4 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud p. 081 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 4 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud p. 083 Inve
EXPECTATION	1.E.4.b.	 p. 109 Celebrating Learning Day 2 Read-Aloud Respond orally to questions Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 029 Investigation 1 Day 1 Read-Aloud p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 052 Investigation 3 Day 1 Large Group p. 055 Investigation 3 Day 2 Read-Aloud p. 057 Investigation 3 Day 2 Read-Aloud p. 059 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 4 Day 3 Small Group p. 065 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 4 Day 3 Read-Aloud p. 070 Investigation 5 Day 2 Large Group p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Large Group p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Large Group p. 078 Investigation 5 Day 2 Read-Aloud p. 079 Investigation 5 Day 2 Large Group p. 071 Investigation 5 Day 2 Read-Aloud p. 075 Investigation 5 Day 2 Read-Aloud p. 076 Investigation 5 Day 3 Choice Time p. 081 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Large Group p. 083 Investigation 6 Day 1 Read-Aloud p. 087 Investigation 6 Day 1 Read-Aloud

		n 004 Investigation C Dev 2 Dead Aloud
		p. 091 Investigation 6 Day 3 Read-Aloud p. 107 Celebrating Learning Day 1 Small Group
EXPECTATION	1 5 4 0	
EXPECTATION	1.E.4.c.	Respond to text in a variety of ways: Retell; Dramatize; Draw <u>Trees Study</u> p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 041 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 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 5 Day 3 Read-Aloud p. 081 Investigation 5 Day 3 Read-Aloud p. 083 Investigation 5 Day 4 Small Group p. 083 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 093 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 2 Read-Aloud
EXPECTATION	1.E.4.e.	Retell a story as though reading a book
		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. 045 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 049 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 060 Investigation 3 Day 5 Choice Time p. 060 Investigation 5 Day 3 Read-Aloud p. 079 Investigation 5 Day 3 Read-Aloud p. 081 Investigation 5 Day 3 Read-Aloud p. 083 Investigation 5 Day 4 Small Group p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 2 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud
TOPIC / INDICATOR	LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.
INDICATOR / PROFICIENCY LEVEL		Comprehension of Informational Text
OBJECTIVE	2.A.1.	Develop comprehension skills by reading a variety of informational texts
EXPECTATION	2.A.1.a.	Listen to nonfiction materials: Nonfiction trade books; Magazines; Multimedia resources <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 029 Investigation 1 Day 1 Read-Aloud p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 052 Investigation 3 Day 1 Large Group p. 055 Investigation 3 Day 2 Read-Aloud

		 p. 057 Investigation 3 Day 3 Small Group p. 059 Investigation 3 Day 4 Read-Aloud p. 065 Investigation 4 Day 1 Read-Aloud p. 069 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 3 Choice Time p. 081 Investigation 5 Day 4 Choice Time p. 081 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Read-Aloud p. 091 Investigation 6 Day 1 Read-Aloud p. 091 Investigation 6 Day 3 Read-Aloud p. 091 Investigation 6 Day 3 Read-Aloud p. 091 Investigation 6 Day 1 Read-Aloud p. 107 Celebrating Learning Day 1 Small Group
EXPECTATION	2.A.1.b.	Listen to and read functional documents by following simple oral or rebus directions: Recipes; Rules; Signs; Labels; Center activities; Classroom schedules <u>Trees Study</u> p. 019 Exploring the Topic Day 3 Read-Aloud p. 053 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 107 Celebrating Learning Day 1 Small Group
EXPECTATION	2.A.1.c.	Listen to and use personal interest materials, such as books and magazines <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 029 Investigation 1 Day 1 Read-Aloud p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 5 Read-Aloud p. 034 Investigation 2 Day 1 Large Group p. 037 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 1 Large Group p. 043 Investigation 3 Day 1 Large Group p. 055 Investigation 3 Day 1 Large Group p. 055 Investigation 3 Day 1 Large Group p. 055 Investigation 3 Day 2 Read-Aloud p. 057 Investigation 3 Day 3 Small Group p. 059 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 5 Day 2 Large Group p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Large Group p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Large Group p. 071 Investigation 5 Day 3 Choice Time p. 081 Investigation 5 Day 3 Choice Time p. 081 Investigation 5 Day 3 Choice Time p. 082 Investigation 5 Day 3 Large Group p. 083 Investigation 5 Day 3 Large Group p. 083 Investigation 5 Day 3 Read-Aloud p. 083 Investigation 6 Day 1 Read-Aloud p. 091 Investigation 6 Day 1 Read-Aloud p. 091 Investigation 6 Day 1 Read-Aloud p. 091 Investigation 6 Day 3 Read-Aloud
TOPIC / INDICATOR	LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.
INDICATOR / PROFICIENCY LEVEL	2.A.	Comprehension of Informational Text
OBJECTIVE	2.A.2.	Recognize and use text features to facilitate understanding of informational texts
EXPECTATION	2.A.2.b.	Recognize graphic aids: Photographs; Drawings; Maps; Graphs; Diagrams

		Trees Study p. 017 Exploring the Topic Day 2 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 020 Exploring the Topic Day 4 Large Group p. 032 Investigation 1 Day 3 Large Group p. 035 Investigation 1 Day 4 Mighty Minutes p. 037 Investigation 1 Day 5 Read-Aloud p. 039 Investigation 2 Outdoor Experiences p. 042 Investigation 2 Day 2 Large Group p. 059 Investigation 3 Day 4 Read-Aloud
TOPIC / INDICATOR	LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.
INDICATOR / PROFICIENCY LEVEL	2.A.	Comprehension of Informational Text
OBJECTIVE	2.A.4.	Determine important ideas and messages in informational texts
EXPECTATION	2.A.4.a.	Retell important facts from a text Trees Study p. 015 Exploring the Topic Day 1 Choice Time p. 029 Investigation 1 Day 1 Read-Aloud p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 043 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 057 Investigation 3 Day 3 Small Group p. 059 Investigation 4 Day 1 Read-Aloud p. 065 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 4 Day 3 Read-Aloud p. 070 Investigation 5 Day 2 Large Group p. 071 Investigation 5 Day 2 Read-Aloud p. 072 Investigation 5 Day 2 Large Group p. 073 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 Large Group p. 083 Investigation 5 Day 3 Read-Aloud p. 087 Investigation 6 Day 1 Read-Aloud p. 087 Investigation 6 Day 1 Read-Aloud p. 087 Investigation 6 Day 3 Read-A
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.1.	Develop comprehension skills by listening to a variety of self- selected and assigned literary texts
EXPECTATION	3.A.1.a.	Listen to and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud

		p. 044 Investigation 2 Day 3 Large Group
		p. 045 Investigation 2 Day 3 Read-Aloud
		p. 047 Investigation 2 Day 4 Read-Aloud
		p. 049 Investigation 2 Day 5 Read-Aloud
		p. 053 Investigation 3 Day 1 Read-Aloud
		p. 055 Investigation 3 Day 2 Small Group
		p. 057 Investigation 3 Day 3 Read-Aloud
		p. 058 Investigation 3 Day 4 Large Group
		p. 060 Investigation 3 Day 5 Choice Time
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Read-Aloud
		p. 067 Investigation 4 Day 2 Read-Aloud
		p. 069 Investigation 4 Day 3 Small Group
		p. 071 Investigation 4 Day 4 Read- Aloud
		p. 075 Investigation 5 Day 1 Read-Aloud
		p. 079 Investigation 5 Day 3 Choice Time
		p. 079 Investigation 5 Day 3 Read-Aloud
		p. 079 Investigation 5 Day 3 Small Group
		p. 080 Investigation 5 Day 4 Large Group
		p. 081 Investigation 5 Day 4 Read-Aloud
		p. 081 Investigation 5 Day 4 Small Group
		p. 083 Investigation 5 Day 5 Small Group
		p. 087 Investigation 6 Day 1 Small Group
		p. 089 Investigation 6 Day 2 Read-Aloud
		p. 093 Investigation 6 Day 4 Read-Aloud
		p. 107 Celebrating Learning Day 1 Read-Aloud
		p. 109 Celebrating Learning Day 2 Read-Aloud
EXPECTATION	3.A.1.b.	Listen to and discuss a variety of different types of fictional literary
		texts, such as stories, poems, nursery rhymes, realistic fiction, and
		fairy tales
		Trees Study
		p. 014 Exploring the Topic Day 1 Large Group
		p. 015 Exploring the Topic Day 1 Read-Aloud
		p. 017 Exploring the Topic Day 2 Small Group
		p. 017 Exploring the Topic Day 2 Read-Aloud
		p. 018 Exploring the Topic Day 3 Large Group
		p. 019 Exploring the Topic Day 3 Read-Aloud
		p. 021 Exploring the Topic Day 4 Read-Aloud
		p. 021 Exploring the Topic Day 4 Small Group
		p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 031 Investigation 1 Day 2 Small Group
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 035 Investigation 1 Day 4 Read-Aloud
		p. 036 Investigation 1 Day 5 Large Group
		p. 041 Investigation 2 Day 1 Read-Aloud
		p. 043 Investigation 2 Day 2 Small Group
		p. 044 Investigation 2 Day 2 Small Group
		p. 045 Investigation 2 Day 3 Read-Aloud
		p. 047 Investigation 2 Day 4 Read-Aloud
		p. 049 Investigation 2 Day 5 Read-Aloud
		p. 053 Investigation 3 Day 1 Read-Aloud
		p. 055 Investigation 3 Day 2 Small Group
		p. 057 Investigation 3 Day 3 Read-Aloud
	11	p. 058 Investigation 3 Day 4 Large Group
		p. 060 Investigation 3 Day 5 Choice Time
		p. 060 Investigation 3 Day 5 Large Group
		p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Read-Aloud
		p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Read-Aloud p. 067 Investigation 4 Day 2 Read-Aloud
		p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Read-Aloud p. 067 Investigation 4 Day 2 Read-Aloud p. 069 Investigation 4 Day 3 Small Group
		p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Read-Aloud p. 067 Investigation 4 Day 2 Read-Aloud p. 069 Investigation 4 Day 3 Small Group p. 071 Investigation 4 Day 4 Read- Aloud
		p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Read-Aloud p. 067 Investigation 4 Day 2 Read-Aloud p. 069 Investigation 4 Day 3 Small Group p. 071 Investigation 4 Day 4 Read- Aloud p. 075 Investigation 5 Day 1 Read-Aloud
		 p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Read-Aloud p. 067 Investigation 4 Day 2 Read-Aloud p. 069 Investigation 4 Day 3 Small Group p. 071 Investigation 4 Day 4 Read- Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 079 Investigation 5 Day 3 Choice Time
		 p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Read-Aloud p. 067 Investigation 4 Day 2 Read-Aloud p. 069 Investigation 4 Day 3 Small Group p. 071 Investigation 4 Day 4 Read- Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 079 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Read-Aloud
		 p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Read-Aloud p. 067 Investigation 4 Day 2 Read-Aloud p. 069 Investigation 4 Day 3 Small Group p. 071 Investigation 4 Day 4 Read- Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 079 Investigation 5 Day 3 Choice Time

TOPIC / INDICATOR	LLD.3.	 p. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Read-Aloud p. 081 Investigation 5 Day 4 Small Group p. 083 Investigation 5 Day 5 Small Group p. 087 Investigation 6 Day 1 Small Group p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Read-Aloud p. 109 Celebrating Learning Day 2 Mighty Minutes p. 109 Celebrating Learning Day 2 Read-Aloud
INDICATOR / PROFICIENCY	3.A.	comprehend, interpret, analyze, and evaluate literary text. Comprehension of Literary Text
LEVEL		
OBJECTIVE EXPECTATION	3.A.2. 3.A.2.a.	Use text features to facilitate understanding of literary texts Identify and explain how the title contributes to meaning
		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. 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. 045 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 2 Day 4 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 047 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 4 Day 2 Read-Aloud p. 067 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 7 Day 4 Read-Aloud p. 094 Investigation 7 Day 4 Read-Aloud p. 095
EXPECTATION	3.A.2.b.	Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning Trees Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 2 Day 1 Read-Aloud p. 041 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 061 Investigation 3 Day 5 Small Group p. 061 Investigation 4 Day 3 Small Group p. 075 Investigation 5 Day 4 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud

		p. 089 Investigation 6 Day 2 Read-Aloud
		p. 093 Investigation 6 Day 4 Read-Aloud
		p. 108 Celebrating Learning Day 2 Large Group
		p. 109 Celebrating Learning Day 2 Read-Aloud
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read,
		comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY	3.A.	Comprehension of Literary Text
LEVEL		
OBJECTIVE	3.A.3.	Use elements of narrative texts to facilitate understanding
EXPECTATION	3.A.3.a.	Identify the beginning and end of a story
	J.A.J.a.	identity the beginning and end of a story
		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 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 2 Read-Aloud
		p. 109 Celebrating Learning Day 2 Read-Aloud
EXPECTATION	3.A.3.b.	Identify the characters of a story
		<u>Trees Study</u> p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud
		p. 031 Investigation 1 Day 2 Read-Aloud
		p. 033 Investigation 1 Day 3 Read-Aloud
		p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud
		p. 045 Investigation 2 Day 3 Read-Aloud
		p. 047 Investigation 2 Day 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. 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. 093 Investigation 6 Day 4 Read-Aloud p. 107 Celebrating Learning Day 1 Read-Aloud
		p. 107 Celebrating Learning Day 1 Read-Aloud
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read,
		comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.4.	Use elements of poetry to facilitate understanding
EXPECTATION	3.A.4.a.	Identify rhyme, rhythm, and repetition in poems read to them
		Trees Study
	11	
		p. 014 Exploring the Topic Day 1 Large Group p. 017 Exploring the Topic Day 2 Small Group

		 p. 018 Exploring the Topic Day 3 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 036 Investigation 1 Day 5 Large Group p. 055 Investigation 3 Day 2 Small Group p. 060 Investigation 3 Day 5 Large Group p. 079 Investigation 5 Day 3 Choice Time p. 080 Investigation 5 Day 4 Large Group p. 106 Celebrating Learning Day 1 Large Group p. 109 Celebrating Learning Day 2 Mighty Minutes
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.6.	Determine important ideas and messages in literary texts
EXPECTATION	3.A.6.a.	Retell the story by sequencing the main events 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. 045 Investigation 2 Day 5 Read-Aloud p. 045 Investigation 2 Day 5 Read-Aloud p. 049 Investigation 3 Day 5 Read-Aloud p. 053 Investigation 3 Day 5 Read-Aloud p. 057 Investigation 3 Day 5 Read-Aloud p. 060 Investigation 3 Day 5 Choice Time p. 060 Investigation 5 Day 3 Read-Aloud p. 079 Investigation 5 Day 3 Read-Aloud p. 081 Investigation 5 Day 4 Small Group 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. 109 Celebrating Learning Day 2 Read-Aloud
EXPECTATION	3.A.6.b.	Identify a personal connection to the text <u>Trees Study</u> p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 1 Read-Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 2 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud
TOPIC / INDICATOR	LLD.4.	WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.
INDICATOR / PROFICIENCY LEVEL	4.A.	Writing
OBJECTIVE	4.A.1.	Compose texts using the prewriting and drafting strategies of effective writers and speakers
EXPECTATION	4.A.1.a.	Recognize that writing conveys meaning <u>Trees Study</u> p. 109 Celebrating Learning Day 2 Large-Group Roundup

EXPECTATION	4.A.1.b.	Generate ideas by using letter-like shapes, symbols, and letters, dictating words and phrases, and using drawings to represent ideas
		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. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group
TOPIC / INDICATOR	LLD.4.	
TOPIC / INDICATOR	LLD.4.	WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting
		language appropriate for a particular audience and purpose.
INDICATOR / PROFICIENCY LEVEL	4.A.	Writing
OBJECTIVE	4.A.2.	Compose oral and visual presentations that express personal ideas
EXPECTATION	4.A.2.a.	Write to express personal ideas using letter-like shapes, symbols,
	4.A.2.a.	and letters
		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
EXPECTATION	4.A.2.b.	Contribute to a shared writing experience or topic of interest
		Trees Study
		p. 016 Exploring the Topic Day 2 Large Group
		p. 017 Exploring the Topic Day 2 Small Group p. 021 Exploring the Topic Day 4 Small Group
		p. 047 Investigation 2 Day 4 Large-Group Roundup
		p. 047 Investigation 2 Day 4 Small Group
		p. 049 Investigation 2 Day 5 Small Group
		p. 057 Investigation 3 Day 3 Large-Group Roundup
		p. 067 Investigation 4 Day 2 Large-Group Roundup p. 078 Investigation 5 Day 3 Large Group
		p. 079 Investigation 5 Day 3 Choice Time
		p. 079 Investigation 5 Day 3 Large-Group Roundup
		p. 087 Investigation 6 Day 1 Small Group
		p. 089 Investigation 6 Day 2 Large-Group Roundup
		p. 109 Celebrating Learning Day 2 Small Group
EXPECTATION	4.A.2.c.	Use drawings, letters, or symbols to express personal ideas
		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 4 Small Group
		p. 065 Investigation 4 Day 1 Choice Time
		p. 066 Investigation 4 Day 2 Choice Time

TOPIC / INDICATOR	LLD.4.	 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 WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting
	4.A.	language appropriate for a particular audience and purpose. Writing
OBJECTIVE	4.A.4.	Identify how language choices in writing and speaking affect thoughts and feelings
	4.A.4.a.	Identify and use words to communicate feelings 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. 045 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 3 Day 1 Read-Aloud p. 056 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 5 Day 1 Read-Aloud p. 077 Investigation 5 Day 1 Read-Aloud p. 090 Investigation 6 Day 3 Choice Time p. 109 Celebrating Learning Day 2 Large-Group Roundup
TOPIC / INDICATOR	LLD.5.	CONTROLLING LANGUAGE: Students will control language by applying the conventions of standard English in speaking and writing. Grammar
LEVEL	J.A.	Grannia
OBJECTIVE	5.A.1.	Use grammar concepts and skills that strengthen oral language
EXPECTATION	5.A.1.a.	Use complete sentences to respond to questions <u>Trees Study</u> p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Small Group p. 035 Investigation 1 Day 4 Small Group p. 041 Investigation 2 Day 1 Small Group p. 047 Investigation 2 Day 4 Small Group p. 051 Investigation 3 Outdoor Experiences p. 057 Investigation 3 Day 3 Small Group p. 070 Investigation 4 Day 4 Small Group p. 075 Investigation 5 Day 1 Small Group p. 085 Investigation 6 Outdoor Experience p. 087 Investigation 6 Day 3 Choice Time p. 105 Celebrating Learning Outdoor Experiences p. 107 Clebrating Learning Day 1 Small Group
TOPIC / INDICATOR	LLD.5.	CONTROLLING LANGUAGE: Students will control language by applying the conventions of standard English in speaking and writing.
INDICATOR / PROFICIENCY	5.C.	Mechanics
LEVEL		
	5.C.1.	Comprehend basic punctuation and capitalization in written language

		<u>Trees Study</u> p. 018 Exploring the Topic Day 3 Large Group p. 049 Investigation 2 Day 5 Small Group p. 053 Investigation 3 Day 1 Small Group p. 109 Celebrating Learning Day 2 Small Group
TOPIC / INDICATOR	LLD.6.	LISTENING: Students will demonstrate effective listening to learn, process, and analyze information.
INDICATOR / PROFICIENCY LEVEL	6.A.	Listening
OBJECTIVE	6.A.2.	Comprehend and analyze what is heard
EXPECTATION	6.A.2.a.	Determine a speaker 's general purpose <u>Trees Study</u> p. 046 Investigation 2 Day 4 Large Group p. 056 Investigation 3 Day 3 Large Group p. 066 Investigation 4 Day 2 Large Group p. 088 Investigation 6 Day 2 Large Group
EXPECTATION	6.A.2.b.	Identify rhythms and patterns of language, including rhyme and repetition <u>Trees Study</u> p. 067 Investigation 4 Day 2 Mighty Minutes p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Mighty Minutes p. 070 Investigation 4 Day 4 Mighty Minutes p. 088 Investigation 6 Day 2 Large Group p. 089 Investigation 6 Day 2 Mighty Minutes p. 092 Investigation 6 Day 4 Large Group
	6.A.2.d.	Follow a set of two- or three-step directions 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. 051 Investigation 3 Day 2 Mighty Minutes p. 055 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 3 Small Group p. 074 Investigation 5 Day 1 Large Group p. 078 Investigation 6 Outdoor Experiences p. 105 Celebrating Learning Outdoor Experiences p. 107 Clebrating Learning Day 1 Small Group
TOPIC / INDICATOR	LLD.7.	SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.
INDICATOR / PROFICIENCY LEVEL	7.A.	Speaking
OBJECTIVE	7.A.1.	Use organization and delivery strategies
EXPECTATION	7.A.1.a.	Speak clearly enough to be heard and understood in a variety of settings <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 019 Exploring the Topic Day 3 Small Group p. 031 Investigation 1 Day 2 Small Group p. 069 Investigation 4 Day 3 Small Group p. 077 Investigation 5 Day 2 Small Group

TOPIC / INDICATOR	LLD.7.	SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.
INDICATOR / PROFICIENCY LEVEL	7.A.	Speaking
OBJECTIVE	7.A2.	Make oral presentations
EXPECTATION	7.A2.a.	Speak in a variety of situations to inform and/or relate experiences, such as retelling stories Trees Study
		p. 109 Celebrating Learning Day 2 Small Group
EXPECTATION	7.A2.b.	Use props in situations, such as show-and-tell Trees Study p. 017 Exploring the Topic Day 2 Read-Aloud p. 045 Investigation 2 Day 3 Small Group p. 055 Investigation 3 Day 2 Small Group p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Large-Group Roundup p. 065 Investigation 4 Day 1 Small Group p. 079 Investigation 5 Day 3 Read-Aloud p. 081 Investigation 5 Day 4 Small Group
		p. 083 Investigation 5 Day 5 Small Group
STRAND / TOPIC / STANDARD	MD.MA.	Mathematics
TOPIC / INDICATOR	MA.1.	KNOWLEDGE OF ALGEBRA, PATTERNS, AND/OR FUNCTIONS: Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.
INDICATOR / PROFICIENCY LEVEL	1.A.	Patterns and Functions
OBJECTIVE	1.A.2.	Identify, copy, and extend non-numeric patterns
EXPECTATION	1.A.2.a.	Match patterns kinesthetically such as: clap/snap/clap <u>Trees Study</u> p. 018 Exploring the Topic Day 3 Choice Time p. 021 Exploring the Topic Day 4 Choice Time p. 033 Investigation 1 Day 3 Small Group p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 082 Investigation 5 Day 5 Choice Time p. 089 Investigation 6 Day 2 Small Group
EXPECTATION	1.A.2.e.	Create a simple pattern of 2 different objects when given the rule <u>Trees Study</u> p. 035 Investigation 1 Day 4 Small Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 070 Investigation 4 Day 4 Small Group
TOPIC / INDICATOR	MA.1.	KNOWLEDGE OF ALGEBRA, PATTERNS, AND/OR FUNCTIONS: Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.
INDICATOR / PROFICIENCY LEVEL	1.B.	Expression, Equations, and Inequalities
OBJECTIVE	1.B.2.	Identify inequalities
EXPECTATION	1.B.2.a.	Explore relationships by comparing groups of no more than 5 objects to determine more or less Trees Study
		p. 015 Exploring the Topic Day 1 Small Group
TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of

		one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
INDICATOR / PROFICIENCY LEVEL	2.A.	Plane Geometric Figures
OBJECTIVE	2.A.1.	Recognize and use the attributes of plane geometric figures
EXPECTATION	2.A.1.a.	Sort objects by one attribute such as: shape, color, and size 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
EXPECTATION	2.A.1.b.	Name the attributes of plane figures such as: shape, color, size 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
EXPECTATION	2.A.1.c.	Match triangles, circles, and squares <u>Trees Study</u> p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Small Group p. 075 Investigation 5 Day 1 Small Group
EXPECTATION	2.A.1.d.	Identify triangles, circles, and squares in the environment <u>Trees Study</u> p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Small Group p. 075 Investigation 5 Day 1 Small Group
TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
INDICATOR / PROFICIENCY LEVEL	2.B.	Solid Geometric Figure
OBJECTIVE	2.B.1.	Recognize and use the attributes of solid geometric figures
EXPECTATION	2.B.1.a.	Sort objects by one attribute such as: size, shape, weight, length 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
EXPECTATION	2.B.1.b.	Find solid figures in the environment Trees Study p. 029 Investigation 1 Day 1 Large-Group Roundup

P. 075 Investigation 5 Day 1 Small Group TOPIC / INDICATOR MA.2. KNOWLEDGE OF GEOMETRY: Students will apply the properties or describe reason, or solve problems about shape, size, position, or motion objects. INDICATOR / PROFICIENCY 2.E. Transformations EVEL OBJECTIVE 2.E.1. Begin to recognize a transformation EXPECTATION 2.E.1. CPIC / INDICATOR A.1. Begin to recognize a transformation EXPECTATION 2.E.1.a. Tell position by using words such as: over, under, above, on, nex to, below, beside, behind Topes Study p. 049 Investigation 2 Day 5 Mighty Minutes p. 073 Investigation 5 Outdoor Experiences TOPIC / INDICATOR MA.3. KNOWLEDGE OF MEASUREMENT: Students will identify attribute units or systems of measurements or apply a variety of technique formulas, tools or technology for determining measurements. NDICATOR / PROFICIENCY 3.A.1. Recognize and use measurement attributes EXPECTATION 3.A.1.a. Demonstrate an understanding of comparative attributes such as bigger, smaller, ionger, shorter, lighter, heavier, shorter, taller, hotter, coller Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 013 Exploring the Topic Day 3 Small Group p. 013 Exploring the Topic Day 3 Small Group p. 013 Exploring the Topic Day 3 Small Group p. 014 Exploring the Topic Day		1	
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LEVEL Design to recognize a transformation CBJECTIVE 2.E.1. Begin to recognize a transformation EXPECTATION 2.E.1.a. Tell position by using words such as: over, under, above, on, nex to, below, beside, behind TOPIC / INDICATOR MA.3. Tell position 12 Day 5 Mighty Minutes p. 0.73 Investigation 5 Dutdoor Experiences TOPIC / INDICATOR MA.3. KNOWLEDGE OF MEASUREMENT: Students will identify attribute units or systems of measurements or apply a variety of technique formulas, tools or technology for determining measurements. INDICATOR / PROFICIENCY 3.A. Measurement Units EEVEL OBJECTIVE 3.A.1.a. Demonstrate an understanding of comparative attributes such as bigger, shorter, lighter, heavier, shorter, taller, hotter, colder Trees Study p. 018 Exploring the Topic Day 1 Large Group p. 018 Exploring the Topic Day 3 Large Group P. 028 Exploring the Topic Day 3 Large-Group Roundup p. 028 Exploring the Topic Day 3 Large-Group Roundup p. 028 Exploring the Topic Day 3 Large-Group Roundup p. 028 Exploring the Topic Day 3 Large-Group Roundup p. 028 Exploring the Topic Day 3 Large-Group Roundup p. 028 Exploring the Topic Day 3 Large-Group Roundup p. 028 Investigation 120 ay 2 Small Group p. 039 Investigation 120 ay 3 Small Group p. 030 Investigation 120 ay 3 Small Group p. 030 Investigation 120 ay 3 Small Group p. 030 Exploring the Topic Day 3 Large-Group Roundup p. 035 Investigation 120 ay 3 Small Group p. 035 Exploring the Topic Day 3 Large-Group Roundup p. 035 Investigation 120 ay 1 Large-Group Roundup p. 03	TOPIC / INDICATOR	MA.2.	reason, or solve problems about shape, size, position, or motion of
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p. 014 Exploring the Topic Day 1 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 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. 066 Investigation 3 Day 3 Small Group p. 067 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Large-Group Roundup p. 010 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 1 Small Group p. 018 Exploring the Topic Day 1 Large Group p. 018 Exploring the Topic Day 3 Large Group Roundup p. 023 Exploring the Topic Day 3 Large Group Roundup p. 023 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Large Group p. 023 Exploring the Topic Day 3 Large Group p. 023 Exploring the Topic Day 3 Large Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Investigation 1 Day 1 Large Group Roundup p. 024 Investigation 1 Day 1 Large-Group Roundup p. 054 Investigation 1 Day 1 Large-Group Roundup p. 055 Investigation 1 Day 1 Large-Group Roundup p. 069 Investigation 1 Day 2 Large-Group Roundup p. 069 Invest	EXPECTATION	3.A.1.a.	
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units or systems of measurements or apply a variety of technique formulas, tools or technology for determining measurements. INDICATOR / PROFICIENCY 3.B.		o.A.1.D.	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. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group p. 107 Celebrating Learning Day 1 Small Group
	TOPIC / INDICATOR	MA.3.	KNOWLEDGE OF MEASUREMENT: Students will identify attributes, units or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements.
		3.B.	Measurement Tools

OBJECTIVE	3.B.1.	Measure in non-standard units
EXPECTATION	3.B.1.a.	Measure length of objects
		<u>Trees Study</u> p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 067 Investigation 4 Day 2 Small Group
EXPECTATION	3.B.1.b.	Explore the capacity of containers
		Trees Study p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group p. 107 Celebrating Learning Day 1 Small Group
EXPECTATION	3.B.1.c.	Explore the weight of objects Trees Study
		p. 054 Investigation 3 Day 2 Choice Time
TOPIC / INDICATOR	MA.4.	KNOWLEDGE OF STATISTICS: Students will collect, organize, display, analyze, or interpret data to make decisions or predictions.
INDICATOR / PROFICIENCY LEVEL	4.A.	Data Displays
OBJECTIVE	4.A.1.	Explore and display data
EXPECTATION	4.A.1.a.	Explore data by answering a yes/no question
		<u>Trees Study</u> p. 078 Investigation 5 Day 3 Large Group p. 093 Investigation 6 Day 4 Small Group
TOPIC / INDICATOR	MA.4.	KNOWLEDGE OF STATISTICS: Students will collect, organize, display, analyze, or interpret data to make decisions or predictions.
INDICATOR / PROFICIENCY LEVEL	4.B.	Data Analysis
OBJECTIVE	4.B.1.	Analyze data
EXPECTATION	4.B.1.a.	Talk about data from real graphs to answer a question such as: Which category has the most? <u>Trees Study</u> p. 093 Investigation 6 Day 4 Small Group
TOPIC / INDICATOR	MA.6.	KNOWLEDGE OF NUMBER RELATIONSHIPS AND
TOPIC / INDICATOR	MA.0.	COMPUTATION/ARITHMETIC: Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil, or technology.
INDICATOR / PROFICIENCY LEVEL	6.A.	Knowledge of number
OBJECTIVE	6.A.1.	Apply knowledge of whole numbers
EXPECTATION	6.A.1.b.	Show an understanding of quantity <u>Trees Study</u> p. 043 Investigation 2 Day 2 Small Group
EXPECTATION	6.A.1.c.	Construct relationships based on quantity
		<u>Trees Study</u> p. 015 Exploring the Topic Day 1 Small Group
EXPECTATION	6.A.1.d.	Use classroom experiences to indicate same, more, or less Trees Study p. 015 Exploring the Topic Day 1 Small Group
EXPECTATION	6.A.1.e.	Count and discuss quantity
		Trees Study

		 p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Small Group p. 036 Investigation 1 Day 5 Large Group p. 039 Investigation 2 Outdoor Experiences p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 052 Investigation 3 Day 1 Large Group p. 055 Investigation 3 Day 2 Mighty Minutes
		 p. 057 Investigation 3 Day 3 Mighty Minutes p. 057 Investigation 3 Day 3 Small Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large-Group Roundup p. 070 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 2 Large Group p. 078 Investigation 5 Day 3 Small Group p. 079 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Small Group p. 080 Investigation 5 Day 4 Large Group p. 089 Investigation 6 Day 2 Small Group p. 093 Investigation 6 Day 4 Small Group p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Small Group
EXPECTATION	6.A.1.g.	Match a numeral to a set 0 to 5 <u>Trees Study</u> p. 043 Investigation 2 Day 2 Small Group
EXPECTATION	6.A.1.h.	Count to 10 <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 3 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 023 Exploring the Topic Day 5 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. 043 Investigation 2 Day 2 Small Group p. 047 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 1 Large Group p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 057 Investigation 4 Day 3 Small Group p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Large-Group Roundup p. 070 Investigation 4 Day 4 Large-Group Roundup p. 070 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 3 Large-Group Roundup p. 076 Investigation 5 Day 3 Large Group p. 076 Investigation 5 Day 3 Large Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 6 Day 2 Small Group p. 079 Investigation 6 Day 2 Small Group p. 079 Investigation 6 Day 3 Small Group p. 079 Investigation 6 Day 2 Small Group p. 079 Investigation 6 Day 3 Small Group p. 079 Investigation 6 Day 3 Small Group p. 079 Investigation 6 Day 4 Small Group p. 070 Investigation 6 Day 4 Small Group
STRAND / TOPIC /	MD.SC.	Science

STANDARD		
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.A.	Constructing Knowledge
OBJECTIVE	1.A.1.	Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.
	1.A.1.a.	Describe what can be learned about things by just observing those things carefully and adding information by sometimes doing something to the things and noting what happens <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 3 Small Group p. 018 Exploring the Topic Day 4 Choice Time p. 021 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 2 Choice Time p. 021 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Large Group p. 033 Investigation 1 Day 3 Small Group p. 033 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 5 Choice Time p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Choice Time p. 043 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Choice Time p. 045 Investigation 3 Day 3 Small Group p. 051 Investigation 3 Day 3 Small Group p. 054 Investigation 3 Day 3 Small Group p. 065 Investigation 6 Day 3 Small Group p. 065 Investigation 6 Day 3 Small Group p. 068 Investigation 6 Day 3 Small Group p. 068 Investigation 6 Day 3 Small Group p. 068 Investigation 6 Day 1 Choice Time p. 088 Investigation 6 Day 2 Choice Time p. 088 Investigation 6 Day 2 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 088 Investigation 6 Day 2 Choice Time p. 089 Investigation 6 Day 3 Small Group p. 091 Investigation 6 Day 4 Choice Time p. 083 Investigation 6 Day 4 Choice Time p. 083 Investigation 6 Day 4 Choice Time p. 093 Investigation 6 Day 4 Small Group p. 093 Investigation 6 D
EXPECTATION	1.A.1.b.	Seek information through reading, observation, exploration, and investigations <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 018 Exploring the Topic Day 3 Choice Time p. 021 Exploring the Topic Day 4 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Small Group p. 036 Investigation 1 Day 3 Small Group p. 036 Investigation 1 Day 5 Choice Time p. 039 Investigation 2 Outdoor Experiences

		 p. 040 Investigation 2 Day 1 Choice Time p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 051 Investigation 3 Outdoor Experiences p. 054 Investigation 3 Day 2 Choice Time p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 6 Outdoor Experience p. 085 Investigation 6 Day 1 Choice Time 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. 089 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Choice Time p. 093 Investigation 6 Day 4 Small Group p. 105 Celebrating Learning Outdoor Experiences p. 107 Celebrating Learning Day 1 Small Group
EXPECTATION	1.A.1.c.	Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data <u>Trees Study</u> p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 053 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group p. 107 Celebrating Learning Day 1 Small Group
EXPECTATION	1.A.1.d.	Explain that when a science investigation is done the way it was done before, we expect to get a very similar result <u>Trees Study</u> p. 016 Exploring the Topic Day 2 Choice Time p. 017 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. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 5 Choice Time p. 032 Investigation 1 Day 5 Choice Time p. 033 Investigation 2 Day 2 Choice Time p. 034 Investigation 2 Day 2 Choice Time p. 035 Investigation 2 Day 3 Choice Time p. 043 Investigation 2 Day 3 Choice Time p. 043 Investigation 2 Day 5 Small Group p. 051 Investigation 3 Day 1 Small Group p. 051 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 3 Small Group p. 057 Investigation 4 Day 3 Small Group p. 057 Investigation 4 Day 3 Small Group p. 057 Investigation 6 Day 2 Choice Time p. 085 Investigation 6 Day 2 Small Group p. 070 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 2 Choice Time p. 088 Investigation 6 Day 2 Small Group p. 089 Investigation 6 Day 2 Small Group p. 081 Investigation 6 Day 2 Small Group p. 093 Investigation 6 Day 3 Small Group p. 091 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Small Group p
EXPECTATION	1.A.1.e.	Participate in multiple experiences to verify that science investigations generally work the same way in different places

		Trees Study
		p. 016 Exploring the Topic Day 2 Choice Time
		p. 017 Exploring the Topic Day 2 Small Group
		p. 018 Exploring the Topic Day 3 Choice Time
		p. 021 Exploring the Topic Day 4 Choice Time
		p. 023 Exploring the Topic Day 5 Small Group
		p. 027 Investigation 1 Outdoor Experiences
		p. 031 Investigation 1 Day 2 Choice Time
		p. 032 Investigation 1 Day 3 Large Group
		p. 036 Investigation 1 Day 5 Choice Time
		p. 039 Investigation 2 Outdoor Experiences
		p. 043 Investigation 2 Day 2 Choice Time
		p. 045 Investigation 2 Day 3 Choice Time
		p. 049 Investigation 2 Day 5 Small Group
		p. 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 2 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
EXPECTATION	1.A.1.f.	Suggest things that you could do to find answers to questions
		raised by observing objects and/or phenomena (events such as
		water disappearing from the classroom aquarium or a pet's water
		bowl)
		bowl)
		bowl) Trees Study
		bowl) <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group
		bowl) <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 016 Exploring the Topic Day 2 Choice Time
		bowl) <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Small Group
		bowl) <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 018 Exploring the Topic Day 3 Choice Time
		bowl) <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 018 Exploring the Topic Day 3 Choice Time p. 021 Exploring the Topic Day 4 Choice Time
		bowl) <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 018 Exploring the Topic Day 3 Choice Time p. 021 Exploring the Topic Day 4 Choice Time p. 023 Exploring the Topic Day 5 Small Group
		bowl) <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 018 Exploring the Topic Day 3 Choice Time p. 021 Exploring the Topic Day 4 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences
		bowl) <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 018 Exploring the Topic Day 3 Choice Time p. 021 Exploring the Topic Day 4 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 030 Investigation 1 Day 2 Large Group
		bowl) <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 018 Exploring the Topic Day 3 Choice Time p. 021 Exploring the Topic Day 4 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time
		bowl) <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 018 Exploring the Topic Day 3 Choice Time p. 021 Exploring the Topic Day 4 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup
		bowl) <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 018 Exploring the Topic Day 3 Choice Time p. 021 Exploring the Topic Day 4 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group
		bowl) <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 018 Exploring the Topic Day 3 Choice Time p. 021 Exploring the Topic Day 4 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Small Group
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		bowl) <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 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. 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. 031 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 Day 5 Choice Time p. 040 Investigation 2 Day 1 Choice Time p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Choice Time p. 044 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Choice Time p. 045 Investigation 3 Day 2 Choice Time p. 045 Investigation 3 Day 3 Small Group p. 051 Investigation 3 Day 3 Small Group p. 054 Investigation 3 Day 3 Small Group p. 055 Investigation 3 Day 3 Small Group p. 056 Investigation 3 Day 3 Small Group p. 056 Investigation 6 Day 3 Small Group p. 056 Investigation 6 Day 3 Small Group p. 056 Investigation 6 Day 1 Choice Time p. 088 Investigation 6 Day 1 Choice Time
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		p. 093 Investigation 6 Day 4 Small Group p. 105 Celebrating Learning Outdoor Experiences p. 107 Celebrating Learning Day 1 Small Group
EXPECTATION	1.A.1.g.	Use whole numbers and simple, everyday fractions in ordering, counting, identifying, measuring, and describing things and experiences <u>Trees Study</u> p. 106 Celebrating Learning Day 1 Choice Time p. 108 Celebrating Learning Day 2 Choice Time
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.B.	Applying Evidence and Reasoning
OBJECTIVE	1.B.1.	People are more likely to believe your ideas if you can give good reasons for them
EXPECTATION	1.B.1.a.	Provide reasons for accepting or rejecting ideas examinedTrees Studyp. 015 Exploring the Topic Day 2 Choice Timep. 016 Exploring the Topic Day 2 Small Groupp. 017 Exploring the Topic Day 3 Choice Timep. 018 Exploring the Topic Day 4 Choice Timep. 021 Exploring the Topic Day 5 Choice Timep. 023 Investigation 1 Day 1 Choice Timep. 023 Investigation 1 Day 2 Large Groupp. 031 Investigation 1 Day 3 Small Groupp. 033 Investigation 1 Day 5 Choice Timep. 033 Investigation 1 Day 5 Choice Timep. 033 Investigation 1 Day 5 Choice Timep. 034 Investigation 2 Day 1 Choice Timep. 035 Investigation 2 Day 2 Choice Timep. 044 Investigation 2 Day 5 Choice Timep. 045 Investigation 2 Day 5 Choice Timep. 046 Investigation 2 Day 5 Choice Timep. 047 Investigation 2 Day 5 Choice Timep. 048 Investigation 2 Day 5 Choice Timep. 049 Investigation 3 Day 1 Choice Timep. 045 Investigation 3 Day 2 Choice Timep. 045 Investigation 3 Day 2 Choice Timep. 055 Investigation 3 Day 2 Choice Timep. 056 Investigation 3 Day 2 Choice Timep. 056 Investigation 3 Day 3 Choice Timep. 056 Investigation 3 Day 3 Choice Timep. 056 Investigation 3 Day 5 Choice Ti

		p. 089 Investigation 6 Day 2 Small Group
		p. 090 Investigation 6 Day 3 Choice Time
		p. 091 Investigation 6 Day 3 Small Group
		p. 093 Investigation 6 Day 4 Choice Time
		p. 093 Investigation 6 Day 4 Small Group
		p. 106 Celebrating Learning Day 1 Choice Time
		p. 107 Celebrating Learning Day 1 Small Group
		p. 108 Celebrating Learning Day 2 Choice Time
		p. 109 Celebrating Learning Day 2 Mighty Minutes
		p. 109 Celebrating Learning Day 2 Small Group
EXPECTATION	1.B.1.b.	Develop reasonable explanations for observation made,
		investigations completed, and information gained by sharing ideas
		and listening to others' ideas
		Trees Study
		p. 013 Exploring the Topic Outdoor Experiences
		p. 014 Exploring the Topic Day 1 Large Group
		p. 015 Exploring the Topic Day 1 Large-Group Roundup
		p. 015 Exploring the Topic Day 1 Choice Time
		p. 016 Exploring the Topic Day 2 Choice Time
		p. 017 Exploring the Topic Day 2 Small Group
		p. 017 Exploring the Topic Day 2 Large-Group Roundup
		p. 018 Exploring the Topic Day 3 Choice Time
		p. 019 Exploring the Topic Day 3 Large-Group Roundup
		p. 021 Exploring the Topic Day 4 Choice Time
		p. 021 Exploring the Topic Day 4 Large-Group Roundup
		p. 023 Exploring the Topic Day 5 Large-Group Roundup
		p. 023 Exploring the Topic Day 5 Choice Time
		p. 023 Exploring the Topic Day 5 Small Group
		p. 027 Investigation 1 Outdoor Experiences
		p. 028 Investigation 1 Day 1 Large Group
		p. 029 Investigation 1 Day 1 Choice Time
		p. 029 Investigation 1 Day 1 Large-Group Roundup
		p. 029 Investigation 1 Day 1 Small Group
		p. 030 Investigation 1 Day 2 Large Group
		p. 031 Investigation 1 Day 2 Choice Time
		p. 031 Investigation 1 Day 2 Large-Group Roundup
		p. 032 Investigation 1 Day 3 Large Group
		p. 033 Investigation 1 Day 3 Choice Time
		p. 033 Investigation 1 Day 3 Large-Group Roundup
		p. 033 Investigation 1 Day 3 Small Group
		p. 034 Investigation 1 Day 4 Large Group
		p. 035 Investigation 1 Day 4 Choice Time
		p. 035 Investigation 1 Day 4 Large-Group Roundup
		p. 036 Investigation 1 Day 5 Choice Time
		p. 036 Investigation 1 Day 5 Large Group
		p. 039 Investigation 2 Outdoor Experiences
		p. 040 Investigation 2 Day 1 Choice Time
		p. 040 Investigation 2 Day 1 Large Group
		p. 041 Investigation 2 Day 1 Large-Group Roundup
		p. 042 Investigation 2 Day 2 Large Group
		p. 043 Investigation 2 Day 2 Choice Time
		p. 043 Investigation 2 Day 2 Large-Group Roundup
		p. 044 Investigation 2 Day 3 Large Group
		p. 045 Investigation 2 Day 3 Choice Time
		p. 045 Investigation 2 Day 3 Large-Group Roundup
		p. 046 Investigation 2 Day 4 Choice Time
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Large-Group Roundup
		p. 049 Investigation 2 Day 5 Choice Time
		p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Large-Group Roundup
		p. 049 Investigation 2 Day 5 Earge-Group Roundup
		p. 051 Investigation 3 Outdoor Experiences
		p. 052 Investigation 3 Day 1 Choice Time
		p. 053 Investigation 3 Day 1 Large-Group Roundup
		p. 053 Investigation 3 Day 1 Small Group
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		p. 054 Investigation 3 Day 2 Choice Time
		p. 054 Investigation 3 Day 2 Large Group
		p. 055 Investigation 3 Day 2 Large-Group Roundup
		p. 055 Investigation 3 Day 2 Mighty Minutes
		p. 056 Investigation 3 Day 3 Choice Time
		p. 056 Investigation 3 Day 3 Large Group
		p. 057 Investigation 3 Day 3 Large-Group Roundup
		p. 057 Investigation 3 Day 3 Small Group
		p. 059 Investigation 3 Day 4 Choice Time
		p. 060 Investigation 3 Day 5 Choice Time
		p. 060 Investigation 3 Day 5 Large Group
		p. 061 Investigation 3 Day 5 Large-Group Roundup
		p. 061 Investigation 3 Day 5 Mighty Minutes
		p. 064 Investigation 4 Day 1 Large Group
		p. 065 Investigation 4 Day 1 Choice Time
		p. 065 Investigation 4 Day 1 Large-Group Roundup
		p. 066 Investigation 4 Day 2 Choice Time
		p. 066 Investigation 4 Day 2 Large Group
		p. 067 Investigation 4 Day 2 Large-Group Roundup
		p. 068 Investigation 4 Day 3 Large Group
		p. 069 Investigation 4 Day 3 Choice Time
		p. 069 Investigation 4 Day 3 Large-Group Roundup
		p. 069 Investigation 4 Day 3 Small Group
		p. 070 Investigation 4 Day 4 Choice Time
		p. 070 Investigation 4 Day 4 Large Group
		p. 070 Investigation 4 Day 4 Large-Group Roundup
		p. 074 Investigation 5 Day 1 Large Group
		p. 075 Investigation 5 Day 1 Choice Time
		p. 075 Investigation 5 Day 1 Mighty Minutes
		p. 075 Investigation 5 Day 1 Small Group
		p. 076 Investigation 5 Day 2 Choice Time
		p. 076 Investigation 5 Day 2 Large Group
		p. 077 Investigation 5 Day 2 Small Group
		p. 078 Investigation 5 Day 3 Large Group
		p. 079 Investigation 5 Day 3 Choice Time
		p. 080 Investigation 5 Day 4 Large Group
		p. 081 Investigation 5 Day 4 Choice Time
		p. 082 Investigation 5 Day 5 Choice Time
		p. 082 Investigation 5 Day 5 Large Group
		p. 083 Investigation 5 Day 5 Large-Group Roundup
		p. 085 Investigation 6 Outdoor Experience
		p. 086 Investigation 6 Day 1 Large Group
		p. 087 Investigation 6 Day 1 Choice Time
		p. 087 Investigation 6 Day 1 Large-Group Roundup
		p. 088 Investigation 6 Day 2 Choice Time
		p. 088 Investigation 6 Day 2 Large Group
		p. 089 Investigation 6 Day 2 Large-Group Roundup
		p. 089 Investigation 6 Day 2 Small Group
		p. 090 Investigation 6 Day 3 Choice Time
		p. 090 Investigation 6 Day 3 Large Group
		p. 091 Investigation 6 Day 3 Large-Group Roundup
		p. 091 Investigation 6 Day 3 Small Group
		p. 092 Investigation 6 Day 4 Large Group
		p. 093 Investigation 6 Day 4 Choice Time
		p. 093 Investigation 6 Day 4 Large-Group Roundup
		p. 093 Investigation 6 Day 4 Small Group
		p. 105 Celebrating Learning Outdoor Experiences
		p. 106 Celebrating Learning Day 1 Choice Time
		p. 107 Celebrating Learning Day 1 Small Group
		p. 108 Celebrating Learning Day 2 Choice Time
		p. 108 Celebrating Learning Day 2 Large Group
		p. 109 Celebrating Learning Day 2 Mighty Minutes
		p. 109 Celebrating Learning Day 2 Small Group
EXPECTATION	1.B.1.c.	Explain why it is important to make some fresh observations when
		people give different descriptions of the same thing
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	Trees Study
	p. 013 Exploring the Topic Outdoor Experiences
	p. 014 Exploring the Topic Day 1 Large Group
	p. 015 Exploring the Topic Day 1 Large-Group Roundup
	p. 015 Exploring the Topic Day 1 Choice Time
	p. 016 Exploring the Topic Day 2 Choice Time
	p. 017 Exploring the Topic Day 2 Small Group
	p. 017 Exploring the Topic Day 2 Large-Group Roundup
	p. 018 Exploring the Topic Day 3 Choice Time
	p. 019 Exploring the Topic Day 3 Large-Group Roundup
	p. 021 Exploring the Topic Day 4 Choice Time
	p. 021 Exploring the Topic Day 4 Large-Group Roundup
	p. 023 Exploring the Topic Day 5 Large-Group Roundup
	p. 023 Exploring the Topic Day 5 Choice Time
	p. 023 Exploring the Topic Day 5 Small Group
	p. 027 Investigation 1 Outdoor Experiences
	p. 028 Investigation 1 Day 1 Large Group
	p. 029 Investigation 1 Day 1 Choice Time
	p. 029 Investigation 1 Day 1 Large-Group Roundup
	p. 029 Investigation 1 Day 1 Small Group
	p. 030 Investigation 1 Day 2 Large Group
	p. 031 Investigation 1 Day 2 Choice Time
	p. 031 Investigation 1 Day 2 Large-Group Roundup
	p. 032 Investigation 1 Day 3 Large Group
	p. 033 Investigation 1 Day 3 Choice Time
	p. 033 Investigation 1 Day 3 Large-Group Roundup
	p. 033 Investigation 1 Day 3 Small Group
	p. 034 Investigation 1 Day 4 Large Group
	p. 035 Investigation 1 Day 4 Choice Time
	p. 035 Investigation 1 Day 4 Large-Group Roundup
	p. 036 Investigation 1 Day 5 Choice Time
	p. 036 Investigation 1 Day 5 Large Group
	p. 039 Investigation 2 Outdoor Experiences
	p. 040 Investigation 2 Day 1 Choice Time
	p. 040 Investigation 2 Day 1 Large Group
	p. 041 Investigation 2 Day 1 Large-Group Roundup
	p. 042 Investigation 2 Day 2 Large Group
	p. 043 Investigation 2 Day 2 Choice Time
	p. 043 Investigation 2 Day 2 Large-Group Roundup
	p. 044 Investigation 2 Day 3 Large Group
	p. 045 Investigation 2 Day 3 Choice Time
	p. 045 Investigation 2 Day 3 Large-Group Roundup
	p. 046 Investigation 2 Day 4 Choice Time
	p. 046 Investigation 2 Day 4 Large Group
	p. 047 Investigation 2 Day 4 Large-Group Roundup
	p. 049 Investigation 2 Day 5 Choice Time
	p. 049 Investigation 2 Day 5 Large-Group Roundup
	p. 049 Investigation 2 Day 5 Small Group
	p. 051 Investigation 3 Outdoor Experiences
	p. 052 Investigation 3 Day 1 Choice Time
	p. 053 Investigation 3 Day 1 Large-Group Roundup
	p. 053 Investigation 3 Day 1 Small Group
	p. 054 Investigation 3 Day 2 Choice Time
	p. 054 Investigation 3 Day 2 Large Group
	p. 055 Investigation 3 Day 2 Large-Group Roundup
	p. 055 Investigation 3 Day 2 Mighty Minutes
	p. 056 Investigation 3 Day 3 Choice Time
	p. 056 Investigation 3 Day 3 Large Group
	p. 057 Investigation 3 Day 3 Large-Group Roundup
	p. 057 Investigation 3 Day 3 Small Group
	p. 059 Investigation 3 Day 4 Choice Time
	p. 060 Investigation 3 Day 5 Choice Time
	p. 060 Investigation 3 Day 5 Large Group
	p. 061 Investigation 3 Day 5 Large-Group Roundup
	p. 061 Investigation 3 Day 5 Mighty Minutes
	p. 064 Investigation 4 Day 1 Large Group
	p. 065 Investigation 4 Day 1 Choice Time
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TOPIC / INDICATOR	SC.1.	p. 065 Investigation 4 Day 1 Large-Group Roundup p. 066 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 2 Large Group p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large-Group Roundup p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Choice Time p. 075 Investigation 5 Day 2 Choice Time p. 076 Investigation 5 Day 2 Choice Time p. 076 Investigation 5 Day 2 Large Group p. 076 Investigation 5 Day 3 Large Group p. 077 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 3 Large Group p. 078 Investigation 5 Day 3 Large Group p. 078 Investigation 5 Day 4 Large Group p. 078 Investigation 5 Day 4 Large 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 6 Day 1 Large Group p. 083 Investigation 6 Day 1 Large Group p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Large Group p. 088 Investigation 6 Day 2 Large Group p. 088 Investigation 6 Day 2 Large Group Roundup p. 088 Investigation 6 Day 2 Large Group Roundup p. 089 Investigation 6 Day 2 Large Group Roundup p. 089 Investigation 6 Day 2 Large Group Roundup p. 089 Investigation 6 Day 2 Large Group Roundup p. 090 Investigation 6 Day 3 Large Group Roundup p. 091 Investigation 6 Day 3 Large Group Roundup p. 093 Investigation 6 Day 3 Large Group Roundup p. 093 Investigation 6 Day 4 Large Group
INDICATOR / PROFICIENCY LEVEL	1.C.	Grade 2 Communicating Scientific Information
OBJECTIVE	1.C.1.	Ask, "How do you know?" in appropriate situations and attempt
		reasonable answers when others ask them the same question
EXPECTATION	1.C.1.a.	Describe things as accurately as possible and compare observations with those of others <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Choice Time p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Small Group

p. 017 Exploring the Topic Day 2 Large-Group Roundup
p. 018 Exploring the Topic Day 3 Choice Time
p. 019 Exploring the Topic Day 3 Large-Group Roundup
p. 021 Exploring the Topic Day 4 Choice Time
p. 021 Exploring the Topic Day 4 Large-Group Roundup
p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Choice Time
p. 023 Exploring the Topic Day 5 Small Group
p. 027 Investigation 1 Outdoor Experiences
p. 028 Investigation 1 Day 1 Large Group
p. 029 Investigation 1 Day 1 Choice Time
p. 029 Investigation 1 Day 1 Large-Group Roundup
p. 029 Investigation 1 Day 1 Small Group
p. 030 Investigation 1 Day 2 Large Group
p. 031 Investigation 1 Day 2 Choice Time
p. 031 Investigation 1 Day 2 Large-Group Roundup
p. 032 Investigation 1 Day 3 Large Group
p. 033 Investigation 1 Day 3 Choice Time
p. 033 Investigation 1 Day 3 Large-Group Roundup p. 033 Investigation 1 Day 3 Small Group
p. 034 Investigation 1 Day 4 Large Group
p. 035 Investigation 1 Day 4 Choice Time
p. 035 Investigation 1 Day 4 Large-Group Roundup
p. 036 Investigation 1 Day 5 Choice Time
p. 036 Investigation 1 Day 5 Large Group
p. 039 Investigation 2 Outdoor Experiences
p. 040 Investigation 2 Day 1 Choice Time
p. 040 Investigation 2 Day 1 Large Group
p. 041 Investigation 2 Day 1 Large-Group Roundup
p. 042 Investigation 2 Day 2 Large Group
p. 043 Investigation 2 Day 2 Choice Time
p. 043 Investigation 2 Day 2 Large-Group Roundup
p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Choice Time
p. 045 Investigation 2 Day 3 Choice Time p. 045 Investigation 2 Day 3 Large-Group Roundup
p. 046 Investigation 2 Day 4 Choice Time
p. 046 Investigation 2 Day 4 Large Group
p. 047 Investigation 2 Day 4 Large-Group Roundup
p. 049 Investigation 2 Day 5 Choice Time
p. 049 Investigation 2 Day 5 Large-Group Roundup
p. 049 Investigation 2 Day 5 Small Group
p. 051 Investigation 3 Outdoor Experiences
p. 052 Investigation 3 Day 1 Choice Time
p. 053 Investigation 3 Day 1 Large-Group Roundup
p. 053 Investigation 3 Day 1 Small Group
p. 054 Investigation 3 Day 2 Choice Time p. 054 Investigation 3 Day 2 Large Group
p. 055 Investigation 3 Day 2 Large-Group Roundup
p. 055 Investigation 3 Day 2 Mighty Minutes
p. 056 Investigation 3 Day 3 Choice Time
p. 056 Investigation 3 Day 3 Large Group
p. 057 Investigation 3 Day 3 Large-Group Roundup
p. 057 Investigation 3 Day 3 Small Group
p. 059 Investigation 3 Day 4 Choice Time
p. 060 Investigation 3 Day 5 Choice Time
p. 060 Investigation 3 Day 5 Large Group
p. 061 Investigation 3 Day 5 Large-Group Roundup
p. 061 Investigation 3 Day 5 Mighty Minutes
p. 064 Investigation 4 Day 1 Large Group
p. 065 Investigation 4 Day 1 Choice Time p. 065 Investigation 4 Day 1 Large-Group Roundup
p. 066 Investigation 4 Day 1 Large-Group Roundup
p. 066 Investigation 4 Day 2 Large Group
p. 067 Investigation 4 Day 2 Large-Group Roundup
p. 068 Investigation 4 Day 3 Large Group
p. 069 Investigation 4 Day 3 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. 074 Investigation 5 Day 1 Large Group Roundup p. 075 Investigation 5 Day 1 Choice Time p. 075 Investigation 5 Day 1 Small Group p. 075 Investigation 5 Day 2 Choice Time p. 075 Investigation 5 Day 2 Choice Time 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. 081 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Large Group p. 082 Investigation 5 Day 5 Choice Time p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 6 Day 1 Large Group p. 085 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Large Group p. 088 Investigation 6 Day 2 Choice Time p. 088 Investigation 6 Day 2 Large Group p. 088 Investigation 6 Day 2 Large Group p. 088 Investigation 6 Day 2 Large Group p. 089 Investigation 6 Day 2 Large Group p. 089 Investigation 6 Day 3 Large-Group Roundup p. 089 Investigation 6 Day 3 Large-Group Roundup p. 091 Investigation 6 Day 3 Large-Group Roundup p. 091 Investigation 6 Day 3 Large Group p. 091 Investigation 6 Day 3 Large Group p. 091 Investigation 6 Day 3 Large Group p. 091 Investigation 6 Day 4 Large Group 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. 09
EXPECTATION	1.C.1.b.	Describe and compare things in terms of number, shape, texture, size, weight, color, and motion Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Choice Time p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 3 Large-Group Roundup 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 4 Large-Group Roundup p. 021 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Small Group p. 029 Investigation 1 Day 2 Large Group p. 030 Investigation 1 Day 2 Choice Time

p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Choice Time p. 033 Investigation 1 Day 3 Large-Group Roundup p. 033 Investigation 1 Day 3 Small Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 035 Investigation 1 Day 4 Large-Group Roundup p. 036 Investigation 1 Day 5 Choice Time p. 036 Investigation 1 Day 5 Large Group p. 039 Investigation 2 Outdoor Experiences p. 040 Investigation 2 Day 1 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large-Group Roundup p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 2 Large-Group Roundup p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Choice Time p. 045 Investigation 2 Day 3 Large-Group Roundup p. 046 Investigation 2 Day 4 Choice Time p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Large-Group Roundup p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Large-Group Roundup p. 049 Investigation 2 Day 5 Small Group p. 051 Investigation 3 Outdoor Experiences p. 052 Investigation 3 Day 1 Choice Time p. 053 Investigation 3 Day 1 Large-Group Roundup p. 053 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 2 Choice Time p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Large-Group Roundup p. 055 Investigation 3 Day 2 Mighty Minutes p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 3 Large Group p. 057 Investigation 3 Day 3 Large-Group Roundup p. 057 Investigation 3 Day 3 Small Group p. 059 Investigation 3 Day 4 Choice Time p. 060 Investigation 3 Day 5 Choice Time p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Large-Group Roundup p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Choice Time p. 065 Investigation 4 Day 1 Large-Group Roundup p. 066 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 2 Large-Group Roundup p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Choice Time p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 074 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Choice Time p. 075 Investigation 5 Day 1 Mighty Minutes p. 075 Investigation 5 Day 1 Small Group p. 076 Investigation 5 Day 2 Choice Time p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Choice Time p. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Choice Time

EXPECTATION	1.C.1.c.	 p. 082 Investigation 5 Day 5 Choice Time p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Large-Group Roundup p. 085 Investigation 6 Outdoor Experience p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Choice Time p. 087 Investigation 6 Day 1 Large-Group Roundup p. 088 Investigation 6 Day 2 Choice Time p. 088 Investigation 6 Day 2 Large Group p. 089 Investigation 6 Day 2 Large Group Roundup p. 089 Investigation 6 Day 2 Small Group p. 089 Investigation 6 Day 3 Large-Group Roundup p. 089 Investigation 6 Day 3 Large-Group Roundup p. 090 Investigation 6 Day 3 Large Group p. 091 Investigation 6 Day 3 Large-Group Roundup p. 091 Investigation 6 Day 4 Large Group p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Large Group Roundup p. 093 Investigation 6 Day 4 Small Group p. 093 Investigation 6 Day 4 Small Group p. 105 Celebrating Learning Day 1 Choice Time p. 107 Celebrating Learning Day 1 Small Group p. 108 Celebrating Learning Day 2 Large Group p. 109 Celebrating Learning Day 2 Large Group p. 109 Celebrating Learning Day 2 Small Group p. 109 Celebrating Learning Day 2 Small Group p. 109 Celebrating Learning Day 2 Small Group Draw pictures that correctly portray at least some features of the thing being described and sequence of events (seasons, seed
		growth) <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 029 Investigation 1 Day 1 Choice Time p. 031 Investigation 1 Day 2 Choice Time p. 035 Investigation 1 Day 4 Choice Time p. 040 Investigation 2 Day 1 Choice Time p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 4 Choice Time p. 065 Investigation 4 Day 1 Choice Time p. 066 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 2 Choice Time p. 069 Investigation 4 Day 2 Choice Time p. 070 Investigation 4 Day 3 Choice Time p. 075 Investigation 5 Day 1 Choice Time p. 076 Investigation 5 Day 2 Choice Time p. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 5 Choice Time p. 082 Investigation 5 Day 2 Choice Time p. 088 Investigation 6 Day 2 Choice Time
EXPECTATION	1.C.1.d.	Have opportunities to work with a team, share findings with others, and recognize that all team members should reach their own conclusions about what the findings mean <u>Trees Study</u> p. 027 Investigation 1 Outdoor Experiences p. 049 Investigation 2 Day 5 Small Group p. 091 Investigation 6 Day 3 Small Group p. 093 Investigation 6 Day 4 Small Group
EXPECTATION	1.C.1.e.	Recognize that everybody can do science and invent things and ideas <u>Trees Study</u> p. 049 Investigation 2 Day 5 Small Group p. 091 Investigation 6 Day 3 Small Group
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking

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

TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.D.	Technology
OBJECTIVE	1.D.3.	Examine a variety of physical models and describe what they teach about the real things they are meant to resemble
EXPECTATION	1.D.3.a.	Explain that a model of something is different from the real thing but can be used to learn something about the real thing <u>Trees Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 109 Celebrating Learning Day 2 Small Group
EXPECTATION	1.D.3.b.	Realize that one way to describe something is to say how it is like something else <u>Trees Study</u> p. 017 Exploring the Topic Day 2 Small Group p. 109 Celebrating Learning Day 2 Small Group
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.E.	History of Science
OBJECTIVE	1.E.1.	Recognize that everyone can do science and invent things.
		Investigate and explore science concepts. Trees Study p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 3 Choice Time p. 018 Exploring the Topic Day 4 Choice Time p. 021 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 036 Investigation 2 Outdoor Experiences p. 039 Investigation 2 Day 2 Choice Time p. 039 Investigation 2 Day 2 Choice Time p. 043 Investigation 2 Day 3 Choice Time p. 045 Investigation 2 Day 5 Small Group p. 051 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 2 Choice Time p. 0557 Investigation 3 Day 2 Small Group p. 0568 Investigation 3 Day 2 Small Group p. 057 Investigation 3 Day 3 Small Group p. 057 Investigation 6 Day 2 Small Group p. 057 Investigation 6 Day 2 Small Group p. 070 Investigation 6 Day 2 Small Group p. 071 Investigation 6 Day 2 Small Group p. 075 Investigation 6 Day 2 Small Group p. 075 Investigation 6 Day 2 Small Group p. 075 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 2 Choice Time p. 088 Investigation 6 Day 2 Choice Time p. 089 Investigation 6 Day 2 Small Group p. 091 Investigation 6 Day 2 Small Group p. 091 Investigation 6 Day 3 Small Group p. 091 Investigation 6 Day 4 Choice Time p. 089 Investigation 6 Day 3 Small Group p. 091 Investigation 6 Day 4 Large Group p. 091 Investigation 6 Day 4 Large Group p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Lar
TOPIC / INDICATOR	SC.3.	LIFE SCIENCE: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.
INDICATOR / PROFICIENCY LEVEL	3.A.	Diversity of Life
OBJECTIVE	3.A.1.	Observe a variety of familiar plants and animals to describe how

		they are alike and how they are different
EXPECTATION	3.A.1.a.	Gather information about how some animals are alike in the way they look and in the things they do.
		Trees Study p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Mighty Minutes p. 045 Investigation 2 Day 3 Read-Aloud p. 053 Investigation 3 Day 1 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group
EXPECTATION	3.A.1.b.	Gather information about how some plants are alike in the way they look and the things they do.
		Trees Study p. 013 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. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 017 Exploring the Topic Day 3 Choice Time p. 017 Exploring the Topic Day 4 Large-Group Roundup p. 018 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 024 Investigation 1 Day 1 Large Group p. 025 Investigation 1 Day 1 Large-Group Roundup p. 026 Investigation 1 Day 1 Large-Group Roundup p. 027 Investigation 1 Day 1 Large-Group Roundup p. 028 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 2 Large-Group Roundup p. 029 Investigation 1 Day 2 Large-Group Roundup p. 031 Investigation 1 Day 3 Large-Group Roundup p. 031 Investigation 1 Day 3 Large-Group Roundup p. 033 Investigation 1 Day 3 Large-Group Roundup p. 033 Investigation 1 Day 3 Large-Group Roundup

p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 2 Day 5 Choice Time p. 049 Investigation 2 Day 5 Large-Group Roundup p. 049 Investigation 2 Day 5 Small Group p. 051 Investigation 3 Outdoor Experiences p. 052 Investigation 3 Day 1 Choice Time p. 053 Investigation 3 Day 1 Large-Group Roundup p. 053 Investigation 3 Day 1 Mighty Minutes p. 053 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 2 Choice Time p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Large-Group Roundup p. 055 Investigation 3 Day 2 Mighty Minutes p. 055 Investigation 3 Day 2 Read-Aloud p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 3 Large Group p. 057 Investigation 3 Day 3 Large-Group Roundup p. 057 Investigation 3 Day 3 Small Group p. 059 Investigation 3 Day 4 Choice Time p. 059 Investigation 3 Day 4 Read-Aloud p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Large-Group Roundup p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Choice Time p. 065 Investigation 4 Day 1 Large-Group Roundup p. 065 Investigation 4 Day 1 Read-Aloud p. 066 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 2 Large-Group Roundup p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Choice Time p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 071 Investigation 4 Day 4 Read- Aloud p. 074 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Choice Time p. 075 Investigation 5 Day 1 Mighty Minutes p. 075 Investigation 5 Day 1 Small Group p. 076 Investigation 5 Day 2 Choice Time p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Read-Aloud p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group p. 079 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Read-Aloud p. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Choice Time p. 081 Investigation 5 Day 4 Read-Aloud p. 082 Investigation 5 Day 5 Choice Time p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Large-Group Roundup p. 083 Investigation 5 Day 5 Read-Aloud p. 085 Investigation 6 Outdoor Experience p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Choice Time p. 087 Investigation 6 Day 1 Large-Group Roundup p. 087 Investigation 6 Day 1 Read-Aloud p. 088 Investigation 6 Day 2 Choice Time p. 088 Investigation 6 Day 2 Large Group p. 089 Investigation 6 Day 2 Large-Group Roundup p. 089 Investigation 6 Day 2 Read-Aloud p. 089 Investigation 6 Day 2 Small Group

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		 p. 090 Investigation 6 Day 3 Choice Time p. 090 Investigation 6 Day 3 Large Group p. 091 Investigation 6 Day 3 Large-Group Roundup p. 091 Investigation 6 Day 3 Read-Aloud p. 091 Investigation 6 Day 3 Small Group p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Large-Group Roundup p. 093 Investigation 6 Day 4 Kead-Aloud p. 093 Investigation 6 Day 4 Small Group p. 105 Celebrating Learning Outdoor Experiences p. 106 Celebrating Learning Day 1 Choice Time p. 107 Celebrating Learning Day 2 Choice Time p. 108 Celebrating Learning Day 2 Large Group p. 109 Celebrating Learning Day 2 Mighty Minutes p. 109 Celebrating Learning Day 2 Small Group
EXPECTATION	3.A.1.d.	Identify some of the things that all animals do, such as eat, move around and explain how their features (observable parts) help them do these things. <u>Trees Study</u> p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Mighty Minutes p. 045 Investigation 2 Day 3 Read-Aloud p. 053 Investigation 3 Day 1 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group
TOPIC / INDICATOR	SC.3.	LIFE SCIENCE: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.
INDICATOR / PROFICIENCY LEVEL	3.C.	Genetics
OBJECTIVE	3.C.1.	Observe, describe and compare different kinds of animals and their offspring
EXPECTATION	3.C.1.a.	Recognize and describe the similarities and differences among familiar animals and their offspring <u>Trees Study</u> p. 034 Investigation 1 Day 4 Large Group p. 065 Investigation 4 Day 1 Large-Group Roundup p. 065 Investigation 4 Day 1 Read-Aloud p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Large-Group Roundup p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Read-Aloud p. 081 Investigation 5 Day 2 Read-Aloud p. 083 Investigation 5 Day 5 Read-Aloud p. 093 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 2 Read-Aloud p. 107 Celebrating Learning Day 1 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud
EXPECTATION	3.C.1.b.	Describe how offspring are very much, but not exactly, like their parents and like one another Trees Study
		p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud

		p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Mighty Minutes p. 045 Investigation 2 Day 3 Read-Aloud p. 053 Investigation 3 Day 1 Mighty Minutes
EXPECTATION	3.C.1.c.	 p. 064 Investigation 4 Day 1 Large Group Arrange illustrations of humans and other animals in developmental sequence from infancy to adult Trees Study p. 034 Investigation 1 Day 4 Large Group p. 065 Investigation 4 Day 1 Large-Group Roundup p. 065 Investigation 4 Day 1 Read-Aloud p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Read-Aloud p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large Group
		 p. 074 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud p. 083 Investigation 5 Day 5 Read-Aloud p. 089 Investigation 6 Day 2 Read-Aloud p. 093 Investigation 6 Day 4 Read-Aloud p. 107 Celebrating Learning Day 1 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud
TOPIC / INDICATOR	SC.4.	CHEMISTRY: Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.
INDICATOR / PROFICIENCY LEVEL	4.A.	Structure of Matter
OBJECTIVE	4.A.1.	Use evidence from investigations to describe the observable properties of a variety of objects.
EXPECTATION	4.A.1.a.	Examine and describe a variety of familiar objects, in terms of the materials from which they are made (clay, cloth, paper, etc.). Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 018 Exploring the Topic Day 3 Choice Time p. 019 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 027 Investigation 1 Day 1 Small Group p. 030 Investigation 1 Day 2 Large Group Roundup p. 033 Investigation 1 Day 3 Small Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 036 Investigation 1 Day 5 Choice Time p. 039 Investigation 2 Day 2 Choice Time p. 040 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 2 Large Group p. 045 Investigation 2 Day 2 Choice Time p. 046 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 2 Choice Time p. 045 Investigation 3 Day 2 Choice Time p. 045 Investigation 4 Day 3 Choice Time p. 055 Investigation 4 Day 4 Choice Time p. 066 Investigation 4 Day 4 Choice Time p. 066 Investigation 4 Day 4 Choice Time p. 069 Investigation 4 Day 4 Choice Time p. 069 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Choice Time p. 07

EXPECTATION	4.A.1.b.	 p. 075 Investigation 5 Day 1 Small Group p. 076 Investigation 5 Day 2 Large Group p. 081 Investigation 5 Day 4 Choice Time p. 083 Investigation 6 Day 2 Choice Time p. 089 Investigation 6 Day 2 Small Group p. 091 Investigation 6 Day 2 Small Group p. 091 Investigation 6 Day 3 Small Group p. 109 Celebrating Learning Day 2 Mighty Minutes Based on data gathered, describe the observable properties of familiar objects (size, shape, color, and texture). Trees Study p. 018 Exploring the Topic Day 3 Choice Time p. 019 Exploring the Topic Day 3 Large-Group Roundup p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Investigation 1 Day 2 Large Group p. 033 Investigation 1 Day 3 Small Group p. 034 Investigation 1 Day 3 Small Group p. 036 Investigation 1 Day 3 Large-Group Roundup p. 033 Investigation 1 Day 3 Large-Group Roundup p. 034 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 034 Investigation 1 Day 2 Large Group p. 034 Investigation 2 Day 4 Large Group p. 034 Investigation 2 Day 4 Large Group p. 034 Investigation 2 Day 2 Large Group p. 034 Investigation 2 Day 2 Large Group p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud
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		p. 083 Investigation 5 Day 5 Read-Aloud p. 089 Investigation 6 Day 2 Small Group
STRAND / TOPIC / STANDARD	MD.SS.	Social Studies
TOPIC / INDICATOR	SS.1.	POLITICAL SCIENCE: (Prek – 3 Standard) Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.
INDICATOR / PROFICIENCY LEVEL	1.A.	The Foundation and Function of Government
OBJECTIVE	1.A.1.	Identify the importance of rules
EXPECTATION	1.A.1.a.	Recognize why people have rules at home and at school. <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group
EXPECTATION	1.A.1.b.	Generate and follow classroom rules, such as taking turns, walking inside, and forming a line that promote order and safety in the classroom. <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group
TOPIC / INDICATOR	SS.4.	ECONOMICS: (Prek – 3 Standard) Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.
INDICATOR / PROFICIENCY LEVEL	4.A.	Scarcity and Economic Decision-making
OBJECTIVE	4.A.1.	Recognize that people have to make choices because of unlimited economic wants

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

OBJECTIVE	1.A.2.	Experience performance through singing, playing instruments, and listening to performances of others
DBJECTIVE EXPECTATION	1.A.2.a.	
		p. 083 Investigation 5 Day 5 Mighty Minutes p. 086 Investigation 6 Day 1 Large Group
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.3.	Respond to music through movement
EXPECTATION	1.A.3.a.	Express music through movement, developing the concept of personal space ("bubble space") <u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes

EXPECTATION	1.A.3.b.	Respond to steady beat through locomotor and body movement
		Trees Study
		p. 055 Investigation 3 Day 2 Mighty Minutes
EXPECTATION	1.A.3.b.	Trees Study
		 p. 080 Investigation 5 Day 4 Large Group p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Mighty Minutes p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Mighty Minutes p. 088 Investigation 6 Day 2 Large Group p. 090 Investigation 6 Day 3 Large Group p. 092 Investigation 6 Day 4 Large Group
		p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 108 Celebrating Learning Day 2 Large Group
EXPECTATION	1.A.3.d.	Explore a variety of locomotor and nonlocomotor movements to show meter <u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.

INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.1.	Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression
EXPECTATION	2.B.1.b.	and societal expressionSing songs representative of different activities, holidays, and seasons in a variety of world culturesTrees Studyp. 014 Exploring the Topic Day 1 Large Groupp. 016 Exploring the Topic Day 2 Large Groupp. 018 Exploring the Topic Day 3 Large Groupp. 019 Exploring the Topic Day 3 Large Groupp. 019 Exploring the Topic Day 3 Mighty Minutesp. 020 Exploring the Topic Day 4 Large Groupp. 021 Exploring the Topic Day 5 Large Groupp. 022 Exploring the Topic Day 5 Mighty Minutesp. 023 Exploring the Topic Day 5 Mighty Minutesp. 024 Investigation 1 Day 1 Large Groupp. 030 Investigation 1 Day 2 Large Groupp. 032 Investigation 1 Day 4 Large Groupp. 034 Investigation 1 Day 5 Large Groupp. 040 Investigation 2 Day 2 Large Groupp. 043 Investigation 2 Day 3 Small Groupp. 044 Investigation 2 Day 3 Small Groupp. 045 Investigation 2 Day 4 Large Groupp. 046 Investigation 2 Day 4 Large Groupp. 045 Investigation 2 Day 3 Small Groupp. 046 Investigation 2 Day 4 Large Groupp. 046 Investigation 2 Day 5 Large Groupp. 048 Investigation 2 Day 5 Large Groupp. 048 Investigation 2 Day 4 Large Groupp. 048 Investigation 2 Day 5 Large Group
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TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.2.	Become acquainted with the roles of music in the lives of people

of people, such as Iuliabies Trees Study 0.14 Exploring the Topic Day 1 Large Group 0.16 Exploring the Topic Day 3 Large Group 0.18 Exploring the Topic Day 1 Large Group 0.18 Exploring the Topic Day 1 Large Group 0.20 Exploring the Topic Day 5 Large Group 0.22 Exploring the Topic Day 5 Mighty Minutes 0.23 Exploring the Topic Day 5 Large Group 0.23 Exploring the Topic Day 5 Large Group 0.23 Investigation 1 Day 1 Large Group 0.30 Investigation 2 Day 1 Large Group 0.31 Investigation 2 Day 1 Large Group 0.32 Investigation 2 Day 1 Large Group 0.33 Investigation 2 Day 2 Large Group 0.44 Investigation 2 Day 3 Large Group 0.45 Investigation 2 Day 3 Large Group 0.46 Investigation 2 Day 3 Large Group 0.45 Investigation 2 Day 3 Large Group 0.46 Investigation 2 Day 3 Large Group 0.46 Investigation 2 Day 3 Large Group 0.46 Investigation 3 Day 1 Large Group 0.46 Investigation 4 Day 1 Mighty Minutes 0.46 Investigation 4 Day 1 Large Group <	EXPECTATION	2.B.2.a.	Explore a rich repertoire of music representing its roles in the lives
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 2 Mighty Minutes p. 028 Exploring the Topic Day 4 Large Group p. 028 Exploring the Topic Day 5 Large Group p. 028 Exploring the Topic Day 5 Large Group p. 028 Investigation 1 Day 1 Large Group p. 038 Investigation 2 Day 1 Large Group p. 038 Investigation 2 Day 1 Large Group p. 040 Investigation 2 Day 2 Large Group p. 041 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 2 Large Group p. 045 Investigation 2 Day 2 Large Group p. 046 Investigation 2 Day 3 Large Group p. 046 Investigation 3 Day 1 Large Group p. 046 Investigation 3 Day 1 Large Group p. 046 Investigation 3 Day 3 Large Group p. 056 Investigation 3 Day 3 Large Group p. 056 Investigation 3 Day 3 Large Group	EXPECTATION	z.d.	
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STRAND / TOPIC / STANDARD	MD.FA-V.	Fine Arts - Visual Arts
TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION:
		Students will demonstrate the ability to perceive, interpret, and
		respond to ideas, experiences and the environment through visual
		art.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.1.	Identify, describe, and interpret observed form
EXPECTATION	1.A.1.a.	Identify colors, lines, and shapes found in the environment
		Trees Study
		p. 016 Exploring the Topic Day 2 Large Group
		p. 030 Investigation 1 Day 2 Large Group
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		respond to ideas, experiences and the environment through visual art.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.2.	Identify and compare ways in which selected artworks represent what people see, feel, know, and imagine
EXPECTATION	1.2.A.a.	Identify the subject matter of various works of art 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 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 3 Small Group p. 017 Exploring the Topic Day 4 Small Group p. 019 Exploring the Topic Day 4 Small Group p. 020 Exploring the Topic Day 4 Small Group p. 021 Exploring the Topic Day 5 Large Group p. 022 Exploring the Topic Day 5 Small Group p. 023 Investigation 1 Day 1 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 030 Investigation 1 Day 2 Large Group p. 029 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 4 Large Group p. 033 Investigation 1 Day 4 Large Group p. 033 Investigation 1 Day 4 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Choice Time p. 037 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large Group 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. 046 Investigation 2 Day 3 Small Group p. 046 Investigation 2 Day 4 Small Group p. 046 Investigation 2 Day 4 Small Group p. 046 Investigation 3 Day 4 Small

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EXPECTATION	1.2.A.b.	p. 109 Celebrating Learning Day 2 Small Group Use color, line, and shape to represent ideas visually from observation, memory, and imagination
		Trees Studyp. 016 Exploring the Topic Day 2 Large Groupp. 030 Investigation 1 Day 2 Large Groupp. 032 Investigation 1 Day 3 Large Groupp. 033 Investigation 1 Day 3 Large-Group Roundupp. 033 Investigation 1 Day 4 Large-Group Roundupp. 035 Investigation 1 Day 5 Read-Aloudp. 049 Investigation 2 Day 5 Small Groupp. 058 Investigation 3 Day 4 Large Group Roundupp. 059 Investigation 3 Day 4 Large Groupp. 059 Investigation 3 Day 4 Large Group Roundupp. 059 Investigation 4 Day 1 Large Groupp. 065 Investigation 4 Day 1 Large Groupp. 066 Investigation 4 Day 2 Choice Timep. 066 Investigation 4 Day 2 Large Groupp. 066 Investigation 4 Day 2 Large-Group Roundupp. 067 Investigation 4 Day 3 Large-Group Roundupp. 068 Investigation 4 Day 3 Large-Group Roundupp. 069 Investigation 4 Day 3 Large-Group Roundupp. 070 Investigation 4 Day 4 Large Groupp. 070 Investigation 4 Day 4 Large Groupp. 071 Investigation 4 Day 4 Large Groupp. 072 Investigation 4 Day 4 Large Groupp. 073 Investigation 4 Day 4 Large Groupp. 074 Investigation 5 Day 2 Small Groupp. 075 Investigation 5 Day 3 Large Groupp. 076 Investigation 5 Day 2 Small Groupp. 077 Investigation 5 Day 2 Small Groupp. 088 Investigation 5 Day 3 Large Groupp. 081 Investigation 6 Day 1 Small Groupp. 083 Investigation 6 Day 2 Choice Timep. 094 Investigation 6 Day 2 Small Groupp. 095 Investigation 6 Day 2 Small Groupp. 088 Investigation 6 Day 2 Small Groupp. 088 Investigation
TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.3.	Experiment with elements of art elements of design to organize personally meaningful compositions

EVECTATION	4 4 2 -	Evalue color line and elements entrealle
EXPECTATION	1.A.3.a.	Explore color, line, and shape in artworks
		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
		p. 064 Investigation 4 Day 1 Large Group
		p. 065 Investigation 4 Day 1 Choice Time
		p. 066 Investigation 4 Day 2 Choice Time
		p. 066 Investigation 4 Day 2 Large Group
		p. 067 Investigation 4 Day 2 Large-Group Roundup
		p. 068 Investigation 4 Day 3 Large Group
		p. 069 Investigation 4 Day 3 Choice Time
		p. 069 Investigation 4 Day 3 Large-Group Roundup
		p. 070 Investigation 4 Day 4 Choice Time
		p. 070 Investigation 4 Day 4 Large Group
		p. 070 Investigation 4 Day 4 Large-Group Roundup
		p. 070 Investigation 4 Day 4 Small Group
		p. 077 Investigation 5 Day 2 Small Group
		p. 078 Investigation 5 Day 3 Large Group
		p. 080 Investigation 5 Day 4 Large Group
		p. 087 Investigation 6 Day 1 Small Group
		p. 088 Investigation 6 Day 2 Choice Time
		p. 091 Investigation 6 Day 3 Small Group
		p. 109 Celebrating Learning Day 2 Large-Group Roundup
		p. 109 Celebrating Learning Day 2 Small Group
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EXPECTATION	1.A.3.b.	Use color, line, and shape to make artworks
EXPECTATION	1.A.3.b.	
EXPECTATION	1.A.3.b.	Trees Study
EXPECTATION	1.A.3.b.	<u>Trees Study</u> p. 016 Exploring the Topic Day 2 Large Group
EXPECTATION	1.A.3.b.	<u>Trees Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 030 Investigation 1 Day 2 Large Group
EXPECTATION	1.A.3.b.	<u>Trees Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group
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EXPECTATION	1.A.3.b.	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
EXPECTATION	1.A.3.b.	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
EXPECTATION	1.A.3.b.	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
EXPECTATION	1.A.3.b.	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
EXPECTATION	1.A.3.b.	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
EXPECTATION	1.A.3.b.	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
EXPECTATION	1.A.3.b.	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 Large-Group Roundup
EXPECTATION	1.A.3.b.	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 p. 064 Investigation 4 Day 1 Large Group
EXPECTATION	1.A.3.b.	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 Large-Group Roundup p. 059 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Large Group p. 065 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Choice Time
EXPECTATION	1.A.3.b.	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 Large Group p. 059 Investigation 3 Day 4 Large-Group Roundup p. 059 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Choice Time p. 066 Investigation 4 Day 2 Choice Time
EXPECTATION	1.A.3.b.	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 p. 059 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 2 Large Group
EXPECTATION	1.A.3.b.	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 Large-Group Roundup p. 059 Investigation 3 Day 4 Large-Group Roundup p. 059 Investigation 3 Day 4 Large-Group Roundup p. 065 Investigation 4 Day 1 Large 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
EXPECTATION	1.A.3.b.	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 Large-Group Roundup p. 059 Investigation 3 Day 4 Large-Group Roundup p. 059 Investigation 3 Day 4 Large-Group Roundup p. 065 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 2 Large Group p. 066 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 2 Large-Group Roundup p. 068 Investigation 4 Day 2 Large-Group Roundup p. 068 Investigation 4 Day 2 Large-Group Roundup p. 068 Investigation 4 Day 2 Large-Group Roundup
EXPECTATION	1.A.3.b.	Trees Studyp. 016 Exploring the Topic Day 2 Large Groupp. 030 Investigation 1 Day 2 Large Groupp. 032 Investigation 1 Day 3 Large Groupp. 033 Investigation 1 Day 3 Choice Timep. 033 Investigation 1 Day 3 Large-Group Roundupp. 033 Investigation 1 Day 4 Large-Group Roundupp. 035 Investigation 1 Day 5 Read-Aloudp. 049 Investigation 2 Day 5 Small Groupp. 058 Investigation 3 Day 4 Large Groupp. 059 Investigation 3 Day 4 Large Groupp. 059 Investigation 3 Day 4 Large Groupp. 059 Investigation 4 Day 1 Large Groupp. 065 Investigation 4 Day 2 Choice Timep. 066 Investigation 4 Day 2 Large Groupp. 066 Investigation 4 Day 2 Large Groupp. 066 Investigation 4 Day 2 Large Groupp. 067 Investigation 4 Day 2 Large Groupp. 068 Investigation 4 Day 2 Large Groupp. 069 Investigation 4 Day 2 Large Groupp. 069 Investigation 4 Day 3 Large Group
EXPECTATION	1.A.3.b.	Trees Studyp. 016 Exploring the Topic Day 2 Large Groupp. 030 Investigation 1 Day 2 Large Groupp. 032 Investigation 1 Day 3 Large Groupp. 033 Investigation 1 Day 3 Choice Timep. 033 Investigation 1 Day 3 Large-Group Roundupp. 035 Investigation 1 Day 4 Large-Group Roundupp. 035 Investigation 1 Day 5 Read-Aloudp. 049 Investigation 2 Day 5 Small Groupp. 058 Investigation 3 Day 4 Large Groupp. 059 Investigation 3 Day 4 Large Groupp. 059 Investigation 3 Day 4 Large Groupp. 059 Investigation 4 Day 1 Large Groupp. 066 Investigation 4 Day 2 Choice Timep. 066 Investigation 4 Day 2 Large Groupp. 066 Investigation 4 Day 2 Large Groupp. 066 Investigation 4 Day 2 Large Groupp. 067 Investigation 4 Day 2 Large Groupp. 068 Investigation 4 Day 2 Large Groupp. 069 Investigation 4 Day 3 Large Group
EXPECTATION	1.A.3.b.	Trees Studyp. 016 Exploring the Topic Day 2 Large Groupp. 030 Investigation 1 Day 2 Large Groupp. 032 Investigation 1 Day 3 Large Groupp. 033 Investigation 1 Day 3 Choice Timep. 033 Investigation 1 Day 3 Large-Group Roundupp. 035 Investigation 1 Day 4 Large-Group Roundupp. 037 Investigation 1 Day 5 Read-Aloudp. 049 Investigation 2 Day 5 Small Groupp. 058 Investigation 3 Day 4 Large Groupp. 059 Investigation 3 Day 4 Large Groupp. 059 Investigation 3 Day 4 Large Groupp. 059 Investigation 4 Day 1 Large Groupp. 065 Investigation 4 Day 2 Choice Timep. 066 Investigation 4 Day 2 Large Groupp. 066 Investigation 4 Day 2 Large Groupp. 067 Investigation 4 Day 2 Large Groupp. 068 Investigation 4 Day 2 Large Groupp. 069 Investigation 4 Day 3 Large-Group Roundupp. 069 Investigation 4 Day 3 Large-Group Roundup
EXPECTATION	1.A.3.b.	Trees Studyp. 016 Exploring the Topic Day 2 Large Groupp. 030 Investigation 1 Day 2 Large Groupp. 032 Investigation 1 Day 3 Large Groupp. 033 Investigation 1 Day 3 Choice Timep. 033 Investigation 1 Day 3 Large-Group Roundupp. 033 Investigation 1 Day 4 Large-Group Roundupp. 035 Investigation 1 Day 5 Read-Aloudp. 049 Investigation 2 Day 5 Small Groupp. 058 Investigation 3 Day 4 Large Groupp. 059 Investigation 3 Day 4 Large Groupp. 059 Investigation 3 Day 4 Large Groupp. 059 Investigation 4 Day 1 Large Groupp. 065 Investigation 4 Day 2 Choice Timep. 066 Investigation 4 Day 2 Large Groupp. 067 Investigation 4 Day 2 Large Groupp. 068 Investigation 4 Day 2 Large Groupp. 069 Investigation 4 Day 3 Large Groupp. 070 Investigation 4 Day 4 Large Group
EXPECTATION	1.A.3.b.	Trees Studyp. 016 Exploring the Topic Day 2 Large Groupp. 030 Investigation 1 Day 2 Large Groupp. 032 Investigation 1 Day 3 Large Groupp. 033 Investigation 1 Day 3 Choice Timep. 033 Investigation 1 Day 3 Large-Group Roundupp. 033 Investigation 1 Day 4 Large-Group Roundupp. 035 Investigation 1 Day 5 Read-Aloudp. 049 Investigation 2 Day 5 Small Groupp. 058 Investigation 3 Day 4 Large Groupp. 059 Investigation 3 Day 4 Large Groupp. 059 Investigation 3 Day 4 Large Groupp. 065 Investigation 4 Day 1 Large Groupp. 066 Investigation 4 Day 2 Choice Timep. 066 Investigation 4 Day 2 Large Groupp. 067 Investigation 4 Day 2 Large Groupp. 068 Investigation 4 Day 2 Large Groupp. 069 Investigation 4 Day 3 Large-Group Roundupp. 070 Investigation 4 Day 3 Large-Group Roundupp. 070 Investigation 4 Day 4 Large-Group Roundupp. 070 Investigation 4 Day 4 Large Groupp. 070 Investigation 4 Day 4 Large Group
EXPECTATION	1.A.3.b.	Trees Studyp. 016 Exploring the Topic Day 2 Large Groupp. 030 Investigation 1 Day 2 Large Groupp. 032 Investigation 1 Day 3 Large Groupp. 033 Investigation 1 Day 3 Choice Timep. 033 Investigation 1 Day 3 Large-Group Roundupp. 033 Investigation 1 Day 4 Large-Group Roundupp. 035 Investigation 1 Day 5 Read-Aloudp. 049 Investigation 2 Day 5 Small Groupp. 058 Investigation 3 Day 4 Large Groupp. 059 Investigation 3 Day 4 Large Groupp. 059 Investigation 3 Day 4 Large Groupp. 059 Investigation 4 Day 1 Large Groupp. 066 Investigation 4 Day 2 Choice Timep. 066 Investigation 4 Day 2 Large Groupp. 066 Investigation 4 Day 2 Large Groupp. 067 Investigation 4 Day 3 Large-Group Roundupp. 068 Investigation 4 Day 3 Large Groupp. 069 Investigation 4 Day 3 Large-Group Roundupp. 070 Investigation 4 Day 4 Large Groupp. 070 Investigation 4 Day 4 Large Group <t< td=""></t<>
EXPECTATION	1.A.3.b.	Trees Studyp. 016 Exploring the Topic Day 2 Large Groupp. 030 Investigation 1 Day 2 Large Groupp. 032 Investigation 1 Day 3 Large Groupp. 033 Investigation 1 Day 3 Choice Timep. 033 Investigation 1 Day 3 Large-Group Roundupp. 035 Investigation 1 Day 4 Large-Group Roundupp. 037 Investigation 1 Day 5 Read-Aloudp. 049 Investigation 2 Day 5 Small Groupp. 058 Investigation 3 Day 4 Large Groupp. 059 Investigation 3 Day 4 Large Groupp. 059 Investigation 3 Day 4 Large Groupp. 059 Investigation 3 Day 4 Large Groupp. 066 Investigation 4 Day 1 Large Groupp. 066 Investigation 4 Day 2 Choice Timep. 066 Investigation 4 Day 2 Large Groupp. 067 Investigation 4 Day 2 Large Groupp. 068 Investigation 4 Day 3 Large Groupp. 069 Investigation 4 Day 3 Large-Group Roundupp. 070 Investigation 4 Day 4 Large-Group Roundupp. 070 Investigation 4 Day 4 Large Groupp. 070 Investigation 4 Day 4 Large-Group Roundupp. 070 Investigation 5 Day 2 Small Group
EXPECTATION	1.A.3.b.	Trees Studyp. 016 Exploring the Topic Day 2 Large Groupp. 030 Investigation 1 Day 2 Large Groupp. 032 Investigation 1 Day 3 Large Groupp. 033 Investigation 1 Day 3 Choice Timep. 033 Investigation 1 Day 3 Large-Group Roundupp. 035 Investigation 1 Day 4 Large-Group Roundupp. 035 Investigation 1 Day 5 Read-Aloudp. 049 Investigation 2 Day 5 Small Groupp. 058 Investigation 3 Day 4 Large Groupp. 059 Investigation 3 Day 4 Large Groupp. 059 Investigation 3 Day 4 Large Groupp. 059 Investigation 4 Day 1 Large Groupp. 066 Investigation 4 Day 2 Choice Timep. 066 Investigation 4 Day 2 Large Groupp. 066 Investigation 4 Day 2 Large Groupp. 067 Investigation 4 Day 3 Large Groupp. 068 Investigation 4 Day 3 Large Groupp. 069 Investigation 4 Day 3 Large Groupp. 069 Investigation 4 Day 3 Large Groupp. 069 Investigation 4 Day 3 Large Groupp. 070 Investigation 4 Day 4 Large Groupp. 070 Investigation 5 Day 2 Small Groupp. 077 Investigation 5 Day 2 Small Groupp. 078 Investigation 5 Day 3 Large Group
EXPECTATION	1.A.3.b.	Trees Studyp. 016 Exploring the Topic Day 2 Large Groupp. 030 Investigation 1 Day 2 Large Groupp. 032 Investigation 1 Day 3 Large Groupp. 033 Investigation 1 Day 3 Choice Timep. 033 Investigation 1 Day 3 Large-Group Roundupp. 035 Investigation 1 Day 5 Large-Group Roundupp. 037 Investigation 1 Day 5 Read-Aloudp. 049 Investigation 2 Day 5 Small Groupp. 058 Investigation 3 Day 4 Large-Group Roundupp. 059 Investigation 3 Day 4 Large Groupp. 059 Investigation 3 Day 4 Large-Group Roundupp. 059 Investigation 3 Day 4 Large Groupp. 066 Investigation 4 Day 1 Large Groupp. 066 Investigation 4 Day 2 Choice Timep. 066 Investigation 4 Day 2 Large Groupp. 067 Investigation 4 Day 2 Large-Group Roundupp. 068 Investigation 4 Day 3 Large Groupp. 069 Investigation 4 Day 3 Large Groupp. 069 Investigation 4 Day 3 Large-Group Roundupp. 070 Investigation 4 Day 4 Choice Timep. 069 Investigation 4 Day 3 Large-Group Roundupp. 070 Investigation 4 Day 4 Large-Group Roundupp. 070 Investigation 4 Day 4 Large Groupp. 070 Investigation 4 Day 4 Large Groupp. 071 Investigation 4 Day 4 Large Groupp. 072 Investigation 4 Day 4 Large Groupp. 073 Investigation 5 Day 2 Small Groupp. 073 Investigation 5 Day 2 Small Groupp. 073 Investigation 5 Day 3 Large Groupp. 073 Investigation 5 Day 3 Large Groupp. 074 Investigation 5 Day 2 Small Groupp. 075 Investigation 5 Day 3 Large Groupp. 076 Investigation 5 Day 2 Small Groupp. 077 Investigation
EXPECTATION	1.A.3.b.	Trees Studyp. 016 Exploring the Topic Day 2 Large Groupp. 030 Investigation 1 Day 2 Large Groupp. 032 Investigation 1 Day 3 Large Groupp. 033 Investigation 1 Day 3 Large-Group Roundupp. 033 Investigation 1 Day 3 Large-Group Roundupp. 035 Investigation 1 Day 4 Large-Group Roundupp. 037 Investigation 1 Day 5 Read-Aloudp. 049 Investigation 2 Day 5 Small Groupp. 058 Investigation 3 Day 4 Large Groupp. 059 Investigation 3 Day 4 Large Groupp. 059 Investigation 3 Day 4 Large Group Roundupp. 064 Investigation 4 Day 1 Large Groupp. 065 Investigation 4 Day 1 Choice Timep. 066 Investigation 4 Day 2 Choice Timep. 066 Investigation 4 Day 2 Large Groupp. 066 Investigation 4 Day 2 Large Groupp. 066 Investigation 4 Day 2 Large Groupp. 066 Investigation 4 Day 3 Large-Group Roundupp. 068 Investigation 4 Day 3 Large-Group Roundupp. 069 Investigation 4 Day 3 Large-Group Roundupp. 069 Investigation 4 Day 3 Large-Group Roundupp. 070 Investigation 4 Day 4 Large Groupp. 070 Investigation 4 Day 4 Small Groupp. 070 Investigation 5 Day 2 Small Groupp. 071 Investigation 5 Day 2 Small Groupp. 072 Investigation 5 Day 3 Large Groupp. 073 Investigation 5 Day 3 Large Groupp. 074 Investigation 5 Day 1 Large Groupp. 075 Investigation 5 Day 2 Small Groupp. 076 Investigation 5 Day 1 Large Groupp. 080 Investigation
EXPECTATION	1.A.3.b.	Trees Studyp. 016 Exploring the Topic Day 2 Large Groupp. 030 Investigation 1 Day 2 Large Groupp. 032 Investigation 1 Day 3 Large Groupp. 033 Investigation 1 Day 3 Choice Timep. 033 Investigation 1 Day 3 Large-Group Roundupp. 035 Investigation 1 Day 5 Large-Group Roundupp. 037 Investigation 1 Day 5 Read-Aloudp. 049 Investigation 2 Day 5 Small Groupp. 058 Investigation 3 Day 4 Large-Group Roundupp. 059 Investigation 3 Day 4 Large Groupp. 059 Investigation 3 Day 4 Large-Group Roundupp. 059 Investigation 3 Day 4 Large Groupp. 066 Investigation 4 Day 1 Large Groupp. 066 Investigation 4 Day 2 Choice Timep. 066 Investigation 4 Day 2 Large Groupp. 067 Investigation 4 Day 2 Large-Group Roundupp. 068 Investigation 4 Day 3 Large Groupp. 069 Investigation 4 Day 3 Large Groupp. 069 Investigation 4 Day 3 Large-Group Roundupp. 070 Investigation 4 Day 4 Choice Timep. 069 Investigation 4 Day 3 Large-Group Roundupp. 070 Investigation 4 Day 4 Large-Group Roundupp. 070 Investigation 4 Day 4 Large Groupp. 070 Investigation 4 Day 4 Large Groupp. 071 Investigation 4 Day 4 Large Groupp. 072 Investigation 4 Day 4 Large Groupp. 073 Investigation 5 Day 2 Small Groupp. 073 Investigation 5 Day 2 Small Groupp. 073 Investigation 5 Day 3 Large Groupp. 073 Investigation 5 Day 3 Large Groupp. 074 Investigation 5 Day 2 Small Groupp. 075 Investigation 5 Day 3 Large Groupp. 076 Investigation 5 Day 2 Small Groupp. 077 Investigation

		p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.1.	Determine ways in which works of art express ideas about oneself, other people, places, and events
EXPECTATION	2.B.1.a.	Observe works of art and identify ideas expressed by the artists Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 2 Large Group p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 4 Large Group p. 018 Exploring the Topic Day 5 Large Group p. 020 Exploring the Topic Day 5 Large Group p. 021 Exploring the Topic Day 5 Large Group p. 022 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Large Group p. 023 Investigation 1 Day 1 Large Group p. 024 Investigation 1 Day 1 Large Group p. 025 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 1 Large Group p. 031 Investigation 1 Day 3 Small Group p. 033 Investigation 1 Day 4 Large Group p. 033 Investigation 1 Day 4 Large Group p. 033 Investigation 1 Day 4 Large Group p. 034 Investigation 1 Day 5 Large Group p. 035 Investigation 1 Day 5 Large Group p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large Group

EXPECTATION	2.B.1.b.	 p. 070 Investigation 4 Day 4 Small Group p. 074 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 2 Large Group p. 076 Investigation 5 Day 2 Large Group p. 077 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 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 Small Group p. 083 Investigation 6 Day 1 Choice Time p. 087 Investigation 6 Day 1 Choice Time p. 087 Investigation 6 Day 1 Choice Time p. 088 Investigation 6 Day 2 Choice Time p. 088 Investigation 6 Day 2 Small Group p. 088 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Small Group p. 091 Investigation 6 Day 3 Read-Aloud p. 091 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Small Group p. 109 Celebrating Learning Day 2 Small Group
	Z.B.1.D.	Use selected works of art as inspiration to express ideas visually and verbally Trees Study p. 013 Exploring the Topic Day 1 Large Group p. 014 Exploring the Topic Day 1 Small Group p. 015 Exploring the Topic Day 2 Large Group p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 018 Exploring the Topic Day 2 Mark Group p. 017 Exploring the Topic Day 3 Small Group p. 018 Exploring the Topic Day 4 Large Group p. 020 Exploring the Topic Day 5 Large Group p. 021 Exploring the Topic Day 5 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Large Group p. 024 Exploring the Topic Day 5 Large Group p. 025 Exploring the Topic Day 5 Large Group p. 026 Investigation 1 Day 1 Large Group p. 027 Investigation 1 Day 1 Large Group p. 032 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 4 Large Group p. 033 Investigation 1 Day 4 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-Group Roundup p. 036 Investigation 1 Day 5 Large Group p. 036 Investigation 1 Day 5 Large

		 p. 049 Investigation 2 Day 5 Small Group p. 052 Investigation 3 Day 1 Choice Time p. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 059 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Large Group p. 060 Investigation 4 Day 1 Choice Time p. 065 Investigation 4 Day 1 Read-Aloud p. 065 Investigation 4 Day 1 Small Group p. 065 Investigation 4 Day 2 Small Group p. 065 Investigation 4 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 5 Day 4 Choice Time p. 070 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 2 Large Group p. 076 Investigation 5 Day 2 Large Group p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Read-Aloud p. 079 Investigation 5 Day 3 Read-Aloud p. 079 Investigation 5 Day 3 Choice Time p. 079 Investigation 5 Day 3 Small Group p. 081 Investigation 5 Day 3 Small Group p. 081 Investigation 5 Day 5 Large Group p. 081 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Large Group p. 083 Investigation 6 Day 1 Choice Time p. 081 Investigation 6 Day 1 Choice Time p. 083 Investigation 6 Day 1 Choice Time p. 081 Investigation 6 Day 1 Choice Time
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.2.	Discuss reasons why people (including self) create and use art by studying artworks and other sources of information
EXPECTATION	2.B.2.a.	Discuss and describe artworks with common themes or similar ideas expressed <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 019 Exploring the Topic Day 4 Large Group p. 020 Exploring the Topic Day 4 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group

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INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.3.	Differentiate among works by artists representative of different cultures
EXPECTATION	2.B.3.a.	Discuss the subject matter of selected artworks 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 Small Group p. 017 Exploring the Topic Day 3 Small Group p. 019 Exploring the Topic Day 4 Large Group p. 020 Exploring the Topic Day 4 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 2 Large Group p. 030 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 3 Small Group

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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. 015 Exploring the Topic Day 1 Small Group			
			p. 015 Exploring the Topic Day 1 Small Group

p. 016 Exploring the Topic Day 2 Large Group
p. 017 Exploring the Topic Day 2 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. 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. 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. 075 Investigation 5 Day 1 Read-Aloud p. 076 Investigation 5 Day 2 Large Group
p. 077 Investigation 5 Day 2 Read-Aloud
p. 079 Investigation 5 Day 3 Choice Time
p. 079 Investigation 5 Day 3 Read-Aloud
p. 079 Investigation 5 Day 3 Small Group
p. 081 Investigation 5 Day 4 Small Group
p. 082 Investigation 5 Day 5 Choice Time
p. 082 Investigation 5 Day 5 Large Group
p. 083 Investigation 5 Day 5 Large-Group Roundup
p. 083 Investigation 5 Day 5 Read-Aloud
p. 083 Investigation 5 Day 5 Small Group
p. 087 Investigation 6 Day 1 Choice Time
p. 087 Investigation 6 Day 1 Read-Aloud
p. 087 Investigation 6 Day 1 Small Group
p. 088 Investigation 6 Day 2 Choice Time

		p. 089 Investigation 6 Day 2 Small Group
		p. 091 Investigation 6 Day 3 Read-Aloud
		p. 091 Investigation 6 Day 3 Small Group
		p. 092 Investigation 6 Day 4 Large Group
		p. 093 Investigation 6 Day 4 Small Group
		p. 107 Celebrating Learning Day 1 Small Group
		p. 109 Celebrating Learning Day 2 Large-Group Roundup
		p. 109 Celebrating Learning Day 2 Small Group
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will
		demonstrate an understanding of visual arts as a basic aspect of
		history and human experience.
INDICATOR / PROFICIENCY	2 B	Historical, Cultural, and Social Context
LEVEL	2.0.	
OBJECTIVE	2.B.4.	Describe the processes used to interpret and express ideas in the
		visual arts and other disciplines
EXPECTATION	2.B.4.a.	Identify the visual qualities of works of art and the environment
		······, ······ ······ ······
		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
		p. 064 Investigation 4 Day 1 Large Group
		p. 065 Investigation 4 Day 1 Choice Time
		p. 066 Investigation 4 Day 2 Choice Time
		p. 066 Investigation 4 Day 2 Large Group
		p. 067 Investigation 4 Day 2 Large-Group Roundup
		p. 068 Investigation 4 Day 3 Large Group
		p. 069 Investigation 4 Day 3 Choice Time
		p. 069 Investigation 4 Day 3 Large-Group Roundup
		p. 070 Investigation 4 Day 4 Choice Time
		p. 070 Investigation 4 Day 4 Large Group
		p. 070 Investigation 4 Day 4 Large-Group Roundup
		p. 070 Investigation 4 Day 4 Small Group
		p. 077 Investigation 5 Day 2 Small Group
		p. 078 Investigation 5 Day 3 Large Group
		p. 080 Investigation 5 Day 4 Large Group
		p. 087 Investigation 6 Day 1 Small Group
		p. 088 Investigation 6 Day 2 Choice Time
		p. 091 Investigation 6 Day 3 Small Group
		p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group
		p. 109 Celebrating Learning Day 2 Small Group
EXPECTATION	2.B.4.b.	Explain and use a variety of visual arts processes to express ideas
		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
		p. 064 Investigation 4 Day 1 Large Group
		p. 065 Investigation 4 Day 1 Choice Time
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		 p. 066 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 2 Large-Group Roundup p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Choice Time p. 069 Investigation 4 Day 3 Large-Group Roundup p. 070 Investigation 4 Day 4 Large-Group Roundup p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large-Group Roundup p. 070 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group p. 080 Investigation 5 Day 2 Small Group p. 088 Investigation 6 Day 1 Small Group p. 091 Investigation 6 Day 3 Small Group p. 109 Celebrating Learning Day 2 Small Group p. 109 Celebrating Learning Day 2 Small Group
TOPIC / INDICATOR	FA-V.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Create images and forms from observation, memory, imagination, and feelings
EXPECTATION	3.C.1.a.	Explore art media, processes, and techniques Trees Study p. 016 Exploring the Topic Day 2 Large Group p. 030 Investigation 1 Day 2 Large Group p. 033 Investigation 1 Day 3 Large Group Roundup p. 033 Investigation 1 Day 3 Large-Group Roundup p. 033 Investigation 1 Day 4 Large-Group Roundup p. 035 Investigation 1 Day 5 Read-Aloud p. 049 Investigation 2 Day 5 Small Group p. 058 Investigation 3 Day 4 Large Group p. 059 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. 070 Investigation 4 Day 3 Large Group p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 3 Large Group p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 5 Day 2 Small Group p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 2 Large Group p. 080 Investigation 6 Day 1 Small Group p. 081 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Small Group p. 088 Investigation 6 Day 2 Small Group p. 088 Investigation 6 Day 3 Small Group p. 080 Investigation 6 Day 2 Small Group p. 080 Investigation 6 Day 2 Small Group p. 080 Investigation 6 Day 3 Small Group p. 080 Investigation 6 Day 3 Small Group p. 090 Investigation 6 Day 3 Small Group p. 090 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group
EXPECTATION	3.C.1.b.	Manipulate art media, materials and tools safely <u>Trees Study</u> p. 016 Exploring the Topic Day 2 Large Group p. 030 Investigation 1 Day 2 Large Group p. 032 Investigation 1 Day 3 Large Group

		p. 033 Investigation 1 Day 3 Choice Time
		p. 033 Investigation 1 Day 3 Large-Group Roundup
		p. 035 Investigation 1 Day 4 Large-Group Roundup
		p. 037 Investigation 1 Day 5 Read-Aloud
		p. 049 Investigation 2 Day 5 Small Group
		p. 058 Investigation 3 Day 4 Large Group
		p. 059 Investigation 3 Day 4 Choice Time
		p. 059 Investigation 3 Day 4 Large-Group Roundup
		p. 064 Investigation 4 Day 1 Large Group
		p. 065 Investigation 4 Day 1 Choice Time
		p. 066 Investigation 4 Day 2 Choice Time
		p. 066 Investigation 4 Day 2 Large Group
		p. 067 Investigation 4 Day 2 Large-Group Roundup
		p. 068 Investigation 4 Day 3 Large Group
		p. 069 Investigation 4 Day 3 Choice Time
		p. 069 Investigation 4 Day 3 Large-Group Roundup
		p. 070 Investigation 4 Day 4 Choice Time
		p. 070 Investigation 4 Day 4 Large Group
		p. 070 Investigation 4 Day 4 Large-Group Roundup
		p. 070 Investigation 4 Day 4 Small Group
		p. 077 Investigation 5 Day 2 Small Group
		p. 078 Investigation 5 Day 3 Large Group
		p. 080 Investigation 5 Day 4 Large Group
		p. 087 Investigation 6 Day 1 Small Group
		p. 088 Investigation 6 Day 2 Choice Time
		p. 091 Investigation 6 Day 3 Small Group
		p. 109 Celebrating Learning Day 2 Large-Group Roundup
		p. 109 Celebrating Learning Day 2 Small Group
EXPECTATION	3.C.1.c.	Create artworks that explore the uses of color, line, and shape, to
		express ideas
		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
		p. 064 Investigation 4 Day 1 Large Group
		p. 065 Investigation 4 Day 1 Choice Time
		p. 066 Investigation 4 Day 2 Choice Time
		p. 066 Investigation 4 Day 2 Large Group
		p. 067 Investigation 4 Day 2 Large-Group Roundup
		p. 068 Investigation 4 Day 3 Large Group
		p. 069 Investigation 4 Day 3 Choice Time
		p. 069 Investigation 4 Day 3 Large-Group Roundup
		p. 070 Investigation 4 Day 4 Choice Time
		p. 070 Investigation 4 Day 4 Large Group
		p. 070 Investigation 4 Day 4 Large-Group Roundup
		p. 070 Investigation 4 Day 4 Small Group
	11	p. 077 Investigation 5 Day 2 Small Group
		p. 078 Investigation 5 Day 3 Large Group
		p. 078 Investigation 5 Day 3 Large Group p. 080 Investigation 5 Day 4 Large Group
		p. 078 Investigation 5 Day 3 Large Group p. 080 Investigation 5 Day 4 Large Group p. 087 Investigation 6 Day 1 Small Group
		p. 078 Investigation 5 Day 3 Large Group p. 080 Investigation 5 Day 4 Large Group p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time
		p. 078 Investigation 5 Day 3 Large Group p. 080 Investigation 5 Day 4 Large Group p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group
		 p. 078 Investigation 5 Day 3 Large Group p. 080 Investigation 5 Day 4 Large Group p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group p. 109 Celebrating Learning Day 2 Large-Group Roundup
		p. 078 Investigation 5 Day 3 Large Group p. 080 Investigation 5 Day 4 Large Group p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group
TOPIC / INDICATOR	FA-V.3.	 p. 078 Investigation 5 Day 3 Large Group p. 080 Investigation 5 Day 4 Large Group p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group
TOPIC / INDICATOR	FA-V.3.	 p. 078 Investigation 5 Day 3 Large Group p. 080 Investigation 5 Day 4 Large Group p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group CREATIVE EXPRESSION AND PRODUCTION: Students will
TOPIC / INDICATOR	FA-V.3.	 p. 078 Investigation 5 Day 3 Large Group p. 080 Investigation 5 Day 4 Large Group p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group

INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.2.	Investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know, and feel
EXPECTATION	3.C.2.a.	Explore ways images communicate ideas Trees Study p. 016 Exploring the Topic Day 2 Large Group p. 030 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 5 Small Group p. 036 Investigation 3 Day 4 Large-Group Roundup p. 057 Investigation 3 Day 4 Large Group p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Large Group p. 064 Investigation 4 Day 1 Choice Time p. 065 Investigation 4 Day 2 Large Group p. 066 Investigation 4 Day 2 Large Group Roundup p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 4 Large Group 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. 070 Investigation 5 Day 4 Large Group p. 070 Investigation 5 Day 2 Small Group p. 070 Investigation 5 Day 3 Large Group
EXPECTATION	3.C.2.b.	Identify color, line, and shape in artworks Trees Study p. 016 Exploring the Topic Day 2 Large Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 3 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 033 Investigation 1 Day 3 Large-Group Roundup p. 035 Investigation 1 Day 4 Large-Group Roundup p. 037 Investigation 2 Day 5 Small Group p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Large Group p. 064 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 2 Choice Time p. 066 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 3 Large Group p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 4 Large Group p. 069 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 4 Choice Time p. 069 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large Group <tr< td=""></tr<>

		p. 080 Investigation 5 Day 4 Large Group
		p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time
		p. 091 Investigation 6 Day 3 Small Group
		p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group
TOPIC / INDICATOR	FA-V.4.	AESTHETICS AND CRITICISM: Students will demonstrate the ability
	1 . 1.7.	to identify, analyze, and apply criteria for making visual aesthetic judgments.
INDICATOR / PROFICIENCY LEVEL	4.D.	Criticism and Aesthetics
OBJECTIVE	4.D.1.	Develop and apply criteria to evaluate personally created artworks and the artworks of others
EXPECTATION	4.D.1.a.	Observe and respond to selected artworks
		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 Choice Time
		p. 065 Investigation 4 Day 1 Small Group
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		 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 1 Read-Aloud p. 076 Investigation 5 Day 2 Large Group 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 Read-Aloud p. 079 Investigation 5 Day 3 Small Group p. 081 Investigation 5 Day 3 Small Group p. 082 Investigation 5 Day 5 Choice Time p. 082 Investigation 5 Day 5 Large Group Roundup p. 083 Investigation 5 Day 5 Read-Aloud p. 083 Investigation 5 Day 5 Small Group p. 087 Investigation 6 Day 1 Small Group p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time p. 089 Investigation 6 Day 3 Small Group p. 081 Investigation 6 Day 3 Small Group p. 081 Investigation 6 Day 1 Small Group p. 083 Investigation 6 Day 2 Small Group p. 091 Investigation 6 Day 3 Small Group p. 091 Investigation 6 Day 3 Large Group p. 093 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Small Group p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group p. 109 Celebrating Learning Day 2 Small Group
STRAND / TOPIC / STANDARD	MD.FA-T.	Fine Arts - Theatre
TOPIC / INDICATOR	FA-T.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetics Education
OBJECTIVE	1.A.1.	Describe ways that theatre depicts themes and stories
EXPECTATION	1.A.1.a.	Listen to and perform nursery rhymes, finger plays, and popular books and other media <u>Trees Study</u> p. 043 Investigation 2 Day 2 Small Group p. 079 Investigation 5 Day 3 Read-Aloud p. 083 Investigation 5 Day 5 Small Group
EXPECTATION	1.A.1.b.	Explore themes and ideas about people and events through improvisational play <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Mighty Minutes p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 033 Investigation 1 Day 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 Small Group p. 061 Investigation 3 Day 5 Small Group p. 061 Investigation 3 Day 5 Small Group p. 061 Investigation 4 Outdoor Experiences p. 063 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 2 Large Group p. 066 Investigation 4 Day 3 Small Group p. 070 Investigation 5 Outdoor Experiences p. 075 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 5 Day 1 Small Group p. 075 Investigation 5 Day 2 Mighty Minutes p. 075 Investigation 5 Day 4 Large Group p. 075 Investigation 5 Day 4 Large Group p. 075 Investigation 5 Day 1 Small Group p. 075 Investigation 5 Day 1 Small Group p. 075 Investigation 5 Day 2 Mighty Minutes p. 079 Investigation 5 Day 3 Small Group p. 075 Investigation 5 Day 1 Small Group p. 075 Investigation 5 Day 2 Mighty Minutes p. 079 Investigation 5 Day 3 Small Group p. 079 Investigation 5 Day 3 Small Group p. 079 Investigation 5 Day 3 Large Group p. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 5 Large Group p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 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. 107 Celebrating Learning Day 1 Mighty Minutes
TOPIC / INDICATOR	FA-T.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The
		student will demonstrate the ability to recognize and describe the
		development of a variety of dramatic forms over time and the aesthetic qualities they reflect.
INDICATOR / PROFICIENCY	1.A.	Aesthetics Education
LEVEL		
OBJECTIVE	1.A.2.	Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances
EXPECTATION	1.A.2.a.	Explore expressive qualities in dance, music, theatre, and visual arts Trees Study p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 5 Large Group p. 022 Exploring the Topic Day 5 Lonce Time p. 023 Exploring the Topic Day 5 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 2 Choice Time p. 029 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 3 Large-Group Roundup p. 033 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 040 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Large-Group Roundup p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Large Group p. 055 Investigation 3 Day 2 Mighty Minutes p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 3 Large Group p. 056 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 3 Small Group p. 066 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. 060 Investigation 4 Day 4 Large Group p. 070 Investigation

		 p. 074 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Choice Time p. 075 Investigation 5 Day 1 Large-Group Roundup p. 076 Investigation 5 Day 2 Choice Time p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 2 Large-Group Roundup p. 077 Investigation 5 Day 2 Small Group p. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Choice Time p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Large Group p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Large-Group Roundup p. 109 Celebrating Learning Day 2 Large-Group Roundup
TOPIC / INDICATOR	FA-T.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: The students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic texts, and other literature of the theatre.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Contexts
OBJECTIVE	2.B.1.	Express a range of responses to a variety of stimuli
EXPECTATION	2.B.1.b.	Sing and move to a variety of traditional children's songs from a variety of cultures
		Trees Studyp. 014 Exploring the Topic Day 1 Large Groupp. 018 Exploring the Topic Day 3 Large Groupp. 019 Exploring the Topic Day 4 Large Groupp. 020 Exploring the Topic Day 5 Large Groupp. 022 Exploring the Topic Day 5 Large Groupp. 023 Exploring the Topic Day 5 Large Groupp. 033 Investigation 1 Day 1 Large Groupp. 034 Investigation 1 Day 4 Large Groupp. 035 Investigation 1 Day 5 Large Groupp. 036 Investigation 1 Day 5 Large Groupp. 037 Investigation 1 Day 5 Large Groupp. 036 Investigation 2 Day 2 Large Groupp. 041 Investigation 2 Day 2 Large Groupp. 042 Investigation 2 Day 2 Large Groupp. 043 Investigation 2 Day 2 Mighty Minutesp. 044 Investigation 2 Day 2 Mighty Minutesp. 044 Investigation 2 Day 3 Large Groupp. 044 Investigation 2 Day 3 Large Groupp. 044 Investigation 2 Day 4 Large Groupp. 044 Investigation 2 Day 4 Large Groupp. 045 Investigation 2 Day 4 Large Groupp. 046 Investigation 2 Day 4 Large Groupp. 045 Investigation 3 Day 1 Large Groupp. 045 Investigation 3 Day 2 Large Groupp. 055 Investigation 3 Day 4 Large Groupp. 056 Investigation 3 Day 5 Large Groupp. 056 Investigation 3 Day 5 Large Groupp. 056 Investigation 3 Day 5 Large Groupp. 056 Investigation 4 Day 1 Large Groupp. 056 Investigation 4 Day 1 Large Groupp. 056 Investigation 4 Day 1 Large Group <td< td=""></td<>

		 p. 080 Investigation 5 Day 4 Large Group p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Mighty Minutes p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Mighty Minutes p. 088 Investigation 6 Day 2 Large Group p. 090 Investigation 6 Day 3 Large Group p. 092 Investigation 6 Day 4 Large Group p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 108 Celebrating Learning Day 2 Large Group
TOPIC / INDICATOR	FA-T.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: The students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic texts, and other literature of the theatre.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Contexts
OBJECTIVE	2.B.2.	Demonstrate knowledge of theatrical conventions as performers and as an audience
EXPECTATION	2.B.2.a.	Listen to and retell familiar stories and create accompaniment using natural and human-made sounds <u>Trees Study</u> p. 079 Investigation 5 Day 3 Read-Aloud p. 083 Investigation 5 Day 5 Small Group
TOPIC / INDICATOR	FA-T.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Use a variety of theatrical elements to communicate ideas and feelings
EXPECTATION	3.C.1.a.	Pantomime characters from books or rhymes <u>Trees Study</u> p. 079 Investigation 5 Day 3 Read-Aloud p. 083 Investigation 5 Day 5 Small Group
EXPECTATION	3.C.1.b.	Use sound effects, costumes, and properties to enhance the quality of dramatic activities <u>Trees Study</u> p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 028 Exploring the Topic Day 5 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 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 4 Choice Time p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 5 Large Group p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Large Group p. 046 Investigation 2 Day 4 Choice Time p. 046 Investigation 2 Day 5 Large Group p. 047 Investigation 2 Day 5 Large Group p. 048 Investigation 3 Day 5 Large Group p. 049 Investigation 3 Day 5 Large Group p. 049 Investigation 3 Day 5 Large Group p. 049 Investigation 3 Day 5 Large Group p. 053 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 4 Large-Group Roundup

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		 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. 071 Investigation 5 Outdoor Experiences p. 075 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 5 Day 2 Mighty Minutes p. 079 Investigation 5 Day 3 Small Group p. 079 Investigation 5 Day 3 Small Group p. 079 Investigation 5 Day 3 Small Group p. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 5 Mighty Minutes p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 6 Outdoor Experience p. 091 Investigation 6 Day 3 Mighty Minutes p. 105 Celebrating Learning Outdoor Experiences p. 107 Celebrating Learning Day 1 Mighty Minutes p. 109 Celebrating Learning Day 2 Mighty Minutes
EXPECTATION	3.C.1.c.	Explore the expressive qualities of a variety of locomotor and non- locomotor movements <u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes
EXPECTATION	3.C.1.d.	Improvise roles and behaviors associated with a variety of animals and professions Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 023 Exploring the Topic Day 3 Read-Aloud p. 033 Investigation 1 Day 4 Large Group p. 034 Investigation 1 Day 4 Large Group p. 034 Investigation 2 Day 1 Mighty Minutes p. 034 Investigation 2 Day 1 Mighty Minutes p. 041 Investigation 2 Day 1 Mighty Minutes p. 041 Investigation 2 Day 1 Mighty Minutes p. 044 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 Large Group p. 046 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 5 Large Group p. 047 Investigation 2 Day 4 Large Group p. 048 Investigation 2 Day 4 Large Group p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 3 Day 5 Large Group p. 051 Investigation 3 Day 5 Large Group p. 053 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Large-Group Roundup p. 061 Investigation 3 Day 5 Small Group p. 061 Investigation 3 Day 5 Small Group p. 063 Investigation 3 Day 5 Small Group p. 063 Investigation 4 Day 1 Small Group p. 064 Investigation 4 Day 1 Small Group p. 065 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 3 Small Group p. 066 Investigation 4 Day 3 Small Group p. 067 Investigation 4 Day 3 Small Group p. 070 Investigation 5 Day 1 Read-Aloud p. 071 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 5 Day 1 Small Group p. 075 Investigation 5 Day 1 Mighty Minutes

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		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
TOPIC / INDICATOR	FA-T.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.2.	Demonstrate knowledge of theatre performance and production skills in formal and informal presentations
EXPECTATION	3.C.2.a.	Recognize that a play has characters, dialogue, setting(s), and tells a story <u>Trees Study</u> p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Large Group p. 023 Investigation 1 Day 1 Large Group Roundup p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 2 Choice Time p. 029 Investigation 1 Day 3 Large-Group Roundup p. 031 Investigation 1 Day 3 Large-Group Roundup p. 033 Investigation 2 Day 1 Large-Group Roundup p. 040 Investigation 2 Day 1 Large-Group Roundup p. 044 Investigation 2 Day 1 Large-Group Roundup p. 046 Investigation 2 Day 4 Large Group p. 046 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 3 Large Group p. 056 Investigation 3 Day 4 Large Group p. 056 Investigation 3 Day 4 Large Group p. 056 Investigation 3 Day 4 Large Group p. 066 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 1 Large Group p. 068 Investigation 4 Day 3 Large Group p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Large Group p. 070 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Large-Group Roundup p. 075 Investigation 5 Day 2 Choice Time p. 075 Investigation 5 Day 2 Large Group p. 076 Investigation 5 Day 2 Large Group p. 076 Investigation 5 Day 2 Large Group p. 076 Investigation 5 Day 2 Large-Group Roundup p. 076 Investigation 5 Day 2 Large Group p. 076 Investigation 5 Day 2 Large-Group Roundup p. 077 Investigation 5 Day 2 Large Group p. 081 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Large Group p. 081 Investigation 6 Day 1 Large Group
EXPECTATION	3.C.2.b.	Observe and identify what characters do in a variety of settings
		<u>Trees Study</u> p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time

		p. 028 Investigation 1 Day 1 Large Group
		p. 029 Investigation 1 Day 1 Choice Time
		p. 029 Investigation 1 Day 1 Large-Group Roundup
		p. 031 Investigation 1 Day 2 Choice Time
		p. 032 Investigation 1 Day 3 Large Group
		p. 033 Investigation 1 Day 3 Large-Group Roundup
		p. 040 Investigation 2 Day 1 Choice Time
		p. 041 Investigation 2 Day 1 Large-Group Roundup
		p. 046 Investigation 2 Day 4 Large Group
		p. 047 Investigation 2 Day 4 Small Group
		p. 056 Investigation 3 Day 3 Choice Time
		p. 056 Investigation 3 Day 3 Large Group
		p. 058 Investigation 3 Day 4 Large Group
		p. 064 Investigation 4 Day 1 Large Group
		p. 065 Investigation 4 Day 1 Small Group
		p. 066 Investigation 4 Day 2 Large Group
		p. 068 Investigation 4 Day 3 Large Group
		p. 069 Investigation 4 Day 3 Small Group
		p. 070 Investigation 4 Day 4 Large Group
		p. 074 Investigation 5 Day 1 Large Group
		p. 075 Investigation 5 Day 1 Choice Time
		p. 075 Investigation 5 Day 1 Large-Group Roundup
		p. 076 Investigation 5 Day 2 Choice Time
		p. 076 Investigation 5 Day 2 Large Group
		p. 077 Investigation 5 Day 2 Large-Group Roundup
		p. 077 Investigation 5 Day 2 Small Group
		p. 080 Investigation 5 Day 4 Large Group
		p. 081 Investigation 5 Day 4 Choice Time
		p. 086 Investigation 6 Day 1 Large Group
		p. 087 Investigation 6 Day 1 Small Group
		p. 092 Investigation 6 Day 4 Large Group
		p. 093 Investigation 6 Day 4 Large-Group Roundup
		p. 109 Celebrating Learning Day 2 Large-Group Roundup
FYPECTATION	3020	Imitate the actions of observed characters and objects
EXPECTATION	3.C.2.c.	Imitate the actions of observed characters and objects
EXPECTATION	3.C.2.c.	
EXPECTATION		Trees Study
EXPECTATION		T <u>rees Study</u> p. 021 Exploring the Topic Day 4 Large-Group Roundup
EXPECTATION		T <u>rees Study</u> p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group
EXPECTATION		T <u>rees Study</u> p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group
EXPECTATION		Trees Study p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time
EXPECTATION		T <u>rees Study</u> p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group
EXPECTATION		Trees Study p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time
EXPECTATION		Trees Study p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time
EXPECTATION		Trees Study p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Large-Group Roundup
EXPECTATION		Trees Study p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Large-Group Roundup p. 031 Investigation 1 Day 2 Choice Time
EXPECTATION		Trees Study p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Large-Group Roundup p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group
EXPECTATION		Trees Study p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Large-Group Roundup p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup
EXPECTATION		Trees Study p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Large-Group Roundup p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 033 Investigation 1 Day 3 Large-Group Roundup p. 040 Investigation 2 Day 1 Choice Time
EXPECTATION		Trees Study p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Large-Group Roundup p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 040 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Large-Group Roundup
EXPECTATION		Trees Study p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Large-Group Roundup p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 040 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Large-Group Roundup p. 046 Investigation 2 Day 4 Large Group
EXPECTATION		Trees Study p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Large-Group Roundup p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 040 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Large-Group Roundup p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group
EXPECTATION		Trees Study p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Large-Group Roundup p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 040 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Large-Group Roundup p. 046 Investigation 2 Day 4 Large Group
EXPECTATION		Trees Study p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Large-Group Roundup p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 040 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Large-Group Roundup p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Small Group
EXPECTATION		Trees Study p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Large-Group Roundup p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 040 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Large-Group Roundup p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Large Group p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 3 Large Group
EXPECTATION		Trees Study p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 5 Share Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Large-Group Roundup p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large-Group Roundup p. 033 Investigation 1 Day 3 Large-Group Roundup p. 040 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Choice Time p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Large Group p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 3 Large Group p. 056 Investigation 3 Day 4 Large Group p. 058 Investigation 3 Day 4 Large Group
EXPECTATION		Trees Study p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Large-Group Roundup p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large-Group Roundup p. 033 Investigation 1 Day 3 Large-Group Roundup p. 040 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Large-Group Roundup p. 046 Investigation 2 Day 4 Large Group p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 3 Large Group p. 058 Investigation 3 Day 4 Large Group p. 056 Investigation 3 Day 4 Large Group p. 058 Investigation 4 Day 1 Large Group
EXPECTATION		Trees Study p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Large-Group Roundup p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large Group p. 040 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 4 Large-Group Roundup p. 046 Investigation 2 Day 4 Large Group p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 4 Large Group p. 058 Investigation 3 Day 4 Large Group p. 058 Investigation 3 Day 4 Large Group p. 056 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Small Group
EXPECTATION		Trees Study p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 5 Share Group p. 022 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Large-Group Roundup p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large Group Roundup p. 040 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 4 Large-Group Roundup p. 046 Investigation 2 Day 4 Large Group p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 4 Large Group p. 058 Investigation 3 Day 4 Large Group p. 058 Investigation 3 Day 4 Large Group p. 058 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 2 Large Group
EXPECTATION		Trees Study p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 5 Share Group p. 022 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Large-Group Roundup p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 040 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Choice Time p. 044 Investigation 2 Day 4 Large-Group Roundup p. 045 Investigation 2 Day 4 Large Group p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 4 Large Group p. 056 Investigation 3 Day 4 Large Group p. 056 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 3 Large Group p. 066 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 3 Large Group p. 066 Investigation 4 Day 3 Large Group p. 066 Investigation 4 Day 3 Large Group
EXPECTATION		Trees Study p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 5 Share Group p. 022 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 3 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 2 Day 1 Choice Time p. 040 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 4 Large-Group Roundup p. 041 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 3 Large Group p. 056 Investigation 4 Day 1 Large Group p. 056 Investigation 4 Day 1 Large Group p. 056 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 3 Small Group p. 066 Investigation 4 Day 3 Large Group p. 066 Investigation 4 Day 3 Large Group p. 066 Investigation 4 Day 3 Small Group p. 066 Investigation 4 Day 3 Large Group
EXPECTATION		Trees Study p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 040 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 4 Large Group p. 045 Investigation 3 Day 3 Large Group p. 056 Investigation 3 Day 4 Large Group p. 056 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 1 Large Group p. 069 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 4 Large Group p. 069 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large Group p. 071 Investigation 4 Day 4 Large Group p. 069 Investigation 4 Day 4 Large
EXPECTATION		Trees Study p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 5 Share Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 040 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 4 Large-Group Roundup p. 045 Investigation 2 Day 4 Large Group p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 4 Large Group p. 056 Investigation 3 Day 3 Large Group p. 056 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 3 Large Group p. 066 Investigation 4 Day 3 Large Group p. 066 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 3 Large Group p. 066 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 3 Large Group p. 066 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 3 Large Group p. 066 Investigation 4 Day 3 Large Group p. 066 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 3 Large Group p. 066 Investigation 4 Day 3 Large Group p. 066 Investigation 4 Day 3 Large Group p. 066 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 3 Large Group p. 066 Investigation 4 Day
EXPECTATION		Trees Study p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 5 Surge Group p. 022 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 3 Large-Group Roundup p. 033 Investigation 1 Day 3 Large-Group Roundup p. 040 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Large-Group Roundup p. 045 Investigation 2 Day 4 Large-Group Roundup p. 046 Investigation 2 Day 4 Large-Group p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 3 Large Group p. 056 Investigation 3 Day 4 Large Group p. 066 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 1 Large Group p. 067 Investigation 4 Day 1 Large Group p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 1 Large Group p. 069 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 1 Large Group p. 070 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Choice Time
EXPECTATION		Trees Study p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 5 Share Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 040 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 4 Large-Group Roundup p. 045 Investigation 2 Day 4 Large Group p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 4 Large Group p. 056 Investigation 3 Day 3 Large Group p. 056 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 3 Large Group p. 066 Investigation 4 Day 3 Large Group p. 066 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 3 Large Group p. 066 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 3 Large Group p. 066 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 3 Large Group p. 066 Investigation 4 Day 3 Large Group p. 066 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 3 Large Group p. 066 Investigation 4 Day 3 Large Group p. 066 Investigation 4 Day 3 Large Group p. 066 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 3 Large Group p. 066 Investigation 4 Day
EXPECTATION		Trees Study p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 5 Surge Group p. 022 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Choice Time p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 3 Large-Group Roundup p. 033 Investigation 1 Day 3 Large-Group Roundup p. 040 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Large-Group Roundup p. 045 Investigation 2 Day 4 Large-Group Roundup p. 046 Investigation 2 Day 4 Large-Group p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 3 Large Group p. 056 Investigation 3 Day 4 Large Group p. 066 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 1 Large Group p. 067 Investigation 4 Day 1 Large Group p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 1 Large Group p. 069 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 1 Large Group p. 070 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Choice Time
EXPECTATION		Trees Study p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 028 Investigation 1 Day 1 Large Group Roundup p. 029 Investigation 1 Day 1 Large-Group Roundup p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large Group Roundup p. 040 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Large-Group Roundup p. 045 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 056 Investigation 3 Day 3 Large Group p. 058 Investigation 3 Day 3 Large Group p. 058 Investigation 3 Day 4 Large Group p. 064 Investigation 4 Day 1 Small Group p. 065 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 1 Small Group p. 067 Investigation 4 Day 1 Small Group p. 068 Investigation 4 Day 1 Large Group p. 075 Investigation 4 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 Choice Time p. 076 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 2 Choice Time p. 075 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Choice Time p. 075 Investigation 5 Day 1 Choice Time p. 075 Investigation 5 Day 1 Choice Time p. 075 Inv
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EXPECTATION		Trees Study p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 028 Investigation 1 Day 1 Large Group Roundup p. 029 Investigation 1 Day 1 Large-Group Roundup p. 031 Investigation 1 Day 2 Choice Time p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large Group Roundup p. 040 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Large-Group Roundup p. 045 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 056 Investigation 3 Day 3 Large Group p. 058 Investigation 3 Day 3 Large Group p. 058 Investigation 3 Day 4 Large Group p. 064 Investigation 4 Day 1 Small Group p. 065 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 1 Small Group p. 067 Investigation 4 Day 1 Small Group p. 068 Investigation 4 Day 1 Large Group p. 075 Investigation 4 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 Choice Time p. 076 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 2 Choice Time p. 075 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Choice Time p. 075 Investigation 5 Day 1 Choice Time p. 075 Investigation 5 Day 1 Choice Time p. 075 Inv

		 p. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Choice Time p. 086 Investigation 6 Day 1 Large Group p. 087 Investigation 6 Day 1 Small Group p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Large-Group Roundup p. 109 Celebrating Learning Day 2 Large-Group Roundup
TOPIC / INDICATOR	FA-T.4.	AESTHETICS AND CRITICISM: Students will demonstrate the ability to identify, analyze, and apply criteria for making aesthetic judgments.
INDICATOR / PROFICIENCY LEVEL	4.D.	Aesthetics and Criticism
OBJECTIVE	4.D.2.	Identify, describe, and apply criteria to assess dramatic texts and other literature of the theatre
EXPECTATION	4.D.2.a.	Identify and discuss characters in stories Trees Study p. 021 Exploring the Topic Day 4 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 Choice Time p. 023 Investigation 1 Day 1 Large Group p. 023 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 2 Choice Time p. 029 Investigation 1 Day 3 Large-Group Roundup p. 031 Investigation 1 Day 3 Large-Group Roundup p. 032 Investigation 1 Day 3 Large-Group Roundup p. 033 Investigation 2 Day 1 Choice Time p. 040 Investigation 2 Day 1 Choice Time p. 041 Investigation 2 Day 1 Large-Group Roundup p. 046 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 046 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 3 Choice Time p. 056 Investigation 3 Day 3 Large Group p. 056 Investigation 3 Day 4 Large Group p. 056 Investigation 3 Day 4 Large Group p. 056 Investigation 4 Day 1 Large Group p. 066 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 3 Large Group p. 068 Investigation 4 Day 3 Large Group p. 070 Investigation 5 Day 1 Large-Group Roundup p. 075 Investigation 5 Day 1 Large Group p. 075 Investigation 5 Day 1 Large-Group Roundup p. 076 Investigation 5 Day 1 Large-Group Roundup p. 075 Investigation 5 Day 1 Large-Group Roundup p. 076 Investigation 5 Day 2 Large Group p. 076 Investigation 5 Day 2 Large-Group Roundup p. 077 Investigation 5 Day 2 Large-Group Roundup p. 077 Investigation 5 Day 2 Large-Group Roundup p. 077 Investigation 5 Day 2 Large Group p. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 6 Day 4
STRAND / TOPIC / STANDARD	MD.FA-D.	Fine Arts - Dance
TOPIC / INDICATOR	FA-D.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, perform, and respond to dance.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.1.	Demonstrate knowledge of how elements of dance are used to communicate meaning
EXPECTATION	1.A.1.a.	Demonstrate selected locomotor and non-locomotor movements

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

		Trees Study p. 055 Investigation 3 Day 2 Mighty Minutes
TOPIC / INDICATOR	FA-D.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.2.	Relate dance to history, society and personal experience
EXPECTATION	2.B.2.a.	View and discuss selected contemporary and representative dance styles from other times and places and label them as old or new <u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes
EXPECTATION	2.B.2.b.	Create movements that express specific moods Trees Study p. 055 Investigation 3 Day 2 Mighty Minutes
TOPIC / INDICATOR	FA-D.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.3.	Demonstrate understanding of the relationships between and among dance and other content areas
EXPECTATION	2.B.3.a.	Explore ways line and shape are used in dance and other content areas <u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes
TOPIC / INDICATOR	FA-D.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to create and perform dance.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Develop the ability to improvise dance
EXPECTATION	3.C.1.a.	Improvise movements to communicate ideas and concepts in response to a variety of stimuli <u>Trees Study</u>
		p. 055 Investigation 3 Day 2 Mighty Minutes
EXPECTATION	3.C.1.b.	Use improvisation to link two or more locomotor or non-locomotor movements <u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes
EXPECTATION	3.C.1.c.	Communicate ideas from stories, poems, or songs using improvisation
TOPIC / INDICATOR	FA-D.3.	p. 055 Investigation 3 Day 2 Mighty Minutes CREATIVE EXPRESSION AND PRODUCTION: Students will
INDICATOR / PROFICIENCY		demonstrate the ability to create and perform dance. Creative Expression and Production
LEVEL	3.0.	
OBJECTIVE	3.C.2.	Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning
EXPECTATION	3.C.2.a.	Communicate movement ideas using the elements of dance <u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes

EXPECTATION	3.C.2.b.	Demonstrate movement effects using repetition
		Trees Study
		p. 055 Investigation 3 Day 2 Mighty Minutes
EXPECTATION	3.C.2.c.	Use dance movement to tell stories
		Trees Study
		p. 055 Investigation 3 Day 2 Mighty Minutes
TOPIC / INDICATOR	FA-D.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to create and perform dance.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.3.	Develop performance competencies in dance
EXPECTATION	3.C.3.a.	Recognize how specific performance competencies, such as maintaining formation, maintaining personal space, entrance and exit affect dance presentation <u>Trees Study</u> p. 055 Investigation 3 Day 2 Mighty Minutes
EXPECTATION	3.C.3.b.	Complete simple dances from beginning to end, following cues or models
		Trees Study p. 055 Investigation 3 Day 2 Mighty Minutes
TOPIC / INDICATOR	FA-D.4.	AESTHETIC CRITICISM: Students will demonstrate the ability to
		make aesthetic judgments in dance.
INDICATOR / PROFICIENCY LEVEL	4.D.	Aesthetic Criticism
OBJECTIVE	4.D.1.	Identify and apply criteria to evaluate choreography and performance
EXPECTATION	4.D.1.a.	Recognize and describe locomotor and non-locomotor movements in dance performances Trees Study
		p. 055 Investigation 3 Day 2 Mighty Minutes
EXPECTATION	4.D.1.b.	Recognize selected characteristics of the elements of dance in performances, such as body parts and positions, shapes and levels, and tempo in performances
		Trees Study p. 055 Investigation 3 Day 2 Mighty Minutes
STRAND / TOPIC / STANDARD	MD.PE.	Physical Education
TOPIC / INDICATOR	PE.1.	SKILLFULNESS: Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combing skills effectively in skill themes, and applying skills.
INDICATOR / PROFICIENCY LEVEL	1.A.	Fundamental Movement
OBJECTIVE	1.A.1.	Show fundamental movement skills
EXPECTATION	1.A.1.a.	Use general spatial awareness and self space awareness in physical activity <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 030 Investigation 1 Day 2 Large Group p. 055 Investigation 3 Day 2 Mighty Minutes
		p. 080 Investigation 5 Day 4 Large Group
		p. 085 Investigation 6 Outdoor Experience p. 105 Celebrating Learning Outdoor Experiences
		p. 109 Celebrating Learning Day 2 Mighty Minutes

EXPECTATION	1.A.1.b.	Demonstrate locomotor skills including walking, jogging, running, galloping, hopping, and jumping <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 055 Investigation 3 Day 2 Mighty Minutes p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 085 Investigation 6 Outdoor Experience p. 105 Celebrating Learning Outdoor Experiences
EXPECTATION	1.A.1.c.	Demonstrate non-locomotive skills of bending and stretching <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 055 Investigation 3 Day 2 Mighty Minutes p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 085 Investigation 6 Outdoor Experience p. 105 Celebrating Learning Outdoor Experiences
TOPIC / INDICATOR	PE.1.	SKILLFULNESS: Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combing skills effectively in skill themes, and applying skills.
INDICATOR / PROFICIENCY LEVEL	1.B.	Creative Movement
OBJECTIVE	1.B.1.	Show creative movement skills
EXPECTATION	1.B.1.b.	Demonstrate spatial concepts of big, small, tall, and short in a variety of movement patterns <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 030 Investigation 1 Day 2 Large Group p. 055 Investigation 3 Day 2 Mighty Minutes p. 080 Investigation 5 Day 4 Large Group p. 085 Investigation 6 Outdoor Experience p. 105 Celebrating Learning Outdoor Experiences p. 109 Celebrating Learning Day 2 Mighty Minutes
TOPIC / INDICATOR	PE.2.	BIOMECHANICAL PRINCIPLES: Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.
INDICATOR / PROFICIENCY LEVEL	2.A.	Effects on Objects
OBJECTIVE	2.A.1.	Identify ways that people and objects move
EXPECTATION	2.A.1.a.	Show how a body moves fast and slow <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 030 Investigation 1 Day 2 Large Group p. 055 Investigation 3 Day 2 Mighty Minutes p. 080 Investigation 5 Day 4 Large Group p. 085 Investigation 6 Outdoor Experience p. 105 Celebrating Learning Outdoor Experiences p. 109 Celebrating Learning Day 2 Mighty Minutes
EXPECTATION	2.A.1.b.	Show how to move a body forward, backward, and sideways in open space <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 030 Investigation 1 Day 2 Large Group

		n 055 Investigation 2 Day 2 Mighty Minutes
		 p. 055 Investigation 3 Day 2 Mighty Minutes p. 080 Investigation 5 Day 4 Large Group p. 085 Investigation 6 Outdoor Experience p. 105 Celebrating Learning Outdoor Experiences
		p. 109 Celebrating Learning Day 2 Mighty Minutes
TOPIC / INDICATOR	PE.2.	BIOMECHANICAL PRINCIPLES: Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.
INDICATOR / PROFICIENCY LEVEL	2.B.	Balance
OBJECTIVE	2.B.1.	Identify balance through movement
EXPECTATION	2.B.1.a.	Show the ability to balance on one or more body parts
		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
TOPIC / INDICATOR	PE.3.	MOTOR LEARNING PRINCIPLES: Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.
INDICATOR / PROFICIENCY LEVEL	3.A.	Appropriate Practices
OBJECTIVE	3.A.1.	Recognize that skills will develop over time with appropriate practice and use of the correct cues.
EXPECTATION	3.A.1.a.	Show basic motor skills, using imitation, as a means for motor skill improvement <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 055 Investigation 3 Day 2 Mighty Minutes p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 085 Investigation 6 Outdoor Experience p. 105 Celebrating Learning Outdoor Experiences
TOPIC / INDICATOR	PE.3.	MOTOR LEARNING PRINCIPLES: Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.
INDICATOR / PROFICIENCY LEVEL	3.B.	Corrective Feedback
OBJECTIVE	3.B.1.	Identify the importance of corrective feedback on performance
EXPECTATION	3.B.1.a.	Use verbal and visual cues to improve skill performance <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 055 Investigation 3 Day 2 Mighty Minutes p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 085 Investigation 6 Outdoor Experience p. 105 Celebrating Learning Outdoor Experiences
TOPIC / INDICATOR	PE.4.	EXERCISE PHYSIOLOGY: Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance on a variety of academic, recreational, and life tasks.

INDICATOR / PROFICIENCY LEVEL	4.E.	Nutrition and Physical Activity
OBJECTIVE	4.E.1.	Recognize the relationship between nutrition and physical activity
EXPECTATION	4.E.1.a.	Describe how food is fuel to the body as gas is fuel to a car <u>Trees Study</u> p. 053 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group p. 107 Celebrating Learning Day 1 Small Group
TOPIC / INDICATOR	PE.6.	SOCIAL PSYCHOLOGICAL PRINCIPLES: Students will demonstrate the ability to use skills essential for developing self- efficacy, fostering a sense of community, and working effectively with others in physical activity settings.
INDICATOR / PROFICIENCY LEVEL	6.A.	Safety in Physical Activity
OBJECTIVE	6.A.1.	Demonstrate safety in physical activity settings
EXPECTATION	6.A.1.a.	Use person and general space safely in a physical activity setting to avoid injury <u>Trees Study</u> p. 013 Exploring the Topic Outdoor Experiences p. 030 Investigation 1 Day 2 Large Group p. 055 Investigation 3 Day 2 Mighty Minutes p. 080 Investigation 5 Day 4 Large Group p. 085 Investigation 6 Outdoor Experience p. 105 Celebrating Learning Outdoor Experiences p. 109 Celebrating Learning Day 2 Mighty Minutes
STRAND / TOPIC / STANDARD	MD.HE.EC.	Health Education
TOPIC / INDICATOR	HE.6.	NUTRITION AND FITNESS: Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.
INDICATOR / PROFICIENCY LEVEL	6.A.	Responses to Food
OBJECTIVE	6.A.1.	Students will identify the relationship between food and the senses
EXPECTATION	6.A.1.a.	Recognize that foods have different tastes such as, sweet, sour, bitter, and saltyTrees Studyp. 053 Investigation 3 Day 1 Small Groupp. 057 Investigation 3 Day 3 Small Groupp. 069 Investigation 4 Day 3 Small Groupp. 107 Celebrating Learning Day 1 Small Group
TOPIC / INDICATOR	HE.6.	NUTRITION AND FITNESS: Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.
INDICATOR / PROFICIENCY LEVEL	6.E.	Food and Health
OBJECTIVE	6.E.1.	Recognize the relationship between food and health
EXPECTATION	6.E.1.a.	Tell why the body needs food <u>Trees Study</u> p. 053 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group p. 107 Celebrating Learning Day 1 Small Group

Book Discussion Card

State: Maryland Model for School Readiness

Subject: Early Childhood Education

Grade: Ages 3-5

STRAND / TOPIC / STANDARD	MD.PSD.	Personal and Social Development
TOPIC / INDICATOR	PSD.1.	PERSONAL SELF-REGULATIONS: Students will demonstrate effective personal functioning in group settings and as individuals.
INDICATOR / PROFICIENCY LEVEL	1.A.	Self Concept and Control
OBJECTIVE	1.A.2.	Uses coping skills with help from others
EXPECTATION	1.A.2.a.	Relate needs, wants, and feelings to others
		Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
TOPIC / INDICATOR	PSD.1.	PERSONAL SELF-REGULATIONS: Students will demonstrate effective personal functioning in group settings and as individuals.
INDICATOR / PROFICIENCY LEVEL	1.A.	Self Concept and Control
OBJECTIVE	1.A.4.	Follow simple classroom rules and routines with guidance
EXPECTATION	1.A.4.a.	Generate and follow classroom rules Book Discussion Card BDC04: Little Red Riding Hood
EXPECTATION	1.A.4.b.	Plan routine activities in the classroom with guidance Book Discussion Card
TOPIC / INDICATOR	PSD.2.	BDC04: Little Red Riding Hood SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	2.A.1.	Initiate and maintain relationships with peers and adults
EXPECTATION	2.A.1.a.	Initiate conversation with peers and adults 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!
EXPECTATION	2.A.1.b.	Take turns when working in groups with guidance
TOPIC / INDICATOR	DSD 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!
	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL		Interactions with Others
OBJECTIVE	2.A.2.	Participate cooperatively in group activities
EXPECTATION	2.A.2.b.	Understand rules of group activities with guidance <u>Book Discussion Card</u> BDC04: Little Red Riding Hood
EXPECTATION	2.A.2.c.	Speak of individual contributions and group accomplishments 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!
TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	3.A.3.	Show empathy and concern for peers and adults
EXPECTATION	3.A.3.a.	Understand basic feelings, such as happiness or sadness, as expressed by others verbally or non-verbally
	PSD 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 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!
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL		Approaches Toward Learning
OBJECTIVE	3.A.4.	Accepts responsibility for learning
EXPECTATION	3.A.4.b.	Participate in classroom activities Book Discussion Card BDC04: Little Red Riding Hood
STRAND / TOPIC / STANDARD	MD.LLD.	Language and Literacy Development
TOPIC / INDICATOR	LLD-F.1.	GENERAL READING PROCESSES - FLUENCY: Students will read orally with accuracy and expression at a rate that sounds like speech.
INDICATOR / PROFICIENCY LEVEL		Fluency
OBJECTIVE	1.C.1.	Engage in imitative reading at an appropriate rate
EXPECTATION	1.C.1.a.	Listen to models of fluent reading

		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!
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.
INDICATOR / PROFICIENCY LEVEL	1.D.	Vocabulary
OBJECTIVE	1.D.1.	Develop and apply vocabulary through exposure to a variety of texts
EXPECTATION	1.D.1.a.	Acquire new vocabulary through listening to a variety of texts on a daily basis <u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
EXPECTATION	1.D.1.b.	Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation <u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood

	1	PDC05: The Little Bod Hen
		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!
EXPECTATION	1.D.1.c.	Ask questions about unknown objects and words related to topics discussed 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!
EXPECTATION	1.D.1.f.	Collect and play with favorite words 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!
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.
INDICATOR / PROFICIENCY LEVEL	1.D.	Vocabulary
OBJECTIVE	1.D.3.	Understand, acquire, and use new vocabulary
EXPECTATION	1.D.3.b.	Use newly learned vocabulary on multiple occasions to reinforce meaning 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!
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.1.	Demonstrate an understanding of concepts of print to determine how print is organized and read
EXPECTATION	1.E.1.c.	Demonstrate the proper use of a book 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

BDC18: A Chair for My Mother BDC19: Los Tres Paquenos Jabalis (The Three Little Javelinas) BDC22: To Many Tamales BDC22: The True Story of the 3 Little Pigs! EXPECTATION 1.E.1.d. Bock Discussion Card DDC3: To Witten BDC3: To Witten BDC3: The Girl Who Wore Too Much BDC3: The Girl Who Wore Too Much BDC3: The Witten BDC3: The Witten BDC3: The Witten BDC3: The Witten BDC3: The Girl Who Wore Too Much BDC3: The Unit Red Riding Hood BDC3: The Unit Red Riding Hood BDC13: A Chair for My Mother BDC13: A Chair for My Mother BDC13: A Chair for My Mother BDC13: Chair For Pequenos Jabalies (The Three Little Javelinas) BDC2: The True Story of the 3 Little Pigs! EXPECTATION 1.E.1.f. Identify pictures, shapes, letters, and numerals BDC2: The Thrue Story of the 3 Little Pigs! EXPECTATION 1.E.1.f. Identify pictures, Shapes, letters, and numerals BDC2: The Witten BDC3: The Witten BDC3: The Unit Red Riding Hood BDC3: The Chair BDC3: The Chair Shapes BDC3: The Chair BDC3: The Chair Shapes BDC3: The Chaner Shapes BDC3: The Chair Shapes BBC3: COMPREHENSION:			
BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC29: Wennerly Worried BDC21: Too Many Tamales BDC22: Tre True Story of the 3 Little Pigs! EXPECTATION 1.E.1.d. Identify the title of a book Bock Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Girlson BDC08: The Paper Bag Princess BDC08: The Adventures of Gorg & Harry BDC11: Ratio Man BDC13: The Girgebread Man BDC13: The Girgebread Man BDC13: The Girgebread Man BDC13: Lot Girgebread Man BDC13: Lot Monters BDC16: Letter Schair EXPECTATION 1.E.1.1. Identify Joint Penny BDC16: Caps The Pennes Jabalies (The Three Little Javelinas) BDC22: The True Story of the 3 Little Pigs! EXPECTATION 1.E.1.1. Identify Joittures, shapes, letters, and numerals BDC22: The True Story of the 3 Little Pigs! EXPECTATION 1.E.1.1. Identify Joittures, Shapes, letters, and numerals BDC22: The True Story of the 3 Little Pigs! EXPECTATION 1.E.1.1. Identify Joittures, Shapes, letters, and numerals BDC22: The True Story of the Sol Little Pigs! EXPECTATION 1.E.1.1. Identify Joittures, Shapes, letters, and numerals BDC22: The True Story of the Sol BDC20: The Mitten BDC21: The Mitten BDC21: The Mitten BDC21: The Charle Story of the Sol BDC21: The True Story of the Sol BDC21: The True Story of the Sol BDC21: The True Storal BDC21: The True Story of the Sol BDC21: The True			BDC17: Charlie Anderson
BDC2: Wennberly Worried BDC2: The True Story of the 3 Little Pigs1 EXPECTATION 1.E.1.d. Identify the title of a book BOC2: To Kittle For the State BDC2: To Kittle For the State BDC3: The Cirit Who Wore Too Much BDC4: To Kittle For the State BDC4: The Mitten BDC3: The Unit For the State BDC3: The Unit For the State BDC4: The Mitten BDC3: The Unit For the State BDC4: The More Too Much BDC3: The Unit For State BDC3: The Unit For Control BDC3: The Control Too Much BDC4: The Control Too Much BDC4: The Control Too Much BDC3: The State State BDC3: The State State BDC3: The Control Too Much BDC1: State State BDC1: State State BDC3: The State State BDC3: The State State BDC3: The State State BDC3: The State State BDC4: The Control Ladybug BDC1: State State BDC3: The State State BDC3: The State State BDC3: The State State			
BDC2: 1: Too Man'y Tamales BDC2: The True Story of the 3 Little Pigs1 EXPECTATION 1.E.1.d. Identify the title of a book BOOK Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Grift Wha Wore Too Much BDC03: The Book Bills Cass Griff BDC07: Uset Like Josh Olisson BDC03: The Grift Wha Wore Too Much BDC01: The Grift What Wore Too Much BDC11: Refit Schart BDC11: Refit Schart BDC12: The Grift Schart BDC13: The Grift Schart BDC13: The Grift Schart BDC14: The Grift Schart BDC14: The Grift Schart BDC15: Hanny Fenny BDC16: A Grand Old Tree BDC20: Womberly Worried BDC20: Womberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs1 BDC12: Caps for Sale BDC02: The Mitten BDC03: The Grift What Wore Too Much BDC04: Little Red Hen BDC05: The Little Red Hen BDC06: The Billy Goats Gruff BDC07: Little Red Hen BDC06: The Billy Goats Gruff BDC07: Little Red Hen BDC07: Little Red Hen BDC07: The Billy Goats Gruff BDC07: Little Red Hen BDC07: The Billy Goats Gruff BDC07: Little Red Hen BDC07: Little Red Hen BDC07: The Billy Goats Gruff BDC07: Little Red Hen BDC07: The Regretored Man BDC14: The Grupp Henny BDC16: A Grand Old Tree BDC07: The Billy Goats Gruff BDC07: A Kalventures of Grafs & Harry BDC10: Refer'S Chair BDC17: Chair Grafs BHarry BDC10: Refer'S Chair BDC17: Chair Many Monter BDC18: A Chair for My Monter BDC18: A Chair for My Monter BDC18: Chair Grafs BHArry BDC10: Refer'S Chair BDC17: Chair Refere Schair BDC17: Chair Refere Schart BDC17: Chair Refere			
EXPECTATION 1.E.1.d. Identify the title of a book Boddi Caps for Sale BOCK: Caps for Sale BDC2: The Mittern BDC3: The Gitt Who Were Too Much BDC3: The Mittern BDC3: The Mittern BDC3: The Mitter Red Riding Hood BDC3: The Billy Goats Gruff BDC3: The Author Red Hen BDC3: The Billy Goats Gruff BDC4: The Appendix Process BDC11: Red Red Name BDC12: Abiyeyo BDC12: Abiyeyo BDC12: Abiyeyo BDC12: Abiyeyo BDC13: Anny Papendix Process BDC12: Abiyeyo BDC14: The Groutby Ladybug BDC12: Abiyeyo BDC12: Abiyeyo BDC12: Abiyeyo BDC13: A Grand Old Tree BDC13: Carlie Anderson BDC22: Tom Frage Paquenos Jabaties (The Three Little Javelinas) BDC22: Tom Many Tamales BDC22: The True Story of the 3 Little Pigs! BDC3: The Git Who Wore Too Much BDC04: Little Red Riding Hood BDC03: The Git Who Wore Too Much BDC02: Caps for Sale BDC02: The Mitten BDC03: The Billy Goats Gruff BDC04: Little Red Riding Hood BDC04: Little Red Riding Hood BDC02: The Mitten BDC03: The Billy Goats Gruff BDC04: Little Red Riding Hood BDC04: Little Red Riding Ho			
Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC02: The Girl Who Wore Too Much BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Mood BDC06: The Little Red Riding Mood BDC06: The Billy Coats Gruff BDC07: Just Like Josh Gisson BDC08: The Paper Bag Princess BDC09: The Redress Chair BDC11: Redio Man BDC11: Redio Man BDC12: Abiyoyo BDC13: The Girgethread Man BDC14: The Girgethread Man BDC14: The Girgethread Man BDC13: Abiyoyo BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC02: The Schair BDC18: A Chair for My Mother BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC22: The Oracle Anderson BDC22: The Orac Javel Schair BDC12: Abiyoyo BDC13: A Chair for My Mother BDC12: A Grand Old Tree BDC17: Charlie Anderson BDC12: The True Story of the 3 Little Pigsl EXPECTATION 1.E.1.f. Identify pictures, shapes, letters, and numerals BoC02: The Mitten BDC02: The Billy Coats Gruff BDC01: Caps for Sale BDC02: The Paper Bag Princess BDC02: The Adventures of Gary & Harry BDC01: Pree Billy Coats Gruff BDC01: Caps for Sale BDC02: The Adventures of Gary & Harry BDC01: Pree Billy Coats Gruff BDC02: The Paper Bag Princess BDC02: The Adventures of Gary & Harry BDC01: The Paper Bag Princess BDC02: The Adventures of Gary & Harry BDC01: Radio Man BDC01: Charlie Anderson BDC02: The Grand VLadybug BDC13: The Gingerbread Man BDC14: Thre Grand VLadybug BDC13: The Gingerbread Man BDC14: Charlie RAdMarson BDC12: Los Tres Pequence Jabalies (The Three Little Javelinas) BDC19: Los Tres Pequence Jabalies (The Three Little Jav			BDC22: The True Story of the 3 Little Pigs!
BCC01: Caps for SaleBCC02: The MittenBCC03: The Girl Who Wore Too MuchBCC03: The Girl Who Wore Too MuchBCC04: Little Red HenBCC05: The Little Red HenBCC06: Three Billy Gotas GruffBCC07: Just Little Add Ring PrincessBCC09: The Adventures of Gary & HarryBCC09: The Adventures of Gary & HarryBCC11: Radio ManBCC12: AdvigorBCC13: The Grouphy LadybugBCC14: AdvigorBCC14: AdvigorBCC15: Henny PennyBCC15: Henny PennyBCC16: AdvigorBCC16: AdvigorBCC17: Charlie AndersonBCC18: Henny PennyBCC19: Los Tres Pequenos Jabalies (The Three Little Javelinas)BCC19: Los Tres Pequenos Jabalies (The Three Little Javelinas)BCC21: Too Many TamalesBCC21: Too Mary TamalesBCC21: The MittenBCC22: The True Story of the 3 Little Pigs!BCC01: Caps for SaleBCC21: The MittenBCC22: The MittenBCC03: The Little Red HenBCC03: The Little Red HenBCC03: The BCG3: The Bitting HoodBCC04: The Paper Bag PrincessBCC05: The Little Red HenBCC03: The Little Red HenBCC03: The BCG3: The Garge PrincessBCC04: The Paper Bag PrincessBCC04: The Paper Bag PrincessBCC05: The Little Red HenBCC13: The Grouphy Ludybug </td <td>EXPECTATION</td> <td>1.E.1.d.</td> <td>Identify the title of a book</td>	EXPECTATION	1.E.1.d.	Identify the title of a book
BCC01: Caps for SaleBCC02: The MittenBCC03: The Girl Who Wore Too MuchBCC03: The Girl Who Wore Too MuchBCC04: Little Red HenBCC05: The Little Red HenBCC06: Three Billy Gotas GruffBCC07: Just Little Add Ring PrincessBCC09: The Adventures of Gary & HarryBCC09: The Adventures of Gary & HarryBCC11: Radio ManBCC12: AdvigorBCC13: The Grouphy LadybugBCC14: AdvigorBCC14: AdvigorBCC15: Henny PennyBCC15: Henny PennyBCC16: AdvigorBCC16: AdvigorBCC17: Charlie AndersonBCC18: Henny PennyBCC19: Los Tres Pequenos Jabalies (The Three Little Javelinas)BCC19: Los Tres Pequenos Jabalies (The Three Little Javelinas)BCC21: Too Many TamalesBCC21: Too Mary TamalesBCC21: The MittenBCC22: The True Story of the 3 Little Pigs!BCC01: Caps for SaleBCC21: The MittenBCC22: The MittenBCC03: The Little Red HenBCC03: The Little Red HenBCC03: The BCG3: The Bitting HoodBCC04: The Paper Bag PrincessBCC05: The Little Red HenBCC03: The Little Red HenBCC03: The BCG3: The Garge PrincessBCC04: The Paper Bag PrincessBCC04: The Paper Bag PrincessBCC05: The Little Red HenBCC13: The Grouphy Ludybug </td <td></td> <td></td> <td>Book Discussion Card</td>			Book Discussion Card
BCC02: The MittenBCC03: The Girl Who Wore Too MuchBCC04: Little Red Riding HoodBCC05: Three Billy Geats GruffBCC06: Three Billy Geats GruffBCC07: Utal Lite Josh GibsonBCC07: Utal Lite Josh GibsonBCC07: The Adventures of Gary & HarryBCC17: Charle Gald ManBCC12: AbiyoyoBCC13: The Gingerbread ManBCC14: AdvisorBCC14: AdvisorBCC14: AdvisorBCC14: AdvisorBCC14: AdvisorBCC14: AdvisorBCC14: AdvisorBCC14: AdvisorBCC14: AdvisorBCC14: AdvisorBCC15: Henny PennyBCC19: Los Tres Pequenos Jabalies (The Three Little Javelinas)BCC19: Los Tres Pequenos Jabalies (The Three Little Javelinas)BCC21: Too Many TamalesBCC22: The Trus Story of the 3 Little Pigs1EXPECTATION1.E.1.1.Identify pictures, shapes, letters, and numeralsBCC21: The MittenBCC21: The MittenBCC21: The MittenBCC22: The FeistorBCC21: The MittenBCC22: The Paper Bag PrincessBCC02: The Adventures of Gary & HarryBCC11: Radio ManBCC12: The Gingerbread ManBCC13: The Gingerbread ManBCC14: The Solution RadioBCC14: The Grouph LidelyougBCC13: The Gingerbread ManBCC14: The Red RadioBCC14: The Grouph LidelyougBCC13: The Gingerbread ManBCC14: The Grouph LidelyougBCC14: AdvisorBCC13: The Gingerbread ManBCC14: Advisor			
BCC04: Little Red Riding HoodBCC05: Three Billy Goats GruffBCC06: Three Billy Goats GruffBCC07: Uat Like Josh GibsonBCC07: Uat Like Josh GibsonBCC07: The Adventures of Gary & HarryBCC17: Free SchairBCC11: Free SchairBCC11: Free Grupper Bag PrincessBCC12: AbiyoyoBCC13: The Gingerbread ManBCC14: AdvisoryBCC15: Henny PennyBCC17: Charile AndersonBCC19: Los Tres Pequenos Jabalies (The Three Little Javelinas)BCC19: Los Tres Pequenos Jabalies (The Three Little Javelinas)BCC19: Los Tres Pequenos Jabalies (The Three Little Javelinas)BCC21: Too Many TamalesBCC21: Too Many TamalesBCC21: The Trus Story of the 3 Little Pigs1EXPECTATION1.E.1.1.Identify pictures, shapes, letters, and numeralsBCC20: The MitteinBCC20: The MitteinBCC20: The MitteinBCC20: The Ging Work of Garg & HarryBCC20: The HarteinBCC20: The HarteinBCC20: The Case of Garg & HarryBCC20: The Adventures of Gary & HarryBCC21: The Gingerbread ManBCC21: The Gingerbread ManBCC21: The Grouph LadybugBCC12: AdiyoyoBCC13: The Gingerbread ManBCC14: The Grouph LadybugBCC13: The Gingerbread ManBCC21: Too Many TamalesBCC21: Too Many TamalesBCC21: Too Many TamalesBCC21: Too Many TamalesBCC12: Too Many TamalesBCC12: Too Many TamalesBCC12: Too Many TamalesBCC12: Too			
BDC05: The Little Red Hen BDC07: Just Like Josh Gibson BDC08: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Charie Anderson BDC18: Charie Anderson BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC22: The My Mother BDC22: The True Story of the 3 Little Pigs1EXPECTATION1.E.1.f.Identify pictures, shapes, letters, and numerals BDC21: The Gingerbread Man BDC22: The True Story of the 3 Little Pigs1EXPECTATION1.E.1.f.Identify pictures, shapes, letters, and numerals BDC22: The True Story of the 3 Little Pigs1EXPECTATION1.E.1.f.Identify pictures, shapes, letters, and numerals BDC22: The True Story of the 3 Little Pigs1BDC10: Caps for Sale BDC20: The Mitten BDC20: The Hitter Red Hen BDC20: The Little Red Hen BDC20: The Little Red Hen BDC20: The Billy Gaats Gruff BDC20: The Billy Gaats Gruff BDC20: The Hitten Red Hen BDC20: The Little Red Hen BDC20: The Adventures of Gary & Harry BDC20: The Little Red Hen BDC20: The Little Red Hen BDC20: The Chair BBDC11: Radio Man BDC21: The Gingerbread Man BDC21: The Grouchy Ladybug BDC21: Chairs Adventures of Gary & Harry BDC20: The Adventures of Gary & Harry BDC20: Use The Adventures of Gary & Carry BDC20: The Adventures of Gary & Harry BDC20: Peter's Chair BDC21: The Grouchy Ladybug BDC21: The Grouchy Ladybug BDC21: The Grouchy Ladybug BDC21: Carrie Anderson BDC21: Carrie Adventures of Gary & Harry BDC21: Carrie Adventures of Gary & Little Pigs1TOPIC / INDICATORLLD-C.1.			
BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC11: Radio Man BDC11: Radio Man BDC11: Radio Man BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Uos Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC21: Too Many Tamales BDC21: The Giruchy Ladybug BDC16: A Grand Old Tree BDC21: Charle Anderson BDC18: Charle Anderson BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC22: Wemberly Worried BDC22: The True Story of the 3 Little Pigs1EXPECTATION1.E.1.f.Identify pictures, shapes, letters, and numerals BDC22: The Mitten BDC22: The Mitten BDC20: The Mitten BDC20: The Mitten BDC20: The Mitten BDC20: The Mitten BDC20: The Girl Who Wore Too Much BDC20: The Little Red Riding Hood BDC20: The Little Red Riding Hood BDC20: The Little Red Riding Hood BDC21: Abiyoyo BDC10: Peter's Chair BDC21: Abiyoyo BDC16: A Grand Old Tree BDC21: Abiyoyo BDC16: A Grand Old Tree BDC21: The Gingerbread Man BDC12: Abiyoyo BDC16: A Grand Old Tree BDC21: Cost Tree Story of the 3 Little Pigs1TOPIC / INDICATORLLD-C.1.GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).DBDC19: LOS TIVE1.E.2.Use strategies to prepare for reading (before reading)			
BDC07: Just Like Josh GibsonBDC08: The Paper Bag PrincessBDC09: The Adventures of Gary & HarryBDC11: Radio ManBDC12: AbiyoyoBDC13: The Gingerbread ManBDC14: The Grouchy LadybugBDC15: Charle AndersonBDC16: A Grand Old TreeBDC17: Charle AndersonBDC18: A Chair for My MotherBDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas)BDC21: Too Many TamalesBDC21: The True Story of the 3 Little Pigs1EXPECTATION1.E.1.f.Identify pictures, shapes, letters, and numeralsBDC03: The Girl Who Wore Too MuchBDC04: Little Red HenBDC05: The Little Red HenBDC07: Just Little Red HenBDC08: The Paper Bag PrincessBDC09: The Adventures of Gary & HarryBDC17: Just Like Josh GibsonBDC08: The Paper Bag PrincessBDC09: The Adventures of Gary & HarryBDC11: Radio ManBDC12: AbiyoyoBDC12: AbiyoyoBDC13: The Gingerbread ManBDC14: The Grouchy LadybugBDC15: Charle FandersonBDC18: Charle FandersonBDC19: Los Tree Paper Solalies (The Three Little Javelinas)BDC19: Charle AndersonBDC19: Charle Anderson <td></td> <td></td> <td></td>			
BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC11: Peter's Chair BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: Chair 6n WM Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC10: Wemberly Worried BDC22: The True Story of the 3 Little Pigs1EXPECTATION1.E.1.f.Identify pictures, shapes, letters, and numerals BDC03: The Girl Who Worr Too Much BDC22: The Maps, Jabalies (The Three Little Javelinas) BDC10: Caper of the 3 Little Pigs1EXPECTATION1.E.1.f.Identify pictures, shapes, letters, and numerals BDC03: The Girl Who Worr Too Much BDC03: The Girl Who Wore Too Much BDC03: The Little Red Riding Hood BDC03: The Carry & Harry BDC10: Peter's Chair BDC01: Dest Fick Schair BDC01: Peter's Chair BDC01: Peter's Chair BDC01: The Girl Who Worr Too Much BDC03: The Carry & Harry BDC11: Redio Man BDC04: Little Red Riding Hood BDC03: The Carry & Harry BDC11: Redio Man BDC12: Abiyoyo BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Los Tree Sequenos Jabalies (The Three Little Javelinas) BDC14: Achair of My Mother BDC13: Char for My Mother BDC13: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC13: Char for My Mother BDC13: Char for My Mother BDC13: Char for Ky Mother BDC13: Char for My Mother BDC14: The Grouchy Ladybug BDC15: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC13: Char for My Mother BDC13: Char for My Mother BDC13: Char for My Mother BDC13: Char for My Mother BDC14: The Grouchy Ladybug BDC15: Los Tres Pequ			
BDC09: The Adventures of Gary & Harry BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC16: A Grand Old Tree BDC17: Charik Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC22: The True Story of the 3 Little Pigs!EXPECTATION1.E.1.f.Identify pictures, shapes, letters, and numerals BDC02: The Girl Who Wore Too Much BDC02: The Adventures of Gary & Harry BDC03: The Girl Who Wore Too Much BDC04: Little Red Hen BDC05: The Little Red Hen BDC07: Just Like Josh Gibson BDC09: The Adventures of Gary & Harry BDC11: Radio Man BDC11: Radio Man BDC12: A Grand Old Tree BDC12: Chair Babe BDC03: The Girl Who Wore Too Much BDC04: The Page Page Pancess BDC09: The Adventures of Gary & Harry BDC10: The Girl Man BDC11: Radio Man BDC11: Radio Man BDC11: Radio Man BDC11: Radio Man BDC11: Chair Anderson BDC11: Chair Anderson BDC12: Los Tree Story of the 3 Little Pigs!TOPIC / INDICATORLLD-C.1.GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).NDICATOR / PROFICIENCY DBJECTIVE1.E.2Use strategies to prepare for reading (before reading)			
BDC11: Radio Man BDC13: The Gingerbread Man BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC16: A Grand Old Tree BDC17: Charife Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs1EXPECTATION1.E.1.f.Identify pictures, shapes, letters, and numerals BDC02: The Girl Who Wore Too Much BDC02: The Girl Who Wore Too Much BDC02: The Girl Who Wore Too Much BDC03: The BIBL Goad Struff BDC03: The Little Red Hen BDC06: Three BIBL Goad Struff BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyooy BDC12: Abiyooy BDC13: The Gingerbread Man 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) BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: Coortey Pequenos Jabalies (The Three Little Javelinas) BDC16: Henry Penny BDC16: The Girl Who Wore Too Much BDC10: Cos Tres Pequenos Jabalies (The Three Little Javelinas) BDC10: Peter's Chair BDC12: Charlie Anderson BDC12: Abiyooy BDC13: The Gingerbread Man BDC12: Cos Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs1TOPIC / INDICATORLLD-C.1.WILLes a variety of strategies to understand what they read (construct meaning).INDICATOR / PROFICIENCCY ISE1.E.General Reading ComprehensionOBJECTIVE1.			
BDC12: AbiyoyoBDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!EXPECTATION1.E.1.f.Identify pictures, shapes, letters, and numerals BDC01: Caps for Sale BDC02: The Mitten BDC02: The Mitten BDC02: The Mitten BDC02: The Billy Goats Gruf BDC02: The Gingerbread Man BDC02: The Gingerbread Man BDC03: The Gingerbread Man BDC04: Little Red Hen BDC06: The Little Red Hen BDC06: The Page Bag Princess BDC06: The Page Bag Princess BDC07: Caps for Sale BDC07: The Gingerbread Man BDC07: Lot Tres Chair BDC11: Radio Man BDC12: Abiyoyo BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC14: The Grouchy Ladybug BDC16: A Grand Old Tree BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC16: Caps for My Mother BDC16: Caps for My Mother BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC16: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC12: The Gingerbread Man BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC22: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!TOPIC / INDICATORLLD-C.1.GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).NDICATOR / PROFICIENCY DBJECTIVE1.E.General Reading Comprehension <td></td> <td></td> <td>BDC10: Peter's Chair</td>			BDC10: Peter's Chair
BDC13: The Gingerbread Man BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs1EXPECTATION1.E.1.f.Identify pictures, shapes, letters, and numerals BDC00: The Girl Who Wore Too Much BDC00: The Billy Goats Gruff BDC00: The Paper Bag Princess BDC00: The Paper Bag Princess BDC10: Peter's Chair BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC19: Los Tree Sequenos Jabalies (The Three Little Javelinas) BDC19: Los Tree Sequenos Jabalies (The Three Little Javelinas) BDC10: Exter's Chair BDC11: Chair for My Mother BDC12: Chair for My Mother BDC12: Chair for Sequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs1TOPIC / INDICATORLLD-C.1.GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).INDICATOR / PROFICIENCY LEVEL1.E.General Reading ComprehensionOBJECTIVE1.E.2.Use strategies to prepare for reading (before reading)			
BDC14: The Grouchy Ladybug BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC21: Too Many Tamales BDC21: Too Many Tamales BDC21: The True Story of the 3 Little Pigs1EXPECTATION1.E.1.f.Identify pictures, shapes, letters, and numerals BDC01: Caps for Sale BDC01: Caps for Sale BDC01: Caps for Sale BDC02: The Mitten BDC02: The Mitten BDC01: Caps for Sale BDC02: The Mitten BDC02: Little Red Riding Hood BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Riding Hood BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingebread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC12: Too Many Tamales BDC22: The True Story of the 3 Little Pigs1TOPIC / INDICATORLLD-C.1.GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).NDICATOR / PROFICIENCY LEVEL1.E.General Reading ComprehensionOBJECTIVE1.E.2.Use strategies to prepare for reading (before reading)			
BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC20: Wemberly Worried BDC22: Too Many Tamales BDC22: The True Story of the 3 Little Pigs1 EXPECTATION 1.E.1.f. Identify pictures, shapes, letters, and numerals BDC00: The Mitten BDC01: Caps for Sale BDC02: The Mitten BDC02: The Mitten BDC02: The Mitten BDC01: Caps for Sale BDC02: The Mitten BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Riding Hood BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Los Tree Pequenos Jabalies (The Three Little Javelinas) BDC16: A Grand Old Tree BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC16: A Grand Old Tree BDC19: Los Tree Pequenos Jabalies (The Three Little Javelinas)			
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 Pigs1EXPECTATION1.E.1.f.Identify pictures, shapes, letters, and numerals BDC03: The Girl Who Wore Too Much BDC03: The Girl Who Wore Too Much BDC03: The Girl Who Wore Too Much BDC06: The Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Adventures of Gary & Harry BDC09: The Adventures of Gary & Harry BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC13: Charlie Anderson BDC13: Charlie Anderson B			
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!EXPECTATION1.E.1.f.Identify pictures, shapes, letters, and numerals BDC01: Caps for Sale BDC02: The Mitten BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC03: The Girl Who Wore Too Much BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC13: The Gingerbread Man BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC13: The Gingerbread Man BDC14: Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC18: A Chair for My Mother BDC20: Wemberly Worried BDC21: Tor Many Tamales BDC21: Tor Many Tamales BDC22: The True Story of the 3 Little Pigs!TOPIC / INDICATORLLD-C.1.GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).NDICATOR / PROFICIENCY LEVEL1.E.General Reading Comprehension			
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! EXPECTATION 1.E.1.f. Identify pictures, shapes, letters, and numerals Boc02: The Mitten BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Riding Hood 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 BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henry 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! TOPIC / INDICATOR LLD-C.1. GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning). NDICATOR / PROFICIENCY LEVEL 1.E. General Reading Comprehension			
BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs! EXPECTATION 1.E.1.f. Identify pictures, shapes, letters, and numerals BDC01: Caps for Sale BDC02: The Mitten BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: The 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 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 BDC12: Too Many Tamales BDC22: The True Story of the 3 Little Pigs! TOPIC / INDICATOR LLD-C.1. GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning). INDICATOR 1.E. General Reading Comprehension OBJECTIVE 1.E. Use strategies to prepare for reading (before reading)			
BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!EXPECTATION1.E.1.f.Identify pictures, shapes, letters, and numerals BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC11: Radio Man BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC15: Henny Penny BDC16: Charlie Anderson BDC18: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chari for My Mother BDC22: The True Story of the 3 Little Pigs!TOPIC / INDICATORLLD-C.1.GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).DBJECTIVE1.E.2.Use strategies to prepare for reading (before reading)			
BDC22: The True Story of the 3 Little Pigs!EXPECTATION1.E.1.f.Identify pictures, shapes, letters, and numeralsBook Discussion CardBDC01: Caps for SaleBDC02: The MittenBDC03: The Girl Who Wore Too MuchBDC04: Little Red Riding HoodBDC05: The Little Red HenBDC06: Three Billy Goats GruffBDC07: Just Like Josh GibsonBDC09: The Adventures of Gary & HarryBDC10: Peter's ChairBDC11: Radio ManBDC12: AbiyoyoBDC11: The Gingerbread ManBDC12: AbiyoyoBDC11: The Gruency LadybugBDC11: The Gruency LadybugBDC12: Los Tres Pequenos Jabalies (The Three Little Javelinas)BDC20: Wemberly WorriedBDC21: Too Many TamalesBDC22: The True Story of the 3 Little Pigs!TOPIC / INDICATORLLD-C.1.GENERAL READING PROCESSES - COMPREHENSION: Studentswill use a variety of strategies to understand what they read(construct meaning).INDICATOR / PROFICIENCY1.E. 2.UBJECTIVEDBJECTIVEDEJECTIVEDEJECTIVEDEJECTIVE </td <td></td> <td></td> <td></td>			
EXPECTATION 1.E.1.f. Identify pictures, shapes, letters, and numerals 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 BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC18: A Chair for My Mother BDC19: The Adventures of the 3 Little Pigs! TOPIC / INDICATOR LLD-C.1. GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning). INDICATOR / PROFICIENCY LEVEL 1.E. General Reading Comprehension			
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 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) 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!TOPIC / INDICATORLLD-C.1.GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).INDICATOR / PROFICIENCY LEVEL1.E.General Reading Comprehension	EXPECTATION	1.E.1.f.	
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 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) 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!TOPIC / INDICATORLLD-C.1.GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).INDICATOR / PROFICIENCY LEVEL1.E.General Reading Comprehension			
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 BDC11: Radio Man BDC11: Radio Man BDC12: Abiyoyo BDC13: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC19: Los Tres Papeles (The Three Little Javelinas) BDC19: Los Tres Papeles (The Three Little Javelinas) BDC19: Los Tres Papeles S BDC21: Too Many Tamales BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!TOPIC / INDICATORLLD-C.1.GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).INDICATOR / PROFICIENCY LEVEL1.E.Use strategies to prepare for reading (before reading)			
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 BDC009: 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 BDC19: Los Tree Poquenos Jabalies (The Three Little Javelinas) BDC19: Los Tree Poquenos Jabalies (The Three Little Javelinas) BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!TOPIC / INDICATORLLD-C.1.GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).INDICATOR / PROFICIENCY LEVEL1.E.Use strategies to prepare for reading (before reading)			
BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC11: 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 BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!TOPIC / INDICATORLLD-C.1.GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).INDICATOR / PROFICIENCY LEVEL1.E.Use strategies to prepare for reading (before reading)			
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) BDC19: Charlie Anderson BDC20: Wemberly Worried BDC21: The True Story of the 3 Little Pigs!TOPIC / INDICATORLLD-C.1.GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).INDICATOR / PROFICIENCY LEVEL1.E.General Reading ComprehensionOBJECTIVE1.E.2.Use strategies to prepare for reading (before reading)			
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 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!TOPIC / INDICATORLLD-C.1.GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).INDICATOR / PROFICIENCY LEVEL1.E.General Reading ComprehensionOBJECTIVE1.E.2.Use strategies to prepare for reading (before reading)			
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 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!TOPIC / INDICATORLLD-C.1.GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).INDICATOR / PROFICIENCY LEVEL1.E.General Reading Comprehension0BJECTIVE1.E.2.Use strategies to prepare for reading (before reading)			
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!TOPIC / INDICATORLLD-C.1.GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).INDICATOR / PROFICIENCY LEVEL1.E.General Reading Comprehension0BJECTIVE1.E.2.Use strategies to prepare for reading (before reading)			
BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC13: 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!TOPIC / INDICATORLLD-C.1.GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).INDICATOR / PROFICIENCY LEVEL1.E.General Reading Comprehension0BJECTIVE1.E.2.Use strategies to prepare for reading (before reading)			
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!TOPIC / INDICATORLLD-C.1.GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).INDICATOR / PROFICIENCY LEVEL1.E.General Reading ComprehensionOBJECTIVE1.E.2.Use strategies to prepare for reading (before reading)			
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!TOPIC / INDICATORLLD-C.1.GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).INDICATOR / PROFICIENCY LEVEL1.E.General Reading Comprehension0BJECTIVE1.E.2.Use strategies to prepare for reading (before reading)			
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!TOPIC / INDICATORLLD-C.1.GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).INDICATOR / PROFICIENCY LEVEL1.E.General Reading ComprehensionOBJECTIVE1.E.2.Use strategies to prepare for reading (before reading)			BDC12: Abiyoyo
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!TOPIC / INDICATORLLD-C.1.GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).INDICATOR / PROFICIENCY LEVEL1.E.General Reading ComprehensionOBJECTIVE1.E.2.Use strategies to prepare for reading (before reading)			
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!TOPIC / INDICATORLLD-C.1.GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).INDICATOR / PROFICIENCY LEVEL1.E.General Reading ComprehensionOBJECTIVE1.E.2.Use strategies to prepare for reading (before reading)			
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!TOPIC / INDICATORLLD-C.1.GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).INDICATOR / PROFICIENCY LEVEL1.E.General Reading ComprehensionOBJECTIVE1.E.2.Use strategies to prepare for reading (before reading)			
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!TOPIC / INDICATORLLD-C.1.GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).INDICATOR / PROFICIENCY LEVEL1.E.General Reading ComprehensionOBJECTIVE1.E.2.Use strategies to prepare for reading (before reading)			
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!TOPIC / INDICATORLLD-C.1.GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).INDICATOR / PROFICIENCY LEVEL1.E.General Reading ComprehensionOBJECTIVE1.E.2.Use strategies to prepare for reading (before reading)			
BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs! TOPIC / INDICATOR LLD-C.1. GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning). INDICATOR / PROFICIENCY 1.E. General Reading Comprehension OBJECTIVE 1.E.2.			
BDC22: The True Story of the 3 Little Pigs! TOPIC / INDICATOR LLD-C.1. GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning). INDICATOR / PROFICIENCY 1.E. General Reading Comprehension DBJECTIVE 1.E.2. Use strategies to prepare for reading (before reading)			BDC20: Wemberly Worried
TOPIC / INDICATOR LLD-C.1. GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning). INDICATOR / PROFICIENCY 1.E. General Reading Comprehension LEVEL 1.E.2. Use strategies to prepare for reading (before reading)			
will use a variety of strategies to understand what they read (construct meaning). INDICATOR / PROFICIENCY 1.E. General Reading Comprehension OBJECTIVE 1.E.2. Use strategies to prepare for reading (before reading)			BDC22: The True Story of the 3 Little Pigs!
(construct meaning). INDICATOR / PROFICIENCY 1.E. General Reading Comprehension DBJECTIVE 1.E.2. Use strategies to prepare for reading (before reading)	TOPIC / INDICATOR	LLD-C.1.	
INDICATOR / PROFICIENCY 1.E. General Reading Comprehension LEVEL 1.E.2. Use strategies to prepare for reading (before reading)			
LEVEL Use strategies to prepare for reading (before reading)			
OBJECTIVE 1.E.2. Use strategies to prepare for reading (before reading)	INDICATOR / PROFICIENCY	1.E.	General Reading Comprehension
EXPECTATION 1.E.2.b. Make predictions by examining the title, cover,			
	EXPECTATION	1.E.2.b.	Make predictions by examining the title, cover,

	1	illustrations/photographs, and familiar author or topic
		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!
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.3.	Use strategies to make meaning from text (during reading)
EXPECTATION	1.E.3.a.	Use illustrations to construct meaning 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!
EXPECTATION	1.E.3.b.	Make and confirm predictions <u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen

EXPECTATION	1.E.3.c.	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! Connect events, characters, and actions in stories to specific life experiences Book Discussion Card
		BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.4.	Demonstrate understanding of text (after reading)
EXPECTATION	1.E.4.a.	Recall information from text <u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo

TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
		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!
		BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man
		BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair
		BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson
		BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood
		Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten
EXPECTATION	1.E.4.e.	Retell a story as though reading a book
		BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
		BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried
		BDC17: Charlie Anderson BDC18: A Chair for My Mother
		BDC15: Henny Penny BDC16: A Grand Old Tree
		BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug
		BDC12: Abiyoyo
		BDC10: Peter's Chair BDC11: Radio Man
		BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry
		BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson
		BDC04: Little Red Riding Hood BDC05: The Little Red Hen
		BDC03: The Girl Who Wore Too Much
		BDC01: Caps for Sale BDC02: The Mitten
		Book Discussion Card
EXPECTATION	1.E.4.c.	Respond to text in a variety of ways: Retell; Dramatize; Draw
		BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
		BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried
		BDC18: A Chair for My Mother
		BDC16: A Grand Old Tree BDC17: Charlie Anderson
		BDC15: Henny Penny
		BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug

OBJECTIVE	3.A.1.	Develop comprehension skills by listening to a variety of self- selected and assigned literary texts
EXPECTATION	3.A.1.a.	Listen to and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities
		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
EXPECTATION	3.A.1.b.	BDC22: The True Story of the 3 Little Pigs! Listen to and discuss a variety of different types of fictional literary
		texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales
		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
TOPIC / INDICATOR	LLD.3.	BDC22: The True Story of the 3 Little Pigs! COMPREHENSION OF LITERARY TEXT: Students will read,
INDICATOR / PROFICIENCY	3.A.	comprehend, interpret, analyze, and evaluate literary text. Comprehension of Literary Text
OBJECTIVE	3.A.2.	Use text features to facilitate understanding of literary texts
EXPECTATION	3.A.2.a.	Identify and explain how the title contributes to meaning
		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!
EXPECTATION	3.A.2.b.	Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning 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!
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.3.	Use elements of narrative texts to facilitate understanding
EXPECTATION	3.A.3.a.	Identify the beginning and end of a story <u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess

		BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
EXPECTATION	3.A.3.b.	Identify the characters of a story <u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs!
	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL		Comprehension of Literary Text
OBJECTIVE	3.A.6.	Determine important ideas and messages in literary texts
EXPECTATION	3.A.6.a.	Retell the story by sequencing the main events <u>Book Discussion Card</u> BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson

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		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!
EXPECTATION	3.A.6.b.	Identify a personal connection to the text
EXPECTATION	3.A.0.D.	identity a personal connection to the text
		Book Discussion Card
		BDC01: Caps for Sale BDC02: The Mitten
		BDC02: The Mittell 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!
TOPIC / INDICATOR	LLD.4.	WRITING: Students will compose in a variety of modes by
		developing content, employing specific forms and selecting
	4.4	language appropriate for a particular audience and purpose.
INDICATOR / PROFICIENCY LEVEL	4.A.	Writing
OBJECTIVE	4.A.4.	Identify how language choices in writing and speaking affect thoughts and feelings
EXPECTATION	4.A.4.a.	Identify and use words to communicate feelings
		Book Discussion Card
		BDC01: Caps for Sale
		BDC02: The Mitten
		BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood
		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 Grouchy Ladybug
		BDC15: Henny Penny
		BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas)
		BDC19: Los Tres Pequenos Jaballes (The Three Little Javelinas) BDC20: Wemberly Worried
		BDC21: Too Many Tamales
		BDC22: The True Story of the 3 Little Pigs!
STRAND / TOPIC / STANDARD	MD.SS.	Social Studies
TOPIC / INDICATOR	SS.1.	POLITICAL SCIENCE: (Prek – 3 Standard) Students will understand

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

Intentional Teaching Cards State: Maryland Model for School Readiness

Subject: Early Childhood Education

Grade: Ages 3-5

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

TOPIC / INDICATOR INDICATOR / PROFICIENCY	PSD.2. 2.A.	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 SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals Interactions with Others
	0.4.4	
OBJECTIVE EXPECTATION	2.A.1. 2.A.1.a.	Initiate and maintain relationships with peers and adults Initiate conversation with peers and adults
		Interional Teaching Cards LL01: Shared Writing LL03: Alphabet Cards LL03: Alphabet Cards LL04: 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 M14: Patterns M16: Show Me Five M14: Base 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
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	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

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		SE05: Character Feelings
		SE06: Talk About Feelings
		SE07: Good-Byes
		SE08: Group Problem Solving
		SE09: Big Rule, Little Rule
		SE10: My Turn at the Microphone
		SE11: Great Groups
		SE12: Classroom Jobs
		SE13: Conflict Resolution
		SE14: Playing Together
		SE15: Making Choices
		SE16: "I" Statements
		SE17: Supporting Children to Use Their Words
		SE18: Encouragement
		SE19: Friendship & Love Cards
		SE20: Cleanup Time
		SE21: Sunshine Message Board
		SE22: When, Then Statements
		SE23: Related Consequences
		SE24: I Don't Like That!
		SE25: What Can We Build Together?
		SE26: Making A Mural
EXPECTATION	2.A.1.b.	Take turns when working in groups with guidance
		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
		LL30: Knowing Our Friends LL31: I Went Shopping
		LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art
		LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL34: Alphabet Books
		LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL34: Alphabet Books LL35: Fruit Salad
		LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL34: Alphabet Books LL35: Fruit Salad LL36: Salsa
		LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL34: Alphabet Books LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups
		LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL34: Alphabet Books LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus
		LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL34: Alphabet Books LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups
		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
		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
		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
		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 LL44: Rhyming Tubs LL45: Observational Drawing
		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 LL44: Rhyming Tubs LL45: Observational Drawing LL46: Storyboard
		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 LL44: Rhyming Tubs LL45: Observational Drawing LL46: Storyboard LL47: The Name Game
		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 LL44: Rhyming Tubs LL45: Observational Drawing LL46: Storyboard LL47: The Name Game LL49: Vegetable Soup
		LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL34: Alphabet Books LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL41: Our Names, Our Things LL43: Introducing New Vocabulary LL44: Rhyming Tubs LL45: Observational Drawing LL46: Storyboard LL47: The Name Game LL49: Vegetable Soup LL49: Vegetable Soup LL53: We're Going on a Trip
		LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL34: Alphabet Books LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL41: Our Names, Our Things LL43: Introducing New Vocabulary LL44: Rhyming Tubs LL45: Observational Drawing LL46: Storyboard LL47: The Name Game LL49: Vegetable Soup LL53: We're Going on a Trip LL54: Asking Questions
		LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL34: Alphabet Books LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL41: Our Names, Our Things LL43: Introducing New Vocabulary LL44: Rhyming Tubs LL45: Observational Drawing LL46: Storyboard LL47: The Name Game LL49: Vegetable Soup LL53: We're Going on a Trip LL54: Asking Questions LL55: Dance & Remember
		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 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
		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 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 LL53: We're Going on a Trip LL55: Dance & Remember LL55: Dance & Remember LL59: Question Basket
		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 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
		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 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 LL53: We're Going on a Trip LL55: Dance & Remember LL55: Dance & Remember LL59: Question Basket
		LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL34: Alphabet Books LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL41: Our Names, Our Things LL43: Introducing New Vocabulary LL44: Rhyming Tubs LL45: Observational Drawing LL46: Storyboard LL47: The Name Game LL49: Vegetable Soup LL53: We're Going on a Trip LL54: Asking Questions LL55: Dance & Remember LL59: Question Basket LL51: Color Hunt M01: Dinnertime
		LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL34: Alphabet Books LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL41: Our Names, Our Things LL43: Introducing New Vocabulary LL44: Rhyming Tubs LL45: Observational Drawing LL46: Storyboard LL47: The Name Game LL49: Vegetable Soup LL53: We're Going on a Trip LL54: Asking Questions LL55: Dance & Remember LL56: Find the Matching Letter LL59: Question Basket LL61: Color Hunt M01: Dinnertime M02: Counting & Comparing
		LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL34: Alphabet Books LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL41: Our Names, Our Things LL43: Introducing New Vocabulary LL44: Rhyming Tubs LL45: Observational Drawing LL46: Storyboard LL47: The Name Game LL49: Vegetable Soup LL53: We're Going on a Trip LL54: Asking Questions LL55: Dance & Remember LL59: Question Basket LL51: Color Hunt M01: Dinnertime

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
M40. Cube Trans M41: Making Numerals
M42: Straw Shapes
M42: Ottaw Ondpess 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
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
SE01: Site Visits SE02: Look Who's Here!
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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

TOPIC / INDICATOR	PSD.2.	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 SOCIAL SELF-REGULATION: Students will demonstrate effective
INDICATOR / PROFICIENCY	2.A.	social functioning in group settings and as individuals Interactions with Others
LEVEL		
OBJECTIVE	2.A.2.	Participate cooperatively in group activities
EXPECTATION	2.A.2.a.	Listen to directions from peers and responds to simple tasks Intentional Teaching Cards LL08: Memory Games LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books M03: Seek & Find M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M32: Which Container Holds More? M33: Apple Oat Muffins M36: We're Going on an Adventure M37: Secret Numbers 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 M64: Conbeck M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M72: Wacaroni & Cheese M72: Macaroni & Cheese M73: Outmeal 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
		SE14: Playing Together
		SE20: Cleanup Time
		SE22: When, Then Statements
		SE25: What Can We Build Together?
EXPECTATION	2.A.2.b.	Understand rules of group activities with guidance
		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
EXPECTATION	2.A.2.c.	Speak of individual contributions and group accomplishments
		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
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	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
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SE17: Supporting Children to Use Their Words	
SE18: Encouragement	
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SE20: Cleanup Time	
SE21: Sunshine Message Board	
SE22: When, Then Statements	
SE23: Related Consequences	
SE24: I Don't Like That!	
SE25: What Can We Build Together?	
SE26: Making A Mural	
TOPIC / INDICATOR PSD.2. SOCIAL SELF-REGULATION: Students will demonstrate effective	
social functioning in group settings and as individuals	C
INDICATOR / PROFICIENCY 2.A. Interactions with Others	
LEVEL	
OBJECTIVE 3.A.3. Show empathy and concern for peers and adults	
EXPECTATION 3.A.3.a. Understand basic feelings, such as happiness or sadness, as	
expressed by others verbally or non-verbally	
Intentional Teaching Cards	
LL19: Silly Names	
SE01: Site Visits	
SE02: Look Who's Here!	
SE02: Look who sheres	
SE03. Call-Down Flace SE04: Actively Listening to Children	
SE05: Character Feelings	
SE06: Talk About Feelings	
SE07: Good-Byes	
SE08: Group Problem Solving	
SE09: Big Rule, Little Rule SE10: My Turn at the Microphone	

		SE11: Great Groups SE12: Classroom Jobs SE13: Conflict Resolution SE14: Playing Together SE15: Making Choices SE16: "I" Statements SE17: Supporting Children to Use Their Words SE18: Encouragement SE19: Friendship & Love Cards SE20: Cleanup Time SE21: Sunshine Message Board SE22: When, Then Statements SE23: Related Consequences SE24: I Don't Like That! SE25: What Can We Build Together? SE26: Making A Mural
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.1.	Show eagerness and curiosity as a learner
EXPECTATION	3.A.1.b.	Ask some questions about new things and experiences
		Intentional Teaching Cards LL01: Shared Writing LL54: Asking Questions LL63: Investigating & Recording SE01: Site Visits SE10: My Turn at the Microphone
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.2.	Attend to learning tasks with guidance
EXPECTATION	3.A.2.a.	Manage transitions from one activity to the next with guidance Intentional Teaching Cards SE07: Good-Byes
EXPECTATION	3.A.2.b.	Listen to simple directions specific to the tasks Intentional Teaching Cards LL08: Memory Games LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books M03: Seek & Find M08: Baggie Ice Cream M10: Biscuits M15: Play Dough

	M24: Matzo Balls
	M27: Peach Cobbler
	M28: Applesauce
	M29: Apple Bread
	M32: Which Container Holds More?
	M33: Apple Oat Muffins
	M36: We're Going on an Adventure
	M37: Secret Numbers
	M43: Pancakes
	M47: My Shadow and I
	M51: Can You Find It?
	M52: Modeling Clay
	M53: Black Bean Corn Salad
	M54: Gingerbread Cookies
	M55: Stepping Stones
	M56: Where's the Beanbag?
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	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
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	M75: Sugar Cookies
	M76: Orange Banana Yogurt Pops
	P01: Let's Sew
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	P21: Hopping
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	P25: Kick Hard
	P26: Keep It Up
	P27: Galloping
	P28: Balloon Pong
	P29: Stop & Go
	P30: Mixing Paints
	P31: Tie-Dyed Towels
	P32: Math Journal
	P33: Obstacle Course
	SE01: Site Visits
	SE02: Look Who's Here!

		SE12: Classroom Jobs SE14: Playing Together SE16: "I" Statements SE20: Cleanup Time SE22: When, Then Statements SE25: What Can We Build Together?
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.3.	Use some learning strategies when approaching new tasks
EXPECTATION	3.A.3.b.	Ask questions to seek ideas for new tasks Intentional Teaching Cards LL01: Shared Writing LL54: Asking Questions LL63: Investigating & Recording SE01: Site Visits SE10: My Turn at the Microphone
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.4.	Accepts responsibility for learning
		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
STRAND / TOPIC / STANDARD	MD.LLD.	Language and Literacy Development
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.1.	Discriminate sounds and words
EXPECTATION	1.A.1.a.	Tell whether sounds are same or different Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL03: Alphabet Cards LL04: Bookmaking LL07: Letters, Letters, Letters LL10: Rhyming Chart LL12: Same Sound Sort LL15: Textured Letters LL16: Tongue Twisters LL17: Walk a Letter LL19: Silly Names

		Intentional Teaching Cards
		LL12: Same Sound Sort LL16: Tongue Twisters
		LL19: Silly Names
EXPECTATION	1.A.2.c.	Discriminate rhyming words from non-rhyming words
		Intentional Teaching Cards
		LL10: Rhyming Chart
		LL11: Rhyming Riddles
		LL12: Same Sound Sort
		LL14: Did You Ever See?
		LL27: Writing Poems
		LL31: I Went Shopping
		LL44: Rhyming Tubs
		M13: Nursery Rhyme Count M19: Which Has More?
		M37: Secret Numbers
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS:
		Students will master the ability to hear, identify, and manipulate
		individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY	1.A.	Phonemic Awareness
LEVEL		
OBJECTIVE	1.A.3.	Blend sounds and syllables to form words
EXPECTATION	1.A.3.a.	Orally blend syllables into a whole word, such as fun-ny = funny
		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
		LL47: The Name Game LL50: Making Shiny Paint
		LL52: Tap It, Clap It, Stomp It, Jump It
		LL57: Photo Writing
		LL58: Our Super Duper Writing Box
		LL59: Question Basket
		LL60: Writing with Wordless Books
		LL63: Investigating & Recording
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS:
		Students will master the ability to hear, identify, and manipulate
		individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY	1 Δ	Phonemic Awareness
LEVEL	1.A.	Filoheinic Awareness
OBJECTIVE	1.A.4.	Segment sounds in spoken words and sentences
EXPECTATION	1.A.4.b.	Identify the initial sound in a word
		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
		LL58: Our Super Duper Writing Box LL59: Question Basket
		LL69: Writing with Wordless Books
		LL63: Investigating & Recording
TOPIC / INDICATOR	LLD-P.1.	GENERAL READING PROCESSES - PHONICS: Students will apply

		their knowledge of letter/sound relationships and word structure to decode unfamiliar words.
INDICATOR / PROFICIENCY LEVEL	1.B.	Phonics
OBJECTIVE	1.B.1.	Recognize that letters have corresponding sounds
EXPECTATION	1.B.1.a.	Recognize that letters have corresponding sounds Recognize similarities and differences in letter shapes Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking LL05: Jumping Beans LL07: Letters, Letters, Letters LL15: Textured Letters LL17: Walk a Letter LL20: Baggie Books LL21: Buried Treasures LL22: Coupon Match LL23: Playing with Environmental Print LL26: Searching the Web LL28: Stick Letters LL29: Making My Name LL30: Knowing Our Friends LL31: I Went Shopping LL34: Alphabet Books LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL41: Our Names, Our Things LL42: Daily Sign-In L46: Storyboard L47: The Name Game LL48: D Is for Door L49: Vegetable Soup LL50: Making Shiny Paint L51: Pizza LL52: Find the Matching Letter M04: Number Cards
EXPECTATION	1.B.1.b.	Match familiar consonant sounds to appropriate letters, such as m, b, f, t, p Intentional Teaching Cards LL10: Rhyming Chart LL17: Walk a Letter M27: Peach Cobbler M31: Lining It Up
TOPIC / INDICATOR	LLD-P.1.	GENERAL READING PROCESSES - PHONICS: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.
INDICATOR / PROFICIENCY LEVEL	1.B.	Phonics
OBJECTIVE	1.B.2.	Decode words in grade-level texts
EXPECTATION	1.B.2.a.	Identify and name some upper and lower case letters in words, especially those in the student's own name Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL03: Alphabet Cards LL04: Bookmaking LL05: Jumping Beans LL07: Letters, Letters, Letters LL15: Textured Letters

		LL17: Walk a Letter LL20: Baggie Books LL21: Buried Treasures LL22: Coupon Match LL23: Playing with Environmental Print LL26: Searching the Web LL28: Stick Letters LL29: Making My Name LL30: Knowing Our Friends LL31: I Went Shopping LL32: Describing Art LL34: Alphabet Books LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL39: My Daily Journal LL40: What Was for Breakfast? LL41: Our Names, Our Things LL42: Daily Sign-In LL46: Storyboard LL47: The Name Game LL48: D Is for Door LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL56: Find the Matching Letter M04: Number Cards
TOPIC / INDICATOR	LLD-F.1.	GENERAL READING PROCESSES - FLUENCY: Students will read orally with accuracy and expression at a rate that sounds like speech.
INDICATOR / PROFICIENCY LEVEL	1.C.	Fluency
OBJECTIVE	1.C.1.	Engage in imitative reading at an appropriate rate
EXPECTATION	1.C.1.a.	Listen to models of fluent reading Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL19: Silly Names LL27: Writing Poems LL33: Clothesline Storytelling LL34: Alphabet Books LL51: Pizza LL62: Retelling Wordless Books P30: Mixing Paints P31: Tie-Dyed Towels SE05: Character Feelings
	1.C.1.c.	Develop beginning sight vocabulary of familiar words, such as first
		Develop beginning sight vocabulary of familiar words, such as first name, color words Intentional Teaching Cards LL61: Color Hunt M38: Patterns Under Cover P31: Tie-Dyed Towels
TOPIC / INDICATOR	LLD-V.1.	Develop beginning sight vocabulary of familiar words, such as first name, color words Intentional Teaching Cards LL61: Color Hunt M38: Patterns Under Cover P31: Tie-Dyed Towels GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.
TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL	LLD-V.1.	Develop beginning sight vocabulary of familiar words, such as first name, color words Intentional Teaching Cards LL61: Color Hunt M38: Patterns Under Cover P31: Tie-Dyed Towels GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word
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		Intentional Teaching Cards
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		LL34: Alphabet Books LL51: Pizza
		LL51: Pizza LL53: We're Going on a Trip
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		LL60: Writing with Wordless Books
		LL62: Retelling Wordless Books
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		M28: Applesauce
		M29: Apple Bread M30: Buried Shapes
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		M41: Making Numerals
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		M53: Black Bean Corn Salad
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		M64: Five-Layer Dip
		M65: Cornbread M66: OobECk
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		M73: Oatmeal Raisin Cookies
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		M75: Sugar Cookies
		M76: Orange Banana Yogurt Pops
		P30: Mixing Paints P31: Tie-Dyed Towels
		SE05: Character Feelings
EXPECTATION	1.D.1.e.	Identify some signs, labels, and environmental print
		Intentional Teaching Cards
		LL10: Rhyming Chart
		LL20: Baggie Books
		LL22: Coupon Match
		LL23: Playing with Environmental Print
		LL25: What's for Snack?
		LL28: Stick Letters
		LL31: I Went Shopping
		LL47: The Name Game
		M08: Baggie Ice Cream
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will
		use a variety of strategies and opportunities to understand word
		mogning and to increase vecabiliary
		meaning and to increase vocabulary.
INDICATOR / PROFICIENCY LEVEL	1.D.	Vocabulary

OBJECTIVE	1.D.2.	Develop a conceptual understanding of new words
EXPECTATION	1.D.2.a.	Use words to describe size, color, and shape
		Laterational Teaching Oceania
		Intentional Teaching Cards LL02: Desktop Publishing
		LL05: Jumping Beans
		LL07: Letters, Letters
		LL08: Memory Games
		LL15: Textured Letters
		LL17: Walk a Letter LL18: What's Missing?
		LL10: What's missing? LL19: Silly Names
		LL20: Baggie Books
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		LL27: Writing Poems LL32: Describing Art
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		LL35: Fruit Salad
		LL36: Salsa
		LL37: Roll-Ups LL38: Hummus
		LL40: What Was for Breakfast?
		LL41: Our Names, Our Things
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		LL53: We're Going on a Trip
		LL56: Find the Matching Letter
		LL61: Color Hunt
		LL62: Retelling Wordless Books M02: Counting & Comparing
		M02: Counting & Comparing M03: Seek & Find
		M05: Sorting & Classifying
		M07: Ice Cubes
		M08: Baggie Ice Cream
		M11: Graphing
		M20: I'm Thinking of a Shape M23: Putting Puzzles Together
		M23: Futting Fuzzies Together M24: Matzo Balls
		M25: The Long and Short of It
		M27: Peach Cobbler
		M28: Applesauce
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		M30: Burled Snapes M32: Which Container Holds More?
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		M34: Cover Up
		M36: We're Going on an Adventure
		M38: Patterns Under Cover M42: Straw Shapes
		M42: Straw Snapes M43: Pancakes
		M43: Musical Water
		M45: Picture Patterns
		M46: Nesting Dolls
		M47: My Shadow and I
		M48: Wash Day M50: The Farmer Builds a Fence
		M50: The Farmer Builds a Fence M51: Can You Find It?
		M51: Call Four India 4
		moz. modoling oldy

		M53: Black Bean Corn Salad M54: Gingerbread Cookies
		M54: Shigerbread Cookies M55: Stepping Stones
		M56: Where's the Beanbag?
		M57: Yogurt Fruit Dip
		M58: Missing Lids
		M59: More or Fewer Towers
		M60: Morning, Noon, and Night
		M61: Shake, Rattle, and Roll
		M62: How Big Around?
		M63: Fishing Trip
		M64: Five-Layer Dip
		M65: Cornbread
		M66: OobECk
		M67: Fruit Smoothies
		M68: Trail Mix
		M69: Cream Cheese & Strawberry Snacks
		M70: Egg Salad
		M71: Flat Bread
		M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies
		M73: Vegetable Stir Fry
		M74: Vegetable Still Fry M75: Sugar Cookies
		M76: Orange Banana Yogurt Pops
		M78: Math Collage
		SE01: Site Visits
		SE05: Character Feelings
		SE06: Talk About Feelings
		SE13: Conflict Resolution
		SE23: Related Consequences
		SE25: What Can We Build Together?
		SE26: Making A Mural
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students
i of io / indication		will use a variety of strategies to understand what they read
		(construct meaning).
INDICATOR / PROFICIENCY	1.E.	General Reading Comprehension
LEVEL		
OBJECTIVE 1	1.E.1.	Demonstrate an understanding of concepts of print to determine
OBCEONTE		how print is organized and read
EXPECTATION	1.E.1.a.	Understand that speech can be written and read
EXPECTATION	I.E.I.d.	onderstand that speech can be written and read
		Intentional Teaching Cards
		LL02: Desktop Publishing
		LL04: Bookmaking
		LL20: Baggie Books
		LL22: Coupon Match
		LL23: Playing with Environmental Print
		LL24: Lemonade
		LL25: What's for Snack?
		LL25: What's for Snack? LL30: Knowing Our Friends
		LL30: Knowing Our Friends LL31: I Went Shopping
		LL30: Knowing Our Friends
		LL30: Knowing Our Friends LL31: I Went Shopping LL35: Fruit Salad LL36: Salsa
		LL30: Knowing Our Friends LL31: I Went Shopping LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups
		LL30: Knowing Our Friends LL31: I Went Shopping LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL46: Storyboard
		LL30: Knowing Our Friends LL31: I Went Shopping LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL46: Storyboard LL49: Vegetable Soup
		LL30: Knowing Our Friends LL31: I Went Shopping LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL46: Storyboard LL49: Vegetable Soup LL51: Pizza
		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
		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
		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
		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
		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
		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

		M54: Gingerbread Cookies M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops
EXPECTATION	1.E.1.b.	Understand that print conveys meaning 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: 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
EXPECTATION	1.E.1.c.	M76: Orange Banana Yogurt Pops Demonstrate the proper use of a book Intentional Teaching Cards LL34: Alphabet Books SE05: Character Feelings
EXPECTATION	1.E.1.d.	Identify the title of a book Intentional Teaching Cards LL34: Alphabet Books SE05: Character Feelings
EXPECTATION	1.E.1.e.	Demonstrate that text is read from left to right and top to bottom

		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 LL21: Describing Art LL32: Describing Art LL33: Clothesline Storytelling LL33: Clothesline Storytelling LL33: Salsa LL37: Roll-Ups LL46: Storyboard LL47: The Name Game LL47: The Name Game LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza M08: Baggie Ice Cream M27: Peach Cobbler M28: Apple South M15: Pizza M08: Baggie Ice Cream M27: Peach Cobbler 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 M64: Five-Layer Dip M65: Cornbread M67: Fruit Smoothies M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M77: Board Games M78: Math Collage
EXPECTATION	1.E.1.f.	Identify pictures, shapes, letters, and numerals
		Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking LL05: Jumping Beans LL07: Letters, Letters LL15: Textured Letters LL17: Walk a Letter LL20: Baggie Books LL21: Buried Treasures LL22: Coupon Match LL23: Playing with Environmental Print LL26: Searching the Web

		LL28: Stick Letters LL29: Making My Name LL30: Knowing Our Friends LL31: I Went Shopping LL33: Clothesline Storytelling LL34: Alphabet Books LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL41: Our Names, Our Things LL42: Daily Sign-In LL46: Storyboard LL47: The Name Game LL48: D Is for Door LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL56: Find the Matching Letter LL60: Writing with Wordless Books LL62: Retelling Wordless Books LL62: Retelling Wordless Books M04: Number Cards M04: Number Cards M020: I'm Thinking of a Shape M21: Geoboards M23: Putting Puzzles Together M30: Buried Shapes M37: Secret Numbers M41: Making Numerals M42: Straw Shapes M47: My Shadow and I M50: The Farmer Builds a Fence M58: Missing Lids M63: Fishing Trip M79: Ping-Pong Pick-Up P31: Tie-Dyed Towels P32: Math Journal SE05: Character Feelings SE15: Making Choices SE22: When, Then Statements
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY	1.E.	General Reading Comprehension
OBJECTIVE	1.E.2.	Use strategies to prepare for reading (before reading)
EXPECTATION	1.E.2.b.	Make predictions by examining the title, cover, illustrations/photographs, and familiar author or topic Intentional Teaching Cards M34: Cover Up SE05: Character Feelings
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.3.	Use strategies to make meaning from text (during reading)
EXPECTATION	1.E.3.a.	Use illustrations to construct meaning Intentional Teaching Cards LL05: Jumping Beans LL22: Coupon Match LL33: Clothesline Storytelling LL34: Alphabet Books

EXPECTATION	1.E.3.b.	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 Make and confirm predictions
	1.2.3.0.	Intentional Teaching Cards M34: Cover Up SE05: Character Feelings
EXPECTATION	1.E.3.c.	Connect events, characters, and actions in stories to specific life experiences Intentional Teaching Cards LL09: Pocket Storytelling: The Mitten SE05: Character Feelings
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.4.	Demonstrate understanding of text (after reading)
EXPECTATION	1.E.4.a.	Recall information from text Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL19: Silly Names LL27: Writing Poems 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 M41: Making Numerals M41: Making Numerals M42: Gingerbread Cookies M57: Yogurt Fruit Dip

EXPECTATION	1.E.4.b.	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 M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P30: Mixing Paints P31: Tie-Dyed Towels SE05: Character Feelings Respond orally to questions Intentional Teaching Cards
		Intentional Teaching Cards LL53: We're Going on a Trip LL54: Asking Questions M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M33: Apple Oat Muffins M41: Making Numerals M43: Pancakes M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M66: OobECk M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies
EXPECTATION	1.E.4.c.	M76: Orange Banana Yogurt Pops Respond to text in a variety of ways: Retell; Dramatize; Draw
		Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL33: Clothesline Storytelling LL46: Storyboard LL62: Retelling Wordless Books
EXPECTATION	1.E.4.e.	Retell a story as though reading a book <u>Intentional Teaching Cards</u> LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL33: Clothesline Storytelling LL46: Storyboard LL62: Retelling Wordless Books

TOPIC / INDICATOR	LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.
INDICATOR / PROFICIENCY LEVEL	2.A.	Comprehension of Informational Text
OBJECTIVE	2.A.1.	Develop comprehension skills by reading a variety of informational texts
EXPECTATION	2.A.1.a.	Listen to nonfiction materials: Nonfiction trade books; Magazines; Multimedia resources Intentional Teaching Cards LL53: We're Going on a Trip LL54: Asking Questions M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M33: Apple Oat Muffins M41: Making Numerals M43: Pancakes
		M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M66: OobECk M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops
EXPECTATION	2.A.1.b.	Listen to and read functional documents by following simple oral or rebus directions: Recipes; Rules; Signs; Labels; Center activities; Classroom schedules Intentional Teaching Cards LL24: Lemonade LL25: What's for Snack? LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M33: Apple Oat Muffins M43: Pancakes M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M64: Five-Layer Dip

		M65: Cornbread M66: OobECk M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P03: Twisted Pretzels
EXPECTATION	2.A.1.c.	Listen to and use personal interest materials, such as books and magazines Intentional Teaching Cards LL53: We're Going on a Trip LL54: Asking Questions M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M33: Apple Oat Muffins M41: Making Numerals M43: Pancakes M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M66: OobECk M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops
TOPIC / INDICATOR	LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.
INDICATOR / PROFICIENCY LEVEL	2.A.	Comprehension of Informational Text
OBJECTIVE	2.A.2.	Recognize and use text features to facilitate understanding of informational texts
EXPECTATION	2.A.2.b.	Recognize graphic aids: Photographs; Drawings; Maps; Graphs; Diagrams Intentional Teaching Cards LL43: Introducing New Vocabulary LL55: Dance & Remember M07: Ice Cubes M31: Lining It Up M35: Action Patterns M51: Can You Find It? M56: Where's the Beanbag?

		P16: Body Part Balance
TOPIC / INDICATOR	LLD.2.	COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.
INDICATOR / PROFICIENCY LEVEL	2.A.	Comprehension of Informational Text
OBJECTIVE	2.A.4.	Determine important ideas and messages in informational texts
EXPECTATION	2.A.4.a.	Retell important facts from a text Intentional Teaching Cards L135: Fruit Salad LL37: Roll-Ups L138: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza M08: Baggie Ice Cream M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M33: Apple Oat Muffins M41: Making Numerals M43: Pancakes M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M64: Five-Layer Dip M64: Five-Layer Dip M66: CobECk M67: Fruit Smoothies M68: Trail Mix M68: Cream Cheese & Strawberry Snacks M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M73: Oatmeal Raisin Cookies M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.1.	Develop comprehension skills by listening to a variety of self- selected and assigned literary texts
EXPECTATION	3.A.1.a.	Listen to and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL27: Writing Poems LL33: Clothesline Storytelling LL34: Alphabet Books LL51: Pizza LL60: Writing with Wordless Books LL62: Retelling Wordless Books M01: Dinnertime M30: Buried Shapes

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		M40: Cube Trains
		P30: Mixing Paints P31: Tie-Dyed Towels
		SE05: Character Feelings
EXDECTATION	3.A.1.b.	
EXPECTATION	3.A.1.D.	Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales
		Intentional Teaching Cards LL06: Dramatic Story Retelling
		LL09: Pocket Storytelling: The Mitten
		LL10: Rhyming Chart
		LL19: Silly Names
		LL27: Writing Poems LL33: Clothesline Storytelling
		LL33: Clothesine Storytening LL34: Alphabet Books
		LL51: Pizza
		LL60: Writing with Wordless Books
		LL62: Retelling Wordless Books
		M01: Dinnertime
		M13: Nursery Rhyme Count M30: Buried Shapes
		M40: Cube Trains
		P30: Mixing Paints
		P31: Tie-Dyed Towels
		SE05: Character Feelings
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.2.	Use text features to facilitate understanding of literary texts
EXPECTATION	3.A.2.a.	Identify and explain how the title contributes to meaning
		Intentional Teaching Cards LL34: Alphabet Books SE05: Character Feelings
EXPECTATION	3.A.2.b.	Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning
		Intentional Teaching Cards LL05: Jumping Beans
		LL23: Coupon Match
		LL33: Clothesline Storytelling
		LL34: Alphabet Books
		LL60: Writing with Wordless Books
		LL62: Retelling Wordless Books P31: Tie-Dyed Towels
		SE05: Character Feelings
		SE15: Making Choices
		SE22: When, Then Statements
TOPIC / INDICATOR	LLD.3.	COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.
INDICATOR / PROFICIENCY LEVEL	3.A.	Comprehension of Literary Text
OBJECTIVE	3.A.3.	Use elements of narrative texts to facilitate understanding
EXPECTATION	3.A.3.a.	Identify the beginning and end of a story
		Intentional Teaching Cards
		LL06: Dramatic Story Retelling
		LL33: Clothesline Storytelling
	11	LL62: Retelling Wordless Books

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

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

		SE03: Calm-Down Place SE06: Talk About Feelings SE08: Group Problem Solving SE13: Conflict Resolution
TOPIC / INDICATOR	LLD.5.	CONTROLLING LANGUAGE: Students will control language by applying the conventions of standard English in speaking and writing.
INDICATOR / PROFICIENCY LEVEL	5.C.	Mechanics
OBJECTIVE	5.C.1.	Comprehend basic punctuation and capitalization in written language
EXPECTATION	5.C.1.b.	Recognize that space is used to separate words Intentional Teaching Cards LL01: Shared Writing LL04: Bookmaking LL46: Storyboard LL50: Making Shiny Paint
TOPIC / INDICATOR	LLD.6.	LISTENING: Students will demonstrate effective listening to learn, process, and analyze information.
INDICATOR / PROFICIENCY LEVEL	6.A.	Listening
OBJECTIVE	6.A.2.	Comprehend and analyze what is heard
EXPECTATION	6.A.2.b.	Identify rhythms and patterns of language, including rhyme and repetition Intentional Teaching Cards LL16: Tongue Twisters
EXPECTATION	6.A.2.d.	Follow a set of two- or three-step directions Intentional Teaching Cards LL08: Memory Games LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books M03: Seek & Find M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M32: Which Container Holds More? M33: Apple Oat Muffins M36: We're Going on an Adventure M37: Secret Numbers M47: My Shadow and I M51: Can You Find It? M52: Modeling Clay

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		M53: Black Bean Corn Salad
		M54: Gingerbread Cookies
		M55: Stepping Stones M56: Where's the Beanbag?
		M50: 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
		P03: Twisted Pretzels P04: Kick High
		P05: Throw Hard, Throw Far
		P06: Catching With a Scoop
		P07: Balloon Catch
		P08: Cutting With Scissors
		P09: Up and Away
		P10: Jumping Rope
		P11: Jump the River
		P12: Exploring Pathways
		P13: Punting
		P14: Moving Through the Forest
		P15: Dribble Kick
		P16: Body Part Balance
		P17: Balance on a Beam
		P18: Dribbling a Ball
		P19: Bounce & Catch
		P20: Body Shapes & Sizes
		P21: Hopping
		P22: Follow the Leader
		P23: Ways to Travel
		P24: Swing & Jump Rope
		P25: Kick Hard P26: Keep It Up
		P27: Galloping
		P28: Balloon Pong
		P29: Stop & Go
		P30: Mixing Paints
		P31: Tie-Dyed Towels
		P32: Math Journal
		P33: Obstacle Course
		SE01: Site Visits
		SE02: Look Who's Here!
		SE12: Classroom Jobs
		SE14: Playing Together
		SE16: "I" Statements
		SE20: Cleanup Time
		SE22: When, Then Statements
		SE25: What Can We Build Together?
TOPIC / INDICATOR	LLD.7.	SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.
INDICATOR / PROFICIENCY LEVEL	7.A.	Speaking
OBJECTIVE	7.A.1.	Use organization and delivery strategies
		ooo organization and denvery strategies

EXPECTATION	7.A.1.a.	Speak clearly enough to be heard and understood in a variety of settings
		Intentional Teaching Cards
		LL07: Letters, Letters
		LL12: Same Sound Sort
		LL16: Tongue Twisters
		LL54: Asking Questions
		LL61: Color Hunt
		M27: Peach Cobbler
		M31: Lining It Up P27: Galloping
		SE02: Look Who's Here!
TOPIC / INDICATOR	LLD.7.	SPEAKING: Students will communicate effectively in a variety of
TOPIC/INDICATOR		situations with different audiences, purposes, and formats.
INDICATOR / PROFICIENCY LEVEL	7.A.	Speaking
OBJECTIVE	7.A2.	Make oral presentations
		•
EXPECTATION	7.A2.a.	Speak in a variety of situations to inform and/or relate experiences, such as retelling stories
		Intentional Teaching Cards
		LL46: Storyboard
EXPECTATION	7.A2.b.	Use props in situations, such as show-and-tell
		Intentional Teaching Cards
		LL06: Dramatic Story Retelling
		LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart
		LL11: Rhyming Riddles
		LL12: Same Sound Sort
		LL14: Did You Ever See?
		LL30: Knowing Our Friends
		LL46: Storyboard
		LL62: Retelling Wordless Books
STRAND / TOPIC / STANDARD	MD.MA.	Mathematics
TOPIC / INDICATOR	MA.1.	KNOWLEDGE OF ALGEBRA, PATTERNS, AND/OR FUNCTIONS:
		Students will algebraically represent, model, analyze, or solve
		mathematical or real-world problems involving patterns or functional relationships.
INDICATOR / PROFICIENCY	1 0	
LEVEL	I.A.	Patterns and Functions
OBJECTIVE	1.A.2.	Identify, copy, and extend non-numeric patterns
EXPECTATION	1.A.2.a.	Match patterns kinesthetically such as: clap/snap/clap
		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
EXPECTATION	1.A.2.e.	Create a simple pattern of 2 different objects when given the rule
		Intentional Teaching Cards
		M14: Patterns
		M35: Action Patterns
		M38: Patterns Under Cover M40: Cube Trains

		M45: Picture Patterns
TOPIC / INDICATOR	MA.1.	KNOWLEDGE OF ALGEBRA, PATTERNS, AND/OR FUNCTIONS: Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.
INDICATOR / PROFICIENCY LEVEL	1.B.	Expression, Equations, and Inequalities
OBJECTIVE	1.B.2.	Identify inequalities
EXPECTATION	1.B.2.a.	Explore relationships by comparing groups of no more than 5 objects to determine more or less Intentional Teaching Cards LL49: Vegetable Soup M02: Counting & Comparing M03: Seek & Find M59: More or Fewer Towers
TOPIC / INDICATOR	MA.2. 2.A.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
LEVEL		
OBJECTIVE	2.A.1.	Recognize and use the attributes of plane geometric figures
		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
	2.A.1.b.	Name the attributes of plane figures such as: shape, color, size 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
EXPECTATION	2.A.1.c.	Match triangles, circles, and squares <u>Intentional Teaching Cards</u> M20: I'm Thinking of a Shape M21: Geoboards M23: Putting Puzzles Together M30: Buried Shapes M42: Straw Shapes M47: My Shadow and I M50: The Farmer Builds a Fence M58: Missing Lids M61: Shake, Rattle, and Roll P32: Math Journal
EXPECTATION	2.A.1.d.	Identify triangles, circles, and squares in the environment 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
TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
INDICATOR / PROFICIENCY LEVEL	2.B.	Solid Geometric Figure
OBJECTIVE	2.B.1.	Recognize and use the attributes of solid geometric figures
EXPECTATION	2.B.1.a.	Netoginize tine tase the tatributes or solid geometrie rightes Sort objects by one attribute such as: size, shape, weight, length 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
EXPECTATION	2.B.1.b.	Find solid figures in the environment Intentional Teaching Cards M20: I'm Thinking of a Shape M21: Geoboards M42: Straw Shapes M47: My Shadow and I M50: The Farmer Builds a Fence
TOPIC / INDICATOR	MA.2.	KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.
INDICATOR / PROFICIENCY LEVEL	2.E.	Transformations
OBJECTIVE	2.E.1.	Begin to recognize a transformation
EXPECTATION	2.E.1.a.	Tell position by using words such as: over, under, above, on, next to, below, beside, behind <u>Intentional Teaching Cards</u> M01: Dinnertime M36: We're Going on an Adventure M47: My Shadow and I M51: Can You Find It? M55: Stepping Stones M56: Where's the Beanbag?
TOPIC / INDICATOR	MA.3.	KNOWLEDGE OF MEASUREMENT: Students will identify attributes, units or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements.
INDICATOR / PROFICIENCY LEVEL	3.A.	Measurement Units
OBJECTIVE	3.A.1.	Recognize and use measurement attributes
EXPECTATION	3.A.1.a.	Demonstrate an understanding of comparative attributes such as: bigger, smaller, longer, shorter, lighter, heavier, shorter, taller,

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		hotter, colder
		Intentional Teaching Cards
		M07: Ice Cubes
		M09: Bigger Than, Smaller Than, Equal To
		M10: Biscuits
		M12: Measure & Compare
		M15: Play Dough
		M24: Matzo Balls
		M25: The Long and Short of It
		M26: Huff & Puff M27: Peach Cobbler
		M27. Feach Cobbler M28: Applesauce
		M20: Apple Bread
		M31: Lining It Up
		M32: Which Container Holds More?
		M33: Apple Oat Muffins
		M43: Pancakes
		M44: Musical Water
		M49: Balancing Act
		M52: Modeling Clay
		M53: Black Bean Corn Salad
		M54: Gingerbread Cookies
		M57: Yogurt Fruit Dip M62: How Big Around?
		M62: How big Around? M64: Five-Layer Dip
		M65: Cornbread
		M66: OobECk
		M69: Cream Cheese & Strawberry Snacks
		M70: Egg Salad
		M71: Flat Bread
		M72: Macaroni & Cheese
		M73: Oatmeal Raisin Cookies
		M74: Vegetable Stir Fry
		M75: Sugar Cookies
		M76: Orange Banana Yogurt Pops P32: Math Journal
EXPECTATION	3.A.1.b.	Compare and describe objects according to a single attribute
		Intentional Teaching Cards
		Intentional Teaching Cards M07: Ice Cubes
		M09: Bigger Than, Smaller Than, Equal To
		M10: Biscuits
		M12: Measure & Compare
		M15: Play Dough
	11	
		M24: Matzo Balls
		M24: Matzo Balls M25: The Long and Short of It
		M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff
		M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler
		M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce
		M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread
		M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M31: Lining It Up
		M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M31: Lining It Up M32: Which Container Holds More?
		M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M31: Lining It Up M32: Which Container Holds More? M33: Apple Oat Muffins
		M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M31: Lining It Up M32: Which Container Holds More?
		M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M31: Lining It Up M32: Which Container Holds More? M33: Apple Oat Muffins M43: Pancakes
		M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M31: Lining It Up M32: Which Container Holds More? M33: Apple Oat Muffins M43: Pancakes M44: Musical Water
		M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M31: Lining It Up M32: Which Container Holds More? M33: Apple Oat Muffins M43: Pancakes M44: Musical Water M49: Balancing Act
		M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M31: Lining It Up M32: Which Container Holds More? M33: Apple Oat Muffins M43: Pancakes M44: Musical Water M49: Balancing Act M45: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies
		M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M31: Lining It Up M32: Which Container Holds More? M33: Apple Oat Muffins M43: Pancakes M44: Musical Water M49: Balancing Act M49: Balancing Act M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip
		M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M31: Lining It Up M32: Which Container Holds More? M33: Apple Oat Muffins M43: Pancakes M44: Musical Water M49: Balancing Act M49: Balancing Act M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M62: How Big Around?
		M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M31: Lining It Up M32: Which Container Holds More? M33: Apple Oat Muffins M43: Pancakes M44: Musical Water M49: Balancing Act M49: Balancing Act M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M62: How Big Around? M64: Five-Layer Dip
		M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M31: Lining It Up M32: Which Container Holds More? M33: Apple Oat Muffins M43: Pancakes M44: Musical Water M49: Balancing Act M49: Balancing Act M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M62: How Big Around?

		M69: Cream Cheese & Strawberry Snacks
		M70: Egg Salad M71: Flat Bread
		M72: Macaroni & Cheese
		M73: Oatmeal Raisin Cookies
		M74: Vegetable Stir Fry
		M75: Sugar Cookies
		M76: Orange Banana Yogurt Pops P32: Math Journal
TOPIC / INDICATOR	MA.3.	KNOWLEDGE OF MEASUREMENT: Students will identify attributes,
		units or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements.
INDICATOR / PROFICIENCY	2 B	Measurement Tools
LEVEL	5.0.	
OBJECTIVE	3.B.1.	Measure in non-standard units
EXPECTATION	3.B.1.a.	Measure length of objects
		Intentional Teaching Cards
		M09: Bigger Than, Smaller Than, Equal To
		M12: Measure & Compare
		M26: Huff & Puff
		M62: How Big Around?
EXPECTATION	3.B.1.b.	Explore the capacity of containers
		Intentional Teaching Cards
		M10: Biscuits
		M15: Play Dough M24: Matzo Balls
		M24: Mat20 Bans M27: Peach Cobbler
		M28: Applesauce
		M29: Apple Bread
		M32: Which Container Holds More?
		M33: Apple Oat Muffins
		M43: Pancakes
		M44: Musical Water
		M52: Modeling Clay M53: Black Bean Corn Salad
		M54: Gingerbread Cookies
		M57: Yogurt Fruit Dip
		M64: Five-Layer Dip
		M65: Cornbread
		M66: OobECk
		M69: Cream Cheese & Strawberry Snacks
		M70: Egg Salad
		M71: Flat Bread M72: Macaroni & Cheese
		M72: Macarolin & Cheese M73: Oatmeal Raisin Cookies
		M74: Vegetable Stir Fry
		M75: Sugar Cookies
		M76: Orange Banana Yogurt Pops
EXPECTATION	3.B.1.c.	Explore the weight of objects
		Intentional Teaching Cards
		M07: Ice Cubes
		M32: Which Container Holds More?
		M44: Musical Water M49: Balancing Act
		M49: Balancing Act M52: Modeling Clay
		M53: Black Bean Corn Salad
		M54: Gingerbread Cookies
		M57: Yogurt Fruit Dip
TOPIC / INDICATOR	MA.4.	KNOWLEDGE OF STATISTICS: Students will collect, organize,
		display, analyze, or interpret data to make decisions or predictions.

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

		LLS1: 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
EXPECTATION	6.A.1.g.	Match a numeral to a set 0 to 5 Intentional Teaching Cards M16: Show Me Five
EXPECTATION	6.A.1.h.	Count to 10 Intentional Teaching Cards LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL49: Vegetable Soup LL51: Pizza M01: Dinnertime M02: Counting & Comparing M03: Seek & Find M04: Number Cards M05: Sorting & Classifying M06: Tallying M10: Biscuits M11: Graphing M12: Measure & Compare M13: Nursery Rhyme Count

		M15: Play Dough
		M16: Show Me Five
		M17: Guessing Jar M18: Bounce & Count
		M19: Which Has More?
		M22: Story Problems
		M24: Matzo Balls
		M27: Peach Cobbler
		M28: Applesauce
		M31: Lining It Up
		M37: Secret Numbers
		M39: Let's Go Fishing
		M41: Making Numerals M59: More or Fewer Towers
		M59: More of Fewer Towers M61: Shake, Rattle, and Roll
		M63: Fishing Trip
		M66: OobECk
		M67: Fruit Smoothies
		M68: Trail Mix
		M73: Oatmeal Raisin Cookies
		M74: Vegetable Stir Fry
		M77: Board Games
		M78: Math Collage
		M79: Ping-Pong Pick-Up P16: Body Part Balance
		P19: Bounce & Catch
		P21: Hopping
		P29: Stop & Go
		SE02: Look Who's Here!
		SE15: Making Choices
TOPIC / INDICATOR	MA.7.	PROCESSES OF MATHEMATICS: Students demonstrate the process
		of mathematics by making connections and applying reasoning to
		solve and to communicate their findings.
INDICATOR / PROFICIENCY LEVEL	7.C.	Communication
OBJECTIVE	7.C.1.	Present mathematical ideas using words, symbols, visual displays, or technology
EXPECTATION	7.C.1.a.	Use multiple representations to express concepts or solutions
		Intentional Teaching Cards M04: Number Cards
STRAND / TOPIC / STANDARD	MD.SC.	Science
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking
		and acting inherent in the practice of science – Prekindergarten –
		Grade 2
INDICATOR / PROFICIENCY LEVEL	1.A.	Constructing Knowledge
OBJECTIVE	1.A.1.	Raise questions about the world around them and be willing to seek
		answers to some of them by making careful observations and trying things out.
EXPECTATION	1.A.1.a.	Describe what can be learned about things by just observing those
		things carefully and adding information by sometimes doing
		something to the things and noting what happens
		Intentional Teaching Cards
		LL15: Textured Letters
		LL24: Lemonade
		LL35: Fruit Salad LL36: Salsa
		LL37: Roll-Ups
		LL38: Hummus

		LL45: Observational Drawing LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL61: Color Hunt LL63: Investigating & Recording M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M07: Ice Cubes M08: Baggie Ice Cream M09: Bigger Than, Smaller Than, Equal To M10: Biscuits M11: Graphing M12: Measure & Compare M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread
		M33: Apple Oat Muffins M43: Pancakes M44: Musical Water M45: Picture Patterns M49: Balancing Act M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M58: Missing Lids M65: Cornbread M66: OobECk M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P01: Let's Sew P02: Play Dough Weaving SE01: Site Visits
EXPECTATION	1.A.1.b.	Seek information through reading, observation, exploration, and investigations Intentional Teaching Cards LL15: Textured Letters LL24: Lemonade LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL45: Observational Drawing LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL61: Color Hunt LL63: Investigating & Recording M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M07: Ice Cubes

		M08: Baggie Ice Cream
		M09: Bigger Than, Smaller Than, Equal To
		M10: Biscuits M11: Graphing
		M12: Measure & Compare
		M24: Matzo Balls
		M25: The Long and Short of It
		M26: Huff & Puff
		M27: Peach Cobbler
		M28: Applesauce
		M29: Apple Bread
		M33: Apple Oat Muffins
		M43: Pancakes
		M44: Musical Water
		M45: Picture Patterns
		M49: Balancing Act
		M52: Modeling Clay M53: Black Bean Corn Salad
		M55: Black Bean Com Salad M54: Gingerbread Cookies
		M54: Missing Lids
		M65: Cornbread
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		M71: Flat Bread
		M72: Macaroni & Cheese
		M73: Oatmeal Raisin Cookies
		M74: Vegetable Stir Fry M75: Sugar Cookies
		M75: Sugar Cookies M76: Orange Banana Yogurt Pops
		P01: Let's Sew
		P02: Play Dough Weaving
		SE01: Site Visits
EXPECTATION	1 4 1 c	
EXPECTATION	1.A.1.c.	Use tools such as thermometers, magnifiers, rulers, or balances to
EXPECTATION	1.A.1.c.	
EXPECTATION	1.A.1.c.	Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data
EXPECTATION	1.A.1.c.	Use tools such as thermometers, magnifiers, rulers, or balances to
EXPECTATION	1.A.1.c.	Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data Intentional Teaching Cards LL24: Lemonade LL25: What's for Snack?
EXPECTATION	1.A.1.c.	Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data Intentional Teaching Cards LL24: Lemonade LL25: What's for Snack? LL35: Fruit Salad
EXPECTATION	1.A.1.c.	Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data Intentional Teaching Cards LL24: Lemonade LL25: What's for Snack? LL35: Fruit Salad LL36: Salsa
EXPECTATION	1.A.1.c.	Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data Intentional Teaching Cards LL24: Lemonade LL25: What's for Snack? LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups
EXPECTATION	1.A.1.c.	Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data Intentional Teaching Cards LL24: Lemonade LL25: What's for Snack? LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus
EXPECTATION	1.A.1.c.	Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data Intentional Teaching Cards LL24: Lemonade LL25: What's for Snack? LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup
EXPECTATION	1.A.1.c.	Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data Intentional Teaching Cards LL24: Lemonade LL25: What's for Snack? LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint
EXPECTATION	1.A.1.c.	Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data Intentional Teaching Cards 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
EXPECTATION	1.A.1.c.	Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data Intentional Teaching Cards LL24: Lemonade LL25: What's for Snack? LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza M07: Ice Cubes
EXPECTATION	1.A.1.c.	Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data Intentional Teaching Cards LL24: Lemonade LL25: What's for Snack? LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza M07: Ice Cubes M08: Baggie Ice Cream
EXPECTATION	1.A.1.c.	Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data Intentional Teaching Cards LL24: Lemonade LL25: What's for Snack? LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza M07: Ice Cubes
EXPECTATION	1.A.1.c.	Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data Intentional Teaching Cards LL24: Lemonade LL25: What's for Snack? LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza M07: Ice Cubes M08: Baggie Ice Cream M09: Bigger Than, Smaller Than, Equal To
EXPECTATION	1.A.1.c.	Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data Intentional Teaching Cards LL24: Lemonade LL25: What's for Snack? LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza M07: Ice Cubes M08: Baggie Ice Cream M09: Bigger Than, Smaller Than, Equal To M10: Biscuits
EXPECTATION	1.A.1.c.	Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data Intentional Teaching Cards LL24: Lemonade LL25: What's for Snack? LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza M07: Ice Cubes M08: Baggie Ice Cream M09: Bigger Than, Smaller Than, Equal To M10: Biscuits M12: Measure & Compare M15: Play Dough M24: Matzo Balls
EXPECTATION	1.A.1.c.	Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data Intentional Teaching Cards LL24: Lemonade LL25: What's for Snack? LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza M07: Ice Cubes M08: Baggie Ice Cream M09: Bigger Than, Smaller Than, Equal To M10: Biscuits M12: Measure & Compare M15: Play Dough M24: Matzo Balls M25: The Long and Short of It
EXPECTATION	1.A.1.c.	Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data Intentional Teaching Cards LL24: Lemonade LL25: What's for Snack? LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza M07: Ice Cubes M08: Baggie Ice Cream M09: Bigger Than, Smaller Than, Equal To M10: Biscuits M12: Measure & Compare M15: Play Dough M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff
EXPECTATION	1.A.1.c.	Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data Intentional Teaching Cards LL24: Lemonade LL25: What's for Snack? LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza M07: Ice Cubes M08: Baggie Ice Cream M09: Bigger Than, Smaller Than, Equal To M10: Biscuits M12: Measure & Compare M15: Play Dough M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler
EXPECTATION	1.A.1.c.	Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data Intentional Teaching Cards LL24: Lemonade LL25: What's for Snack? LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza M07: Ice Cubes M08: Baggie Ice Cream M09: Bigger Than, Smaller Than, Equal To M10: Biscuits M12: Measure & Compare M15: Play Dough M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce
EXPECTATION	1.A.1.c.	Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data Intentional Teaching Cards LL24: Lemonade LL25: What's for Snack? LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza M07: Ice Cubes M08: Baggie Ice Cream M09: Bigger Than, Smaller Than, Equal To M10: Biscuits M12: Measure & Compare M15: Play Dough M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread
EXPECTATION	1.A.1.c.	Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data Intentional Teaching Cards LL24: Lemonade LL25: What's for Snack? LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza M07: Ice Cubes M08: Baggie Ice Cream M09: Bigger Than, Smaller Than, Equal To M10: Biscuits M12: Measure & Compare M15: Play Dough M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M32: Which Container Holds More?
EXPECTATION	1.A.1.c.	Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data Intentional Teaching Cards LL24: Lemonade LL25: What's for Snack? LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza M07: Ice Cubes M08: Baggie Ice Cream M09: Bigger Than, Smaller Than, Equal To M10: Biscuits M12: Measure & Compare M15: Play Dough M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M32: Which Container Holds More? M33: Apple Oat Muffins
EXPECTATION	1.A.1.c.	Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data Intentional Teaching Cards LL24: Lemonade LL25: What's for Snack? LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza M07: Ice Cubes M08: Baggie Ice Cream M09: Bigger Than, Smaller Than, Equal To M10: Biscuits M12: Measure & Compare M15: Play Dough M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M32: Which Container Holds More? M33: Apple Oat Muffins M34: Cover Up
EXPECTATION	1.A.1.c.	Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data Intentional Teaching Cards LL24: Lemonade LL25: What's for Snack? LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza M07: Ice Cubes M08: Baggie Ice Cream M09: Bigger Than, Smaller Than, Equal To M10: Biscuits M12: Measure & Compare M15: Play Dough M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M32: Which Container Holds More? M33: Apple Oat Muffins

		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
		M67: Fruit Smoothes 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
		P01: Let's Sew P02: Play Dough Weaving
EXPECTATION		
EXPECTATION	1.A.1.d.	Explain that when a science investigation is done the way it was done before, we expect to get a very similar result
		Intentional Teaching Cards
		LL07: Letters, Letters, Letters LL24: Lemonade
		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
		M02: 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
		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
		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
1	II.	M66: OobECk

		M67: Fruit Smoothies
		M68: Trail Mix
		M69: Cream Cheese & Strawberry Snacks M70: Egg Salad
		M70: Egg Salad
		M72: Macaroni & Cheese
		M72: Macaroni a 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
	4 4 4 4	Perficients in multiple comprises to corrite that estance
EXPECTATION	1.A.1.e.	Participate in multiple experiences to verify that science
		investigations generally work the same way in different places
		Intentional Tapphing Cardo
		Intentional Teaching Cards
		LL07: Letters, Letters, Letters LL24: Lemonade
		LL24: Lemonade LL25: What's for Snack?
		LL25: What's for Shack? LL35: Fruit Salad
		LL33: Fruit Salad
		LL30: Saisa 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
		M65: Cornbread M66: OobECk
		M66: OODECK M67: Fruit Smoothies
		WOT. FIGH SHOULINES
		M68: Trail Mix
		M68: Trail Mix M69: Cream Cheese & Strawberry Snacks
		M68: Trail Mix

		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
EXPECTATION	1.A.1.f.	Suggest things that you could do to find answers to questions
		raised by observing objects and/or phenomena (events such as
		water disappearing from the classroom aquarium or a pet's water
		bowl)
		South
		Intentional Teaching Cards
		Intentional Teaching Cards LL15: Textured Letters
		LL24: Lemonade
		LL35: Fruit Salad
		LL36: Salsa
		LL37: Roll-Ups
		LL38: Hummus
		LL45: Observational Drawing
		LL49: Vegetable Soup
		LL50: Making Shiny Paint
		LL51: Pizza
		LL61: Color Hunt
		LL63: Investigating & Recording
		M02: Counting & Comparing
		M03: Seek & Find
		M05: Sorting & Classifying
		M07: Ice Cubes
		M08: Baggie Ice Cream
		M09: Bigger Than, Smaller Than, Equal To
		M10: Biscuits
		M11: Graphing
		M12: Measure & Compare
		M24: Matzo Balls
		M25: The Long and Short of It
		M26: Huff & Puff
		M27: Peach Cobbler
		M28: Applesauce
		M29: Apple Bread
		M33: Apple Oat Muffins
		M43: Pancakes
		M44: Musical Water
		M45: Picture Patterns
		M49: Balancing Act
		M52: Modeling Clay
		M53: Black Bean Corn Salad
		M54: Gingerbread Cookies
		M58: Missing Lids
		M65: Cornbread
		M6: OobECk
		M67: Fruit Smoothies
		M68: Trail Mix
		M69: Cream Cheese & Strawberry Snacks
		M70: Egg Salad
		M71: Flat Bread
		M72: Macaroni & Cheese
		M73: Oatmeal Raisin Cookies
		M74: Vegetable Stir Fry
		M75: Sugar Cookies
		M75: Sugar Cookes M76: Orange Banana Yogurt Pops P01: Let's Sew

		P02: Play Dough Weaving SE01: Site Visits
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.B.	Applying Evidence and Reasoning
OBJECTIVE	1.B.1.	People are more likely to believe your ideas if you can give good reasons for them
EXPECTATION	1.B.1.a.	Provide reasons for accepting or rejecting ideas examined Intentional Teaching Cards LL21: Buried Treasures LL61: Color Hunt LL63: Investigating & Recording M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M12: Measure & Compare M20: I'm Thinking of a Shape M21: Geoboards M25: The Long and Short of It M26: Huff & Puff M32: Which Container Holds More? M34: Cover Up M44: Musical Water M45: Picture Patterns M49: Balancing Act M58: Missing Lids P01: Let's Sew P02: Play Dough Weaving P12: Exploring Pathways
EXPECTATION	1.B.1.b.	Develop reasonable explanations for observation made, investigations completed, and information gained by sharing ideas and listening to others' ideas Intentional Teaching Cards LL02: Desktop Publishing LL07: Letters, Letters, Letters LL09: Pocket Storytelling: The Mitten LL15: Textured Letters LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL27: Writing Poems LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL43: Introducing New Vocabulary LL43: Observational Drawing LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL53: We're Going on a Trip LL54: Asking Questions LL57: Photo Writing LL51: Color Hunt LL63: Investigating & Recording M02: Counting & Comparing M03: Seek & Find

		M05: Sorting & Classifying M07: Ice Cubes M08: Baggie Ice Cream M09: Bigger Than, Smaller Than, Equal To M11: Graphing M11: Graphing M11: Graphing M11: Graphing M12: Measure & Compare M15: Play Dough M18: Bounce & Count M20: I'm Thinking of a Shape M21: Geoboards M21: Geoboards M21: Geoboards M21: Geoboards M21: Geoboards M22: Fine Long and Short of It M28: Applesauce M29: Apple Bread M32: Which Container Holds More? M33: Apple Oat Muffins M34: Cover Up M33: Let's Go Fishing M43: Pancakes M44: Musical Water M45: Picture Patterns M49: Balancing Act M52: Modeling Clay M33: Balck Bean Corn Salad M54: Gingerbread Cookies M58: Missing Lids M64: Five-Layer Dip M65: OobECk M67: Fuit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M71: Flat
		P04: Kick High P05: Throw Hard, Throw Far P07: Balloon Catch P10: Jumping Rope P12: Exploring Pathways P14: Moving Through the Forest
		P18: Dribbling a Ball P19: Bounce & Catch P24: Swing & Jump Rope P25: Kick Hard P26: Keep It Up P28: Balloon Pong P30: Mixing Paints
		P31: Tie-Dyed Towels P32: Math Journal SE01: Site Visits
EXPECTATION	1.B.1.c.	Explain why it is important to make some fresh observations when people give different descriptions of the same thing

Intentional Teaching Cards
LL02: Desktop Publishing
LL07: Letters, Letters, Letters
LL09: Pocket Storytelling: The Mitten
LL15: Textured Letters
LL24: Lemonade
LL25: What's for Snack?
LL26: Searching the Web
LL27: Writing Poems
LL35: Fruit Salad
LL36: Salsa
LL37: Roll-Ups
LL38: Hummus
LL43: Introducing New Vocabulary
LL45: Observational Drawing
LL49: Vegetable Soup
LL50: Making Shiny Paint
LL51: Pizza
LL53: We're Going on a Trip
LL54: Asking Questions
LL57: Photo Writing
LL61: Color Hunt
LL63: Investigating & Recording
M02: Counting & Comparing
M03: Seek & Find
M05: Sorting & Classifying
M07: Ice Cubes
M08: Baggie Ice Cream
M09: Bigger Than, Smaller Than, Equal To
M10: Biscuits
M11: Graphing
M12: Measure & Compare
M15: Play Dough
M18: Bounce & Count
M20: I'm Thinking of a Shape
M21: Geoboards
M24: Matzo Balls
M25: The Long and Short of It
M26: Huff & Puff
M27: Peach Cobbler
M28: Applesauce
M29: Apple Bread
M32: Which Container Holds More?
M33: Apple Oat Muffins
M34: Cover Up
M39: Let's Go Fishing
M43: Pancakes
M44: Musical Water
M45: Picture Patterns
M49: Balancing Act
M52: Modeling Clay
M52: Modeling Olay M53: Black Bean Corn Salad
M54: Gingerbread Cookies
M58: Missing Lids
M64: Five-Layer Dip
M65: Cornbread
M66: OobECk
M67: Fruit Smoothies
M68: Trail Mix
M69: Cream Cheese & Strawberry Snacks
M70: Egg Salad
M70: Egg Salad M71: Flat Bread
M71: Flat Bread M72: Macaroni & Cheese
M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies
M73: Oatmear Raisin Cookies M74: Vegetable Stir Fry
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		M75: Sugar Cookies M76: Orange Banana Yogurt Pops M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P04: Kick High P05: Throw Hard, Throw Far P07: Balloon Catch P10: Jumping Rope P12: Exploring Pathways P14: Moving Through the Forest P15: Dribble Kick P18: Dribbling a Ball P19: Bounce & Catch P24: Swing & Jump Rope P25: Kick Hard P26: Keep It Up P28: Balloon Pong P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal SE01: Site Visits
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.C.	Communicating Scientific Information
OBJECTIVE	1.C.1.	Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question
EXPECTATION	1.C.1.a.	Describe things as accurately as possible and compare observations with those of others Intentional Teaching Cards LL02: Desktop Publishing LL07: Letters, Letters, Letters LL09: Pocket Storytelling: The Mitten LL15: Textured Letters LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL27: Writing Poems LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL43: Introducing New Vocabulary LL43: Observational Drawing LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL53: We're Going on a Trip LL54: Asking Questions LL57: Photo Writing LL61: Color Hunt LL63: Investigating & Recording M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M07: Ice Cubes M08: Baggie Ice Cream M09: Bigger Than, Smaller Than, Equal To M10: Biscuits M11: Graphing M12: Measure & Compare

M15: Play Dough	
INITS. Flay Dough	
M18: Bounce & Count	
M20: I'm Thinking of a Shape	
M21: Geoboards	
M24: Matzo Balls	
M25: The Long and Short of It	
M26: Huff & Puff	
M27: Peach Cobbler	
M28: Applesauce	
M20: Apple Bread	
M32: Which Container Holds More?	
M33: Apple Oat Muffins	
M34: Cover Up	
M39: Let's Go Fishing	
M43: Pancakes	
M44: Musical Water	
M45: Picture Patterns	
M49: Balancing Act	
M52: Modeling Clay	
M53: Black Bean Corn Salad	
M54: Gingerbread Cookies	
M58: Missing Lids	
M64: Five-Layer Dip	
M65: Cornbread	
M66: OobECk	
Mod. Cobleck M67: Fruit Smoothies	
M68: Trail Mix	
M69: Cream Cheese & Strawberry Snacks	
M70: Egg Salad	
M71: Flat Bread	
M72: Macaroni & Cheese	
M73: Oatmeal Raisin Cookies	
M74: Vegetable Stir Fry	
M75: Sugar Cookies	
M76: Orange Banana Yogurt Pops	
M79: Ping-Pong Pick-Up	
P01: Let's Sew	
P02: Play Dough Weaving	
P04: Kick High	
P05: Throw Hard, Throw Far	
P07: Balloon Catch	
P10: Jumping Rope	
P12: Exploring Pathways	
P14: Moving Through the Forest	
P15: Dribble Kick	
P18: Dribbling a Ball	
P19: Bounce & Catch	
P24: Swing & Jump Rope	
P25: Kick Hard	
P26: Keep It Up	
P28: Balloon Pong	
P30: Mixing Paints	
P31: Tie-Dyed Towels	
P32: Math Journal	
SE01: Site Visits	
EXPECTATION 1.C.1.b. Describe and compare things in terms of number, shape, tex	xture.
size, weight, color, and motion	,
Intentional Teaching Cards	
LL02: Desktop Publishing	
LL02. Desktop Publishing LL07: Letters, Letters	
LL09: Pocket Storytelling: The Mitten	
LL15: Textured Letters	
LL24: Lemonade LL25: What's for Snack?	

	LL26: Searching the Web
	LL27: Writing Poems
	LL35: Fruit Salad
	LL36: Salsa
	LL37: Roll-Ups
	LL38: Hummus
	LL43: Introducing New Vocabulary
	LL45: Observational Drawing
	LL49: Vegetable Soup
	LL50: Making Shiny Paint
	LL51: Pizza
	LL53: We're Going on a Trip
	LL54: Asking Questions
	LL57: Photo Writing
	LL61: Color Hunt
	LL63: Investigating & Recording
	M02: Counting & Comparing
	M03: Seek & Find
	M05: Sorting & Classifying
	M07: Ice Cubes
	M08: Baggie Ice Cream
	M09: Bigger Than, Smaller Than, Equal To
	M10: Biscuits
	M11: Graphing
	M12: Measure & Compare
	M15: Play Dough
	M18: Bounce & Count
	M20: I'm Thinking of a Shape
	M21: Geoboards
	M24: Matzo Balls
	M25: The Long and Short of It
	M26: Huff & Puff
	M27: Peach Cobbler
	M28: Applesauce
	M29: Apple Bread
	M32: Which Container Holds More?
	M33: Apple Oat Muffins
	M34: Cover Up
	M39: Let's Go Fishing
	M43: Pancakes
	M44: Musical Water
	M45: Picture Patterns
	M49: Balancing Act
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	M52: Modeling Clay
	M53: Black Bean Corn Salad
	M54: Gingerbread Cookies
	M58: Missing Lids
	M64: Five-Layer Dip
	M65: Cornbread
	M66: OobECk
	M67: Fruit Smoothies
	M68: Trail Mix
	M69: Cream Cheese & Strawberry Snacks
	M70: Egg Salad
	M71: Flat Bread
	M72: Macaroni & Cheese
	M73: Oatmeal Raisin Cookies
	M74: Vegetable Stir Fry
	M75: Sugar Cookies
	M76: Orange Banana Yogurt Pops
	M79: Ping-Pong Pick-Up
	P01: Let's Sew
	P02: Play Dough Weaving
	P04: Kick High
	P05: Throw Hard, Throw Far
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		P07: Balloon Catch P10: Jumping Rope P12: Exploring Pathways P14: Moving Through the Forest P15: Dribble Kick P18: Dribbling a Ball P19: Bounce & Catch P24: Swing & Jump Rope P25: Kick Hard P26: Keep It Up P28: Balloon Pong P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal SE01: Site Visits
EXPECTATION	1.C.1.c.	Draw pictures that correctly portray at least some features of the thing being described and sequence of events (seasons, seed growth) Intentional Teaching Cards LL45: Observational Drawing LL57: Photo Writing
EXPECTATION	1.C.1.d.	Have opportunities to work with a team, share findings with others, and recognize that all team members should reach their own conclusions about what the findings mean <u>Intentional Teaching Cards</u> LL63: Investigating & Recording M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M11: Graphing
EXPECTATION	1.C.1.e.	Recognize that everybody can do science and invent things and ideas Intentional Teaching Cards LL63: Investigating & Recording
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.D.	Technology
OBJECTIVE	1.D.1.	Design and make things with simple tools and a variety of materials.
EXPECTATION	1.D.1.a.	Make something out of paper, cardboard, wood, plastic, metal, or existing objects that can actually be used to perform a task Intentional Teaching Cards LL02: Desktop Publishing LL26: Searching the Web LL27: Writing Poems
EXPECTATION	1.D.1.b.	Recognize that tools are used to do things better or more easily and to do some things that could not otherwise be done at all <u>Intentional Teaching Cards</u> LL02: Desktop Publishing LL26: Searching the Web LL27: Writing Poems
EXPECTATION	1.D.1.c.	Assemble, describe, take apart and reassemble constructions using interlocking blocks, erector sets and the like <u>Intentional Teaching Cards</u> LL02: Desktop Publishing LL26: Searching the Web

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

		Intentional Teaching Cards LL02: Desktop Publishing LL26: Searching the Web LL27: Writing Poems
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.E.	History of Science
OBJECTIVE	1.E.1.	Recognize that everyone can do science and invent things.
	1.E.1. 1.E.1.a.	Recognize that everyone can do science and invent things. Investigate and explore science concepts. Intentional Teaching Cards LL07: Letters, Letters, Letters LL24: Lemonade LL35: Fruit Salad LL36: Fruit Salad LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza 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: Apple Bread M32: Apple Bread M32: Apple Bread M32: Paple Bread M32: Paple Bread M32: Paple Cat Muffins M34: Cover Up M43: Balancing Act M44: Musical Water M45: Picture Patterns M45: Bick Bean Corn Salad <t< td=""></t<>
		M74: Vegetable Stir Fry M75: Sugar Cookies

		M76: Orange Banana Yogurt Pops P01: Let's Sew P02: Play Dough Weaving P30: Mixing Paints P31: Tie-Dyed Towels SE01: Site Visits
TOPIC / INDICATOR	SC.3.	LIFE SCIENCE: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.
INDICATOR / PROFICIENCY LEVEL	3.A.	Diversity of Life
OBJECTIVE	3.A.1.	Observe a variety of familiar plants and animals to describe how they are alike and how they are different
EXPECTATION	3.A.1.a.	Gather information about how some animals are alike in the way they look and in the things they do. Intentional Teaching Cards LL09: Pocket Storytelling: The Mitten LL26: Searching the Web M45: Picture Patterns
EXPECTATION	3.A.1.b.	Gather information about how some plants are alike in the way they look and the things they do. <u>Intentional Teaching Cards</u> LL24: Lemonade
EXPECTATION	3.A.1.d.	Identify some of the things that all animals do, such as eat, move around and explain how their features (observable parts) help them do these things. Intentional Teaching Cards LL09: Pocket Storytelling: The Mitten LL26: Searching the Web M45: Picture Patterns
TOPIC / INDICATOR	SC.3.	LIFE SCIENCE: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.
INDICATOR / PROFICIENCY LEVEL	3.C.	Genetics
OBJECTIVE	3.C.1.	Observe, describe and compare different kinds of animals and their offspring
EXPECTATION	3.C.1.b.	Describe how offspring are very much, but not exactly, like their parents and like one another <u>Intentional Teaching Cards</u> LL09: Pocket Storytelling: The Mitten LL26: Searching the Web M45: Picture Patterns
TOPIC / INDICATOR	SC.4.	CHEMISTRY: Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.
INDICATOR / PROFICIENCY LEVEL	4.A.	Structure of Matter
OBJECTIVE	4. A .1.	Use evidence from investigations to describe the observable properties of a variety of objects.
EXPECTATION	4.A.1.a.	Examine and describe a variety of familiar objects, in terms of the materials from which they are made (clay, cloth, paper, etc.). Intentional Teaching Cards LL15: Textured Letters

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

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

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		LL53: We're Going on a Trip LL54: Asking Questions
		LL57: Photo Writing
		LL59: Question Basket LL63: Investigating & Recording
EXPECTATION	6.C.1.b.	Pose questions about the topic.
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		Intentional Teaching Cards LL53: We're Going on a Trip
		LL55: We're Going on a Trip
		LL59: Question Basket
		LL63: Investigating & Recording
TOPIC / INDICATOR	SS.6.	SKILLS AND PROCESSES: Students shall use reading, writing, and
		thinking processes and skills to gain knowledge and understanding of political, historical and current events using chronological and
		spatial thinking, economic reasoning, and historical interpretation,
		by framing and evaluating questions from primary and secondary
		sources.
INDICATOR / PROFICIENCY LEVEL	6.D.	Acquire Social Studies Information
OBJECTIVE	6.D.1.	Identify primary and secondary sources of information that relate to the topic/situation/problem being studied
EXPECTATION	6.D.1.a.	Gather and read appropriate print sources, such as trade books that relate to a topic
		Interdienel Teaching Conde
		Intentional Teaching Cards LL63: Investigating & Recording
STRAND / TOPIC /	MD.FA-M.	Fine Arts - Music
STANDARD		
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.1.	Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment
EXPECTATION	1.A.1.c.	Respond to changes heard in music: fast/slow, loud/soft (quiet), long/short, high/low
		Intentional Teaching Cards
		LL14: Did You Ever See?
		P12: Exploring Pathways
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will
INDICATOR / PROFICIENCY	1.0	demonstrate the ability to perceive, perform, and respond to music. Perceiving and Responding
LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.2.	Experience performance through singing, playing instruments, and listening to performances of others
EXPECTATION	1.A.2.a.	Sing songs that use the voice in a variety of ways
		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
		M33: Nursery Rhyme Count M30: Buried Shapes
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	1.A.2.b.	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 Listen to examples of adult male voices, adult female voices, and children's voices Intentional Teaching Cards LL14: Did You Ever See? P12: Exploring Pathways
		demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.3.	Respond to music through movement
EXPECTATION	1.A.3.a.	Express music through movement, developing the concept of personal space ("bubble space") Intentional Teaching Cards P12: Exploring Pathways
EXPECTATION	1.A.3.b.	Respond to steady beat through locomotor and body movement Intentional Teaching Cards P12: Exploring Pathways
EXPECTATION	1.A.3.c.	Listen for simple directions or verbal cues in singing games 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
EXPECTATION	1.A.3.d.	Explore a variety of locomotor and nonlocomotor movements to show meter Intentional Teaching Cards P12: Exploring Pathways
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.1.	Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression

EXPECTATION	2.B.1.a.	Explore music used in daily living
EXPECTATION	Z.D.1.d.	Explore music used in daily living
		Intentional Teaching Cards
		LL14: Did You Ever See…? P12: Exploring Pathways
EXPECTATION	2.B.1.b.	Sing songs representative of different activities, holidays, and seasons in a variety of world cultures
		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
TOPIC / INDICATOR	FA-M.2.	
TOPIC / INDICATOR	FA-IVI.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of
		history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.2.	Become acquainted with the roles of music in the lives of people
EXPECTATION	2.B.2.a.	Explore a rich repertoire of music representing its roles in the lives of people, such as lullabies
		Intentional Teaching Cards
		LL10: Rhyming Chart
		LL12: Same Sound Sort
		LL14: Did You Ever See? LL30: Knowing Our Friends
		LL30: Knowing Our Friends LL44: Rhyming Tubs
		LL52: Tap It, Clap It, Stomp It, Jump It
		LL53: We're Going on a Trip
		LL55: Dance & Remember LL56: Find the Matching Letter
		M13: Nursery Rhyme Count
		M30: Buried Shapes
		M36: We're Going on an Adventure
		M39: Let's Go Fishing M50: The Farmer Builds a Fence
		M63: Fishing Trip
		P11: Jump the River
		P22: Follow the Leader
		SE20: Cleanup Time
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY	2.B.	Historical, Cultural, and Social Context
LEVEL		
OBJECTIVE	2.B.3.	Explore the relationship of music to dance, theatre, the visual arts,

EXPECTATION	2.B.3.a.	Explore creative expression through music, dance, creative
		dramatics, and the visual arts
		Intentional Teaching Cards
		LL10: Rhyming Chart LL12: Same Sound Sort
		LL12. Same Sound Soft
		LL30: Knowing Our Friends
		LL44: Rhyming Tubs
		LL52: Tap It, Clap It, Stomp It, Jump It LL53: We're Going on a Trip
		LL55: Dance & Remember
		LL56: Find the Matching Letter
		M13: Nursery Rhyme Count
		M30: Buried Shapes M36: We're Going on an Adventure
		M39: Let's Go Fishing
		M50: The Farmer Builds a Fence
		M63: Fishing Trip
		P11: Jump the River P12: Exploring Pathways
		P22: Follow the Leader
		SE20: Cleanup Time
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will
		demonstrate an understanding of music as an essential aspect of
		history and human experience.
INDICATOR / PROFICIENCY LEVEL		Historical, Cultural, and Social Context
OBJECTIVE	2.B.4.	Develop knowledge of a wide variety of styles and genres through the study of music history
EXPECTATION	2.B.4.a.	Listen to two versions of the same piece and identify them as same
		or different, such as a vocal version and a strictly instrumental version
		Intentional Teaching Cards
		LL14: Did You Ever See?
		P12: Exploring Pathways
TOPIC / INDICATOR	FA-M.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will
		demonstrate the ability to organize musical ideas and sounds creatively.
INDICATOR / PROFICIENCY	3.D.	Aesthetics and Criticism
LEVEL		
OBJECTIVE	3.D.1.	Express preferences about selected musical compositions
EXPECTATION	3.D.1.a.	Verbalize or use visual representation for at least one reason for musical experience
		Intentional Teaching Cards
		LL14: Did You Ever See?
		P12: Exploring Pathways
STRAND / TOPIC / STANDARD	MD.FA-V.	Fine Arts - Visual Arts
TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION:
		Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual
		art.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.1.	Identify, describe, and interpret observed form
EXPECTATION	1.A.1.a.	Identify colors, lines, and shapes found in the environment
		Intentional Teaching Cards
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		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 LL60: Writing with Wordless Books LL63: Investigating & Recording M07: Ice Cubes M34: Cover Up M42: Straw Shapes M45: Picture Patterns P02: Play Dough Weaving P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal SE01: Site Visits SE07: Good-Byes SE15: Making Choices SE21: Sunshine Message Board
EXPECTATION	1.A.1.b.	Use colors, lines, and shapes to communicate ideas about the
		observed world
		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 LL61: Investigating & Recording M07: Ice Cubes M34: Cover Up M42: Straw Shapes M45: Picture Patterns P02: Play Dough Weaving P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal SE01: Site Visits SE07: Good-Byes SE15: Making Choices SE21: Sunshine Message Board
TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.2.	Identify and compare ways in which selected artworks represent what people see, feel, know, and imagine
EXPECTATION	1.2.A.a.	Identify the subject matter of various works of art
		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?
LL40: What was for breaklast? LL41: Our Names, Our Things
LL42: Daily Sign-In
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
M00. Tanying M07: Ice Cubes
M08: Baggie Ice Cream M11: Graphing
M13: Nursery Rhyme Count
M13: Nursery Rhyme Count M14: Patterns
M14: Patterns M16: Show Me Five
M10: Show Me Five M17: Guessing Jar
M24: Matzo Balls
M24. Mat20 Bails M25: The Long and Short of It
M23. The Long and Short of it
M27. Peach Cobbler M28: Applesauce
M20: Apple Bread
M31: Lining It Up
M33: Apple Oat Muffins
M33: Cover Up
M34: Cover op M36: We're Going on an Adventure
M38: Patterns Under Cover
M40: Cube Trains
M43: Pancakes
M45: Picture Patterns
M47: My Shadow and I
M47: My Shadow and T M48: Wash Day
M40. Wash Day M51: Can You Find It?
M51: Call Four Fild It? M52: Modeling Clay
M52: Modeling Clay M53: Black Bean Corn Salad
M53: Black Bean corn Salad M54: Gingerbread Cookies

		M56: Where's the Beanbag? M57: Yogurt Fruit Dip M59: More or Fewer Towers M60: Morning, Noon, and Night M62: How Big Around? 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 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
EXPECTATION	1.2.A.b.	SE26: Making A Mural Use color, line, and shape to represent ideas visually from observation, memory, and imagination 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 LL60: Writing with Wordless Books LL61: Investigating & Recording M07: Ice Cubes M34: Cover Up M42: Straw Shapes M45: Picture Patterns P02: Play Dough Weaving P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal SE01: Site Visits SE07: Good-Byes SE15: Making Choices

		SE21: Sunshine Message Board
TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.3.	Experiment with elements of art elements of design to organize personally meaningful compositions
EXPECTATION	1.A.3.a.	Explore color, line, and shape in artworks 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 LL61: Investigating & Recording M07: Ice Cubes M34: Cover Up M42: Straw Shapes M45: Picture Patterns P02: Play Dough Weaving P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal SE01: Site Visits SE07: Good-Byes SE15: Making Choices SE21: Sunshine Message Board
EXPECTATION	1.A.3.b.	Use color, line, and shape to make artworks 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 LL61: 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
TOPIC / INDICATOR	FA-V.2.	SE21: Sunshine Message Board HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of

NDICATOR / PROFICIENCY 2.B. Historical, Cultural, and Social Context LEVEL 2.B.1. Determine ways in which works of art express ideas about ones other people, places, and events EXPECTATION 2.B.1.a. Observe works of art and identify ideas expressed by the artist: Intentional Teaching Cards LL01: Desktop Publishing LL02: Desktop Publishing LL02: Desktop Publishing LL03: Desktop Publishing LL04: Bookmaking LL04: Dook and the more Games LL10: Rhyming Riddles LL11: Rhyming Riddles LL14: Did You Ever See? LL16: Tongute Twisters LL20: Baggie Books LL23: Playing with Environmental Print LL25: What's for Snack? LL26: Searching the Web L27: Writing Poems LL30: Knowing Our Friends LL30: To Roll-Ups LL30: Knowing Our Friends LL31: Silly Mame LL31: Silly Mame LL22: Waiting Poems LL24: Beornade L123: Furit Salad LL36: Searching the Web L131: Triol-Ups LL38: Hummus LL32: Describing Art LL36: Solution Reakfast? LL41: Div Was for Breakfast? LL41: Our Names, Our Things LL31: Introducing New Vocabulary LL45: Story Koard LL43: Story Boord LL46: Story Boord LL35: Were Going on a Trip LL56: Find the Matching Letter	
Other people, places, and events EXPECTATION 2.B.1.a. Observe works of art and identify ideas expressed by the artists Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL02: Desktop Publishing LL04: Bookmaking LL06: Dramatic Story Retelling LL06: Dramatic Story Retelling LL06: Dramatic Story Retelling LL06: Dramatic Story Retelling LL101: Shared Writing LL06: Dramatic Story Retelling LL06: Dramatic Story Retelling LL06: Dramatic Story Retelling LL06: Dramatic Story Retelling LL06: Dramatic Story Retelling LL06: Dramatic Story Retelling LL06: Dramatic Story Retelling LL07: Dramatic Story Retelling LL06: Dramatic Story Retelling LL06: Dramatic Story Retelling LL07: Dramatic Story Retelling LL102: Baggie Books LL18: What's Missing? LL18: Dramatic Story Retelling LL20: Baggie Books LL23: What's for Snack? LL24: Lemonade LL23: What's for Snack? LL26: Searching Name LL20: Hadgie Books LL29: Making My Name LL30: Knowing Our Friends LL30: Srait Stald LL30: Srait Stald LL30: Srait Stald LL30: Srait Stald LL30: What Was for Breakfast?	
Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL08: Bookmaking LL08: Bramatic Story Retelling LL08: Memory Games LL10: 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 LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL27: Writing Poems LL29: Making My Name LL30: Knowing Our Friends LL30: Knowing Our Friends LL31: Plays LL31: Plays LL31: Plays LL31: Salad LL33: Salsa LL37: Roll-Ups LL38: Hummus LL39: My Daily Journal LL40: What Was for Breakfast? LL41: Our Names, Our Things LL33: IL42: Daily Sign-In LL43: Introducing New Vocabulary LL44: Observational Drawing LL44: Storyboard LL44: Storyboard LL44: Vegetable Soup LL53: We're Going on a Trip LL53: We're Going on a Trip LL54: Asking Questions LL56: Find the Matching Letter	elf,
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LL56: Find the Matching Letter	
LL57: Photo Writing	
LL62: Retelling Wordless Books	
LL63: Investigating & Recording M01: Dinnertime	
M01: Dinnertime M02: Counting & Comparing	
M02: Seek & Find	
M06: Tallying	
M07: Ice Cubes	
M08: Baggie Ice Cream	
M11: Graphing M13: Nursery Rhyme Count	
M13: Nursery Rhyme Count M14: Patterns	
M14: Fatterns 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	

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		M34: Cover Up
		M36: We're Going on an Adventure M38: Patterns Under Cover
		M38: Patterns Under Cover M40: Cube Trains
		M40. Cube Trains M43: Pancakes
		M45: Picture Patterns
		M43: Ficture Fatterns M47: My Shadow and I
		M47. My Shadow and T M48: Wash Day
		M40. Wash Day M51: Can You Find It?
		M51: Gall Four Hight 1
		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
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		M62: How Big Around?
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		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
		SE00: Talk About Feelings SE07: Good-Byes
		SE07: Good-Byes SE15: Making Choices
		SE20: Cleanup Time
		SE20: Cleanup Time SE21: Sunshine Message Board
		SE21: Suffishing Message Board SE26: Making A Mural
EXPECTATION	2.B.1.b.	Use selected works of art as inspiration to express ideas visually
		and verbally
		Intertional Teaching Courts
		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?
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		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
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		M67: Fruit Smoothies
		M68: Trail Mix
		M69: Cream Cheese & Strawberry Snacks
		M70: Egg Salad
		M71: Flat Bread
		M72: Macaroni & Cheese
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		M74: Vegetable Stir Fry
		M75: Sugar Cookies
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		P10: Jumping Rope
		P15: Dribble Kick
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		SE15: Making Choices
		SE20: Cleanup Time
		SE21: Sunshine Message Board
		SE26: Making A Mural
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will
		demonstrate an understanding of visual arts as a basic aspect of
		history and human experience.
INDICATOR / PROFICIENCY	2.B.	Historical, Cultural, and Social Context
LEVEL		
OBJECTIVE	2.B.2.	Discuss reasons why people (including self) create and use art by
		studying artworks and other sources of information
EXPECTATION	2.B.2.a.	Discuss and describe artworks with common themes or similar
		ideas expressed
		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?
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		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
		LL29: Making My Name LL30: Knowing Our Friends
		LL29: Making My Name

	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
EXPECTATION	2.B.2.b.	
		Describe and share personal artworks 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
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.3.	Differentiate among works by artists representative of different cultures
EXPECTATION	2.B.3.a.	Discuss the subject matter of selected artworks 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?
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	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
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	M45: Picture Patterns
	M47: My Shadow and I
	M48: Wash Day
	M51: Can You Find It?
	M52: Modeling Clay
	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

EXPECTATION 2.B.3.b. MG2: How Big Around? MG3: Fishing Trip MG3: Fishing Trip MG4: FiveLayer Dip MG5: Controread MG5: Controread MG3: Trail Mix MG9: Cream Cheese 4. Strawberry Snacks M71: First Error Cheese 4. Strawberry Snacks M71: First Error Cheese 4. Strawberry Snacks M71: Trail Mix M63: Cream Cheese 4. Strawberry Snacks M71: Stage Cookies M72: Macaroni & Cheese M73: Stage Cookies M73: Orange Bannan Yogurt Pops M73: Conge Bannan Yogurt Pops M73: Stage Cookies M73: Orange Bannan Yogurt Pops M73: Stage Cookies M73: Orange Bannan Yogurt Pops M73: Stage Cookies M73: Distale Course SE01: Character Feelings SE02: Cook Mors Harol SE03: Character Feelings SE04: Cook Mors Harol SE21: Sumbine Message Board SE22: Solid Works Harol SE23: Sumbine Message Board SE24: Solid Miral M64: Ford Harone Score Precising Antione Children SE25: Conclosing Solid Harone			
EXPECTATION 2.B.3.b. M64: Frue-Layer Dip M65: Corbitres M65: Corbits M65: Trail Mix M68: Trail Mix M68: Trail Mix M68: Trail Mix M68: Trail Mix M69: Trail Mix M68: Trail Mix M69: Trail Mix M69: Trail Mix M71: Fiel Bread M71: Sugar Cookies M73: Outmoal Raisin Cookies M77: Sugar Cookies M73: Trail Mix Galloon Such P07: Balloon Such P07: Dir Jart Sogar Cookies M77: Trail Mix P07: Dir Jart Sogar Cookies M78: Vegetable Stir Fry M77: Sugar Cookies M78: Trail Mix P07: Dir Jart Sogar Cookies M78: Trail Mix Logar Cookies M78: Trail Mix P07: Dir Jart Sogar Cookies P10: Unuming Ree P10: Unuming Ree P12: Follow the Leader P22: Follow the Leader P23: Stok Khard P28: Koop It Up P33: Obstacle Course SEE0: Character Feelings SEE0: Character Feelings SEE0: Character Feelings SE20: Cleanup Time SE21: Sunshine Message Board SE22: Okoking A Mural LL01: Shared Writing LL01: Shared Writing			
M65: CorbicSCk M65: Trait Smoothies M66: Trait Mix M67: Fruit Smoothies M68: Trait Mix M69: Cream Cheese & Strawberry Snacks M77: Eig Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M77: Orange Banana Yogurt Pops P01: Let's Sew P07: Balloon Catch P08: Dip and Away P10: Jumping Rope P15: Dribble Kick P22: Follow the Leador P23: Ways to Travel P23: Kok Hard P28: Kok Hard P28: Kok Hard P28: Kok Hard P28: Colow the Leador P28: Kok Hard P29			
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M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Fiat Bread M72: Wacaroni & Cheese M73: Ostmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P01: Let's Sow P07: Balloon Catch P09: Up and Away P10: Jumping Rope P15: Dribble Kick P22: Kick Hard P25: Kick Hard P26: Keep It Up P33: Obstacle Course SE04: Stiv Visits SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE15: Making Choices SE27: Celenup Time SE28: Celenup Time SE20: Celex publishing L002: Desktop Publishing L010: Shared Writing L02: Desktop Publishing L03: Betwork Publishing L04: Bookmaking? L14: Bt Von Ever See? L14: Bt Von Ever See?<			
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SE20: Cleanip Time SE21: Sunshine Message Board SE26: Making A Mural EXPECTATION 2.B.3.b. Categorize the subject matter of artworks as the same or different Intentional Teaching Cards LL01: Shared Writing LL02: Desktop Publishing LL04: Bookmaking LL06: Dramatic Story Retelling LL08: Memory Games LL101: Rhyming Chart LL14: Did You Ever See? LL16: Tongue Twisters LL29: Baggie Books LL20: Baggie Books LL21: Playing with Environmental Print LL22: What's Missing? LL21: Writing Poems LL22: What's for Snack? LL23: What's Missing My Name L120: Knowing Our Friends L121: Writing Poems LL23: Describing Art L13: Salsa L13: Hummus L13: My Daily Journal LL30: What Was for Breakfast?			
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	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
	W34. Gover op M35. Welte Coing on an Adventure
	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

	1	P00: Fallow the London
		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
		SE17: Good-Byes SE15: Making Choices
		SE20: Cleanup Time
		SE21: Sunshine Message Board
		SE26: Making A Mural
TOPIC / INDICATOR	FA-V.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will
		demonstrate an understanding of visual arts as a basic aspect of
		history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.4.	Describe the processes used to interpret and express ideas in the
		visual arts and other disciplines
EXPECTATION	2.B.4.a.	Identify the visual qualities of works of art and the environment
		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
		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
		P30: Mixing Paints P31: Tie-Dyed Towels
		P32: Math Journal
		SE01: Site Visits
		SE07: Good-Byes
		SE15: Making Choices
		SE21: Sunshine Message Board
EXPECTATION	2.B.4.b.	Explain and use a variety of visual arts processes to express ideas
		Intentional Teaching Cards
		LL04: Bookmaking LL13: Shaving Cream Letters
		LL13: Snaving Cream Letters LL39: My Daily Journal
		LL39: My Daily Journal
		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

TOPIC / INDICATOR	FA-V.3.	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 CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.
INDICATOR / PROFICIENCY LEVEL		Creative Expression and Production
OBJECTIVE	3.C.1.	Create images and forms from observation, memory, imagination, and feelings
	3.C.1.a.	Explore art media, processes, and techniques 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
EXPECTATION	3.C.1.b.	Manipulate art media, materials and tools safely 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
EXPECTATION	3.C.1.c.	Create artworks that explore the uses of color, line, and shape, to express ideas
		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 LL60: Writing with Wordless Books LL63: Investigating & Recording M07: Ice Cubes M34: Cover Up M42: Straw Shapes M45: Picture Patterns P02: Play Dough Weaving P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal SE01: Site Visits SE07: Good-Byes SE15: Making Choices SE21: Sunshine Message Board
TOPIC / INDICATOR	FA-V.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.
INDICATOR / PROFICIENCY	3.C.	Creative Expression and Production
OBJECTIVE	3.C.2.	Investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know, and feel
EXPECTATION	3.C.2.a.	Explore ways images communicate ideas Intentional Teaching Cards LL04: Bookmaking LL13: Shaving Cream Letters LL39: My Daily Journal LL40: What Was for Breakfast? LL45: Observational Drawing
		LL45: Observational Drawing LL46: Storyboard LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording M07: Ice Cubes M34: Cover Up M42: Straw Shapes M45: Picture Patterns P02: Play Dough Weaving P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal

		SE01: Site Visits
		SE07: Good-Byes
		SE15: Making Choices
		SE21: Sunshine Message Board
EXPECTATION	3.C.2.b.	Identify color, line, and shape in artworks
		Intentional Teaching Cards
		LL04: Bookmaking
		LL13: Shaving Cream Letters
		LL39: My Daily Journal LL40: What Was for Breakfast?
		LL40: What was for Breakfast? LL45: Observational Drawing
		LL45. Observational Drawing
		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
		M42. Straw Shapes M45: Picture Patterns
		P02: Play Dough Weaving
		P30: Mixing Paints
		P31: Tie-Dyed Towels
		P32: Math Journal
		SE01: Site Visits
		SE07: Good-Byes
		SE15: Making Choices SE21: Sunshine Message Board
TOPIC / INDICATOR	FA-V.4.	AESTHETICS AND CRITICISM: Students will demonstrate the ability
		to identify, analyze, and apply criteria for making visual aesthetic judgments.
INDICATOR / PROFICIENCY LEVEL	4.D.	Criticism and Aesthetics
OBJECTIVE	4.D.1.	Develop and apply criteria to evaluate personally created artworks and the artworks of others
EXPECTATION	4.D.1.a.	Observe and respond to selected artworks
		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
		LL20: Baggle 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
		LL35: Fruit Salad
		LL37: Roll-Ups
		LL38: Hummus

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	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: Combread
	M66: OobECk
	M67: Fruit Smoothies
	M68: Trail Mix
	M69: Cream Cheese & Strawberry Snacks
	M70: Egg Salad
	M71: Flat Bread
	M72: Macaroni & Cheese
	M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies
	M73: Vegetable Stir Fry
	M74. Vegetable Still Fly M75: Sugar Cookies
	M75: Sugar Cookies M76: Orange Banana Yogurt Pops
	P01: Let's Sew
	P07: Balloon Catch
	, vr. Baiton daton

		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 SE06: Talk About Feelings SE07: Good-Byes SE15: Making Choices SE20: Cleanup Time SE21: Sunshine Message Board SE26: Making A Mural
STRAND / TOPIC / STANDARD	MD.FA-T.	Fine Arts - Theatre
TOPIC / INDICATOR	FA-T.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetics Education
OBJECTIVE	1.A.1.	Describe ways that theatre depicts themes and stories
EXPECTATION	1.A.1.a.	Listen to and perform nursery rhymes, finger plays, and popular books and other media <u>Intentional Teaching Cards</u> M13: Nursery Rhyme Count
EXPECTATION	1.A.1.b.	Explore themes and ideas about people and events through improvisational play Intentional Teaching Cards LL05: Jumping Beans LL17: Walk a Letter LL30: Knowing Our Friends LL31: I Went Shopping LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember M01: Dinnertime M15: Play Dough M35: Action Patterns M36: We're Going on an Adventure M37: Secret Numbers M39: Let's Go Fishing M47: My Shadow and I M50: The Farmer Builds a Fence M55: Stepping Stones M63: Fishing Trip P13: Punting P14: Moving Through the Forest P20: Body Shapes & Sizes P23: Ways to Travel P27: Galloping SE04: Actively Listening to Children SE05: Character Feelings SE08: Group Problem Solving SE09: Big Rule, Little Rule SE24: I Don't Like That!
TOPIC / INDICATOR	FA-T.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The

		student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetics Education
OBJECTIVE	1.A.2.	Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances
EXPECTATION	1.A.2.a.	Explore expressive qualities in dance, music, theatre, and visual arts Intentional Teaching Cards LL07: Letters, Letters, Letters LL13: Shaving Cream Letters LL14: Did You Ever See? LL15: Textured Letters LL30: Knowing Our Friends LL32: Describing Art LL40: What Was for Breakfast? LL50: Making Shiny Paint LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember M15: Play Dough M41: Making Numerals M66: OobECk M78: Math Collage P01: Let's Sew P02: Play Dough Weaving P08: Cutting With Scissors P12: Exploring Pathways P30: Mixing Paints P31: Tie-Dyed Towels SE26: Making A Mural
TOPIC / INDICATOR	FA-T.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: The students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic texts, and other literature of the theatre.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Contexts
OBJECTIVE	2.B.1.	Express a range of responses to a variety of stimuli
EXPECTATION	2.B.1.b.	Sing and move to a variety of traditional children's songs from a variety of cultures Intentional Teaching Cards LL10: Rhyming Chart LL12: Same Sound Sort LL14: Did You Ever See? LL30: Knowing Our Friends LL44: Rhyming Tubs LL52: Tap It, Clap It, Stomp It, Jump It LL53: We're Going on a Trip LL55: Dance & Remember LL56: Find the Matching Letter M13: Nursery Rhyme Count M30: Buried Shapes M36: We're Going on an Adventure M39: Let's Go Fishing M50: The Farmer Builds a Fence M63: Fishing Trip P11: Jump the River P12: Exploring Pathways P22: Follow the Leader SE20: Cleanup Time
TOPIC / INDICATOR	FA-T.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to apply theatrical knowledge, principles,

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

TOPIC / INDICATOR	FA-T.3.	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! CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to apply theatrical knowledge, principles,
NDICATOR / PROFICIENCY	3.0	and practices to collaborative theatre presentations.
EVEL	0.0.	
DBJECTIVE	3.C.2.	Demonstrate knowledge of theatre performance and production skills in formal and informal presentations
EXPECTATION	3.C.2.a.	Recognize that a play has characters, dialogue, setting(s), and tells a story Intentional Teaching Cards LL07: Letters, Letters, Letters LL13: Shaving Cream Letters LL14: Did You Ever See? LL15: Textured Letters LL30: Knowing Our Friends LL30: Knowing Our Friends LL40: What Was for Breakfast? LL50: Making Shiny Paint LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember M15: Play Dough M41: Making Numerals M66: OobECk M78: Math Collage P01: Let's Sew P02: Play Dough Weaving P08: Cutting With Scissors P30: Mixing Paints P31: Tie-Dyed Towels SE26: Making A Mural
EXPECTATION	3.C.2.b.	Observe and identify what characters do in a variety of settings Intentional Teaching Cards LL07: Letters, Letters, Letters LL13: Shaving Cream Letters LL14: Did You Ever See? LL15: Textured Letters LL30: Knowing Our Friends LL32: Describing Art LL40: What Was for Breakfast? LL50: Making Shiny Paint LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember M15: Play Dough M41: Making Numerals M66: OobECk M78: Math Collage P01: Let's Sew P02: Play Dough Weaving P08: Cutting With Scissors P30: Mixing Paints P31: Tie-Dyed Towels SE26: Making A Mural
EXPECTATION	3.C.2.c.	Imitate the actions of observed characters and objects

		Intentional Teaching Cards LL07: Letters, Letters, Letters LL13: Shaving Cream Letters LL14: Did You Ever See? LL15: Textured Letters LL30: Knowing Our Friends LL32: Describing Art LL40: What Was for Breakfast? LL50: Making Shiny Paint LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember M15: Play Dough M41: Making Numerals M66: OobECk M78: Math Collage P01: Let's Sew P02: Play Dough Weaving P08: Cutting With Scissors P30: Mixing Paints P31: Tie-Dyed Towels SE26: Making A Mural
TOPIC / INDICATOR	FA-T.4.	AESTHETICS AND CRITICISM: Students will demonstrate the ability to identify, analyze, and apply criteria for making aesthetic judgments.
INDICATOR / PROFICIENCY LEVEL	4.D.	Aesthetics and Criticism
OBJECTIVE	4.D.2.	Identify, describe, and apply criteria to assess dramatic texts and other literature of the theatre
EXPECTATION	4.D.2.a.	Identify and discuss characters in stories Intentional Teaching Cards LL07: Letters, Letters, Letters LL13: Shaving Cream Letters LL14: Did You Ever See? LL15: Textured Letters LL30: Knowing Our Friends LL32: Describing Art LL40: What Was for Breakfast? LL50: Making Shiny Paint LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember M15: Play Dough M41: Making Numerals M66: OobECk M78: Math Collage P01: Let's Sew P02: Play Dough Weaving P08: Cutting With Scissors P30: Mixing Paints P31: Tie-Dyed Towels SE26: Making A Mural
STRAND / TOPIC / STANDARD	MD.FA-D.	Fine Arts - Dance
TOPIC / INDICATOR	FA-D.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, perform, and respond to dance.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.1.	Demonstrate knowledge of how elements of dance are used to communicate meaning
EXPECTATION	1.A.1.a.	Demonstrate selected locomotor and non-locomotor movements that communicate ideas, thoughts, and feelings

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

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

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

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

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

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

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

Mighty Minutes State: Maryland Model for School Readiness

Subject: Early Childhood Education Grade: Ages 3-5

		Glade. Ages 5-5
STRAND / TOPIC / STANDARD	MD.PSD.	Personal and Social Development
TOPIC / INDICATOR	PSD.1.	PERSONAL SELF-REGULATIONS: Students will demonstrate effective personal functioning in group settings and as individuals.
INDICATOR / PROFICIENCY LEVEL	1.A.	Self Concept and Control
OBJECTIVE	1.A.3.	Show self-direction in familiar settings
EXPECTATION	1.A.3.b.	Care for own belongings with occasional reminders <u>Mighty Minutes</u> MM69: The Litter Monster
TOPIC / INDICATOR	PSD.1.	PERSONAL SELF-REGULATIONS: Students will demonstrate effective personal functioning in group settings and as individuals.
INDICATOR / PROFICIENCY LEVEL	1.A.	Self Concept and Control
OBJECTIVE	1.A.5.	Use classroom materials appropriately
EXPECTATION	1.A.5.a.	Play with and use materials with appropriate intention and purpose <u>Mighty Minutes</u> MM69: The Litter Monster
EXPECTATION	1.A.5.b.	Put away classroom materials after use with occasional reminders Mighty Minutes MM69: The Litter Monster
TOPIC / INDICATOR	PSD.2.	SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	2.A.1.	Initiate and maintain relationships with peers and adults
EXPECTATION	2.A.1.a.	Initiate conversation with peers and adults <u>Mighty Minutes</u> MM45: I'm a Sturdy Oak Tree MM68: I Have a Secret MM82: Let's Clean Up! MM90: Little Miss Muffet
EXPECTATION	2.A.1.b.	Take turns when working in groups with guidanceMighty MinutesMM01: The People in Your NeighborhoodMM02: Just Like MineMM03: Purple PantsMM05: Silly Willy WalkingMM06: This Is the WayMM11: What Is My Job?MM20: I Can Make a CircleMM22: Hot or Cold 3-D ShapesMM41: The Imaginary BallMM53: Three Rowdy ChildrenMM62: Where Can He Be?MM63: Going on a JourneyMM63: Going on a JourneyMM68: I Have a SecretMM69: The Litter MonsterMM71: Recycle Song

EXPECTATION TOPIC / INDICATOR	2.A.1.c. PSD.2.	MM83: Let's Make a Cake MM84: Let's Make Letters MM90: Little Miss Muffet MM92: Name Cheer MM93: I Have One Share materials and equipment with guidance Mighty Minutes MM78: Hello Friends SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals
INDICATOR / PROFICIENCY LEVEL	2.A.	Interactions with Others
OBJECTIVE	2.A.2.	Participate cooperatively in group activities
EXPECTATION	2.A.2.a.	Listen to directions from peers and responds to simple tasks <u>Mighty Minutes</u> MM10: Words in Motion MM13: Simon Says MM28: Counting Calisthenics
EXPECTATION	2.A.2.c.	Speak of individual contributions and group accomplishments 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 MM69: The Litter Monster MM63: Let's Make a Cake MM84: Let's Make a Cake MM84: Let's Make Letters MM90: Little Miss Muffet MM92: Name Cheer MM98: I Have One
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.1.	Show eagerness and curiosity as a learner
EXPECTATION	3.A.1.b.	Ask some questions about new things and experiences <u>Mighty Minutes</u> MM92: Name Cheer MM98: I Have One
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.2.	Attend to learning tasks with guidance

EXPECTATION	3.A.2.b.	Listen to simple directions specific to the tasks <u>Mighty Minutes</u> MM10: Words in Motion MM13: Simon Says MM28: Counting Calisthenics
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.3.	Use some learning strategies when approaching new tasks
EXPECTATION	3.A.3.b.	Ask questions to seek ideas for new tasks <u>Mighty Minutes</u> MM92: Name Cheer MM98: I Have One
TOPIC / INDICATOR	PSD.3.	APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.
INDICATOR / PROFICIENCY LEVEL	3.A.	Approaches Toward Learning
OBJECTIVE	3.A.4.	Accepts responsibility for learning
EXPECTATION	3.A.4.a.	Put away materials after completing activity or task <u>Mighty Minutes</u> MM69: The Litter Monster
STRAND / TOPIC / STANDARD	MD.LLD.	Language and Literacy Development
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.1.	Discriminate sounds and words
EXPECTATION	1.A.1.a.	Tell whether sounds are same or different <u>Mighty Minutes</u> MM47: Step Up
EXPECTATION	1.A.1.c.	Identify and repeat initial sounds in words Mighty Minutes MM03: Purple Pants MM100: La, La, La 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 MM46: Strolling Through the Park 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

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		MM76: Describing Things MM88: Disappearing Rhymes
		MM95: Sorting Syllables
EXPECTATION	1.A.1.d.	Classify words by initial sounds
EXPECTATION	1.A.1.d.	Mighty Minutes MM03: Purple Pants MM100: La, La, La MM16: Nothing, Nothing, Something MM17: Leaping Sounds MM18: I'm Thinking Of MM19: I Spy With My Little Eye MM24: Dinky Do MM25: Freeze MM27: Diddle, Diddle, Dumpling MM33: Thumbs Up MM35: My Name, Too! MM37: Little Ball MM43: Bouncing Big Brown Balls MM46: Strolling Through the Park MM47: Step Up MM48: Feely Box MM55: Mr. Forgetful MM55: Mr. Forgetful MM75: Busy Bees MM76: Describing Things
		MM88: Disappearing Rhymes MM95: Sorting Syllables
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.2.	Discriminate and produce rhyming words and alliteration.
EXPECTATION	1.A.2.a.	Repeat rhyming words
		Mighty MinutesMM03: Purple PantsMM04: Riddle Dee DeeMM12: Ticky RickyMM14: Scat SingingMM15:Say It, Show ItMM18: I'm Thinking OfMM27: Diddle, Diddle, DumplingMM30: Bounce, Bounce, BounceMM33: Thumbs UpMM41: The Imaginary BallMM44: Two Plump ArmadillosMM46: Strolling Through the ParkMM51: High in the TreeMM53: Three Rowdy ChildrenMM58: A-Hunting We Will GoMM62: Where Can He Be?MM71: Jack in the BoxMM73: Are You Ready?MM74: Jack in the BoxMM79: Here Is the BeehiveMM80: Hickory, Dickory DockMM81: Humpty DumptyMM83: Let's Make a CakeMM85: Listen For Your NameMM87: One, Two, Buckle My Shoe

		MM88: Disappearing Rhymes MM96: The Old Man
EXPECTATION	1.A.2.b.	Repeat phrases and sentences with alliteration
		Mighty Minutes MM33: Thumbs Up
EXPECTATION	1.A.2.c.	Discriminate rhyming words from non-rhyming words
		Mighty MinutesMM03: Purple PantsMM04: Riddle Dee DeeMM12: Ticky RickyMM14: Scat SingingMM15:Say It, Show ItMM18: I'm Thinking OfMM27: Diddle, Diddle, DumplingMM30: Bounce, Bounce, BounceMM33: Thumbs UpMM41: The Imaginary BallMM44: Two Plump ArmadillosMM51: High in the TreeMM53: Three Rowdy ChildrenMM58: A-Hunting We Will GoMM62: Where Can He Be?MM72: My Body JumpsMM73: Are You Ready?MM74: Jack in the BoxMM79: Here Is the BeehiveMM80: Hickory, Dickory DockMM81: Humpty DumptyMM82: Let's Clean Up!MM83: Let's Make a CakeMM87: One, Two, Buckle My ShoeMM88: Disappearing RhymesMM96: The Old Man
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.3.	Blend sounds and syllables to form words
EXPECTATION	1.A.3.a.	Orally blend syllables into a whole word, such as fun-ny = funny <u>Mighty Minutes</u> MM31: What's Inside the Box? MM50: 1, 2, 3, What Do I See?
TOPIC / INDICATOR	LLD-PA.1.	GENERAL READING PROCESSES - PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.
INDICATOR / PROFICIENCY LEVEL	1.A.	Phonemic Awareness
OBJECTIVE	1.A.4.	Segment sounds in spoken words and sentences
EXPECTATION	1.A.4.b.	Identify the initial sound in a word <u>Mighty Minutes</u> MM03: Purple Pants MM100: La, La, La MM16: Nothing, Nothing, Something MM17: Leaping Sounds MM18: I'm Thinking Of

		MM19: I Spy With My Little Eye MM24: Dinky Do MM25: Freeze MM27: Diddle, Diddle, Dumpling MM33: Thumbs Up MM35: My Name, Too! MM37: Little Ball MM43: Bouncing Big Brown Balls MM46: Strolling Through the Park MM47: Step Up MM48: Feely Box MM48: Feely Box MM50: 1, 2, 3, What Do I See? MM55: Mr. Forgetful MM75: Busy Bees MM76: Describing Things MM88: Disappearing Rhymes MM95: Sorting Syllables
TOPIC / INDICATOR	LLD-P.1.	GENERAL READING PROCESSES - PHONICS: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.
INDICATOR / PROFICIENCY LEVEL	1.B.	Phonics
OBJECTIVE	1.B.1.	Recognize that letters have corresponding sounds
	1.B.1.a.	Recognize similarities and differences in letter shapes <u>Mighty Minutes</u> MM07: Hippity, Hoppity, How Many? MM09: Writing in the Air MM15:Say It, Show It MM22: Hot or Cold 3-D Shapes MM25: Freeze MM32: Walk the Line MM33: Thumbs Up MM36: Body Patterns MM47: Step Up MM52: Walk Around the Shapes MM57: Find the Letter Sound MM58: A-Hunting We Will Go MM75: Busy Bees MM77: Hello Bingo MM83: Let's Make a Cake MM92: Name Cheer MM96: The Old Man MM97: Shape Hunt MM98: I Have One
EXPECTATION	1.B.1.b.	Match familiar consonant sounds to appropriate letters, such as m, b, f, t, p <u>Mighty Minutes</u> MM16: Nothing, Nothing, Something MM17: Leaping Sounds MM18: I'm Thinking Of MM24: Dinky Do MM37: Little Ball MM43: Bouncing Big Brown Balls MM46: Strolling Through the Park MM48: Feely Box MM57: Find the Letter Sound MM75: Busy Bees MM88: Disappearing Rhymes
TOPIC / INDICATOR	LLD-P.1.	GENERAL READING PROCESSES - PHONICS: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.

INDICATOR / PROFICIENCY LEVEL	1.B.	Phonics
OBJECTIVE	1.B.2.	Decode words in grade-level texts
EXPECTATION	1.B.2.a.	Identify and name some upper and lower case letters in words, especially those in the student's own name <u>Mighty Minutes</u> MM07: Hippity, Hoppity, How Many? MM09: Writing in the Air MM15:Say It, Show It MM22: Hot or Cold 3-D Shapes MM25: Freeze MM32: Walk the Line MM33: Thumbs Up MM36: Body Patterns MM47: Step Up MM52: Walk Around the Shapes MM57: Find the Letter Sound MM58: A-Hunting We Will Go MM75: Busy Bees MM77: Hello Bingo MM83: Let's Make a Cake MM92: Name Cheer MM96: The Old Man MM97: Shape Hunt MM98: I Have One
TOPIC / INDICATOR	LLD-F.1.	GENERAL READING PROCESSES - FLUENCY: Students will read orally with accuracy and expression at a rate that sounds like speech.
INDICATOR / PROFICIENCY LEVEL	1.C.	Fluency
OBJECTIVE	1.C.1.	Engage in imitative reading at an appropriate rate
EXPECTATION	1.C.1.a.	Listen to models of fluent reading <u>Mighty Minutes</u> MM42: Come Play With Me MM49: A Tree My Size MM55: Mr. Forgetful MM56: I Had a Little Nut Tree MM63: Going on a Journey MM69: The Litter Monster MM86: Listening Story
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.
INDICATOR / PROFICIENCY LEVEL		Vocabulary
OBJECTIVE	1.D.1.	Develop and apply vocabulary through exposure to a variety of texts
EXPECTATION	1.D.1.c.	Ask questions about unknown objects and words related to topics discussed <u>Mighty Minutes</u> MM69: The Litter Monster MM90: Little Miss Muffet
TOPIC / INDICATOR	LLD-V.1.	GENERAL READING PROCESSES - VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.
INDICATOR / PROFICIENCY LEVEL	1.D.	Vocabulary
OBJECTIVE	1.D.2.	Develop a conceptual understanding of new words
EXPECTATION	1.D.2.a.	Use words to describe size, color, and shape

		Mighty Minutes MM19: I Spy With My Little Eye MM25: Freeze MM46: Strolling Through the Park MM48: Feely Box MM53: Three Rowdy Children MM61: Riddle, Riddle, What Is That? MM62: Where Can He Be? MM63: Going on a Journey MM74: Jack in the Box MM76: Describing Things
		MM97: Shape Hunt
TOPIC / INDICATOR	LLD-C.1.	GENERAL READING PROCESSES - COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).
INDICATOR / PROFICIENCY LEVEL	1.E.	General Reading Comprehension
OBJECTIVE	1.E.1.	Demonstrate an understanding of concepts of print to determine how print is organized and read
EXPECTATION	1.E.1.a.	Understand that speech can be written and read <u>Mighty Minutes</u> MM08: Clap the Missing Word MM10: Words in Motion
EXPECTATION	1.E.1.b.	Understand that print conveys meaning <u>Mighty Minutes</u> MM08: Clap the Missing Word MM10: Words in Motion
EXPECTATION	1.E.1.e.	Demonstrate that text is read from left to right and top to bottom <u>Mighty Minutes</u> MM08: Clap the Missing Word MM37: Little Ball MM87: One, Two, Buckle My Shoe
EXPECTATION	1.E.1.f.	Identify pictures, shapes, letters, and numerals Mighty Minutes MM04: Riddle Dee Dee MM07: Hippity, Hoppity, How Many? MM09: Writing in the Air MM15:Say It, Show It MM19: I Spy With My Little Eye MM22: Hot or Cold 3-D Shapes MM25: Freeze MM32: Walk the Line MM33: Thumbs Up MM36: Body Patterns MM47: Step Up MM52: Walk Around the Shapes MM54: The Green Grass Grows MM57: Find the Letter Sound MM58: A-Hunting We Will Go MM75: Busy Bees MM77: Hello Bingo MM80: Hickory, Dickory Dock MM83: Let's Make a Cake MM88: Disappearing Rhymes MM92: Name Cheer MM96: The Old Man MM97: Shape Hunt MM98: I Have One

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

TOPIC / INDICATOR	LLD.6.	LISTENING: Students will demonstrate effective listening to learn, process, and analyze information.
INDICATOR / PROFICIENCY LEVEL	6.A.	Listening
OBJECTIVE	6.A.2.	Comprehend and analyze what is heard
EXPECTATION	6.A.2.b.	Identify rhythms and patterns of language, including rhyme and repetition <u>Mighty Minutes</u> MM14: Scat Singing MM18: I'm Thinking Of
		MM26: Echo Clapping MM33: Thumbs Up MM35: My Name, Too!
EXPECTATION	6.A.2.d.	Follow a set of two- or three-step directions <u>Mighty Minutes</u> MM10: Words in Motion MM13: Simon Says MM28: Counting Calisthenics
TOPIC / INDICATOR	LLD.7.	SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.
INDICATOR / PROFICIENCY LEVEL	7.A.	Speaking
OBJECTIVE	7.A2.	Make oral presentations
EXPECTATION	7.A2.a.	Speak in a variety of situations to inform and/or relate experiences, such as retelling stories <u>Mighty Minutes</u> MM34: The Wave
EXPECTATION	7.A2.b.	Use props in situations, such as show-and-tell <u>Mighty Minutes</u> MM90: Little Miss Muffet MM92: Name Cheer
STRAND / TOPIC / STANDARD	MD.MA.	Mathematics
TOPIC / INDICATOR	MA.1.	KNOWLEDGE OF ALGEBRA, PATTERNS, AND/OR FUNCTIONS: Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.
INDICATOR / PROFICIENCY LEVEL	1.A.	Patterns and Functions
OBJECTIVE	1.A.2.	Identify, copy, and extend non-numeric patterns
EXPECTATION	1.A.2.a.	Match patterns kinesthetically such as: clap/snap/clap… <u>Mighty Minutes</u> MM02: Just Like Mine
EXPECTATION	1.A.2.b.	Recognize simple patterns <u>Mighty Minutes</u> MM19: I Spy With My Little Eye
EXPECTATION	1.A.2.c.	Represent simple repeating patterns using no more than 2 different objects, and different actions in the core of the pattern <u>Mighty Minutes</u> MM19: I Spy With My Little Eye
EXPECTATION	1.A.2.f.	Identify patterns in real-world situations
	1.7.2.1.	Identity patterns in real-world situations

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

OBJECTIVE	3.A.1.	Recognize and use measurement attributes
EXPECTATION	3.A.1.a.	Demonstrate an understanding of comparative attributes such as: bigger, smaller, longer, shorter, lighter, heavier, shorter, taller, hotter, colder
		Mighty Minutes MM19: I Spy With My Little Eye MM49: A Tree My Size
EXPECTATION	3.A.1.b.	MM75: Busy Bees Compare and describe objects according to a single attribute
		Mighty Minutes MM19: I Spy With My Little Eye MM49: A Tree My Size
		MM75: Busy Bees
TOPIC / INDICATOR	MA.6.	KNOWLEDGE OF NUMBER RELATIONSHIPS AND COMPUTATION/ARITHMETIC: Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil, or technology.
INDICATOR / PROFICIENCY LEVEL	6.A.	Knowledge of number
OBJECTIVE	6.A.1.	Apply knowledge of whole numbers
EXPECTATION	6.A.1.e.	Count and discuss quantity
		Mighty Minutes MM04: Riddle Dee Dee MM05: Silly Willy Walking MM07: Hippity, Hoppity, How Many? MM10: Words in Motion MM28: Counting Calisthenics MM29: Baa, Baa, Black Sheep MM37: Little Ball MM42: Come Play With Me MM79: Here Is the Beehive MM87: One, Two, Buckle My Shoe MM89: We Like Clapping MM95: Sorting Syllables MM96: The Old Man
EXPECTATION	6.A.1.h.	Mighty Minutes MM05: Silly Willy Walking MM07: Hippity, Hoppity, How Many? MM10: Words in Motion MM28: Counting Calisthenics MM29: Baa, Baa, Black Sheep MM37: Little Ball MM42: Come Play With Me MM79: Here Is the Beehive MM87: One, Two, Buckle My Shoe MM89: We Like Clapping MM95: Sorting Syllables MM96: The Old Man
STRAND / TOPIC / STANDARD	MD.SC.	Science
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.A.	Constructing Knowledge
OBJECTIVE	1.A.1.	Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying

		things out.
EXPECTATION	1.A.1.a.	Describe what can be learned about things by just observing those things carefully and adding information by sometimes doing something to the things and noting what happens
		<u>Mighty Minutes</u> MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM48: Feely Box MM97: Shape Hunt
EXPECTATION	1.A.1.b.	Seek information through reading, observation, exploration, and investigations
		<u>Mighty Minutes</u> MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM48: Feely Box MM97: Shape Hunt
EXPECTATION	1.A.1.d.	Explain that when a science investigation is done the way it was done before, we expect to get a very similar result
		Mighty Minutes MM66: Musical Junk
EXPECTATION	1.A.1.e.	Participate in multiple experiences to verify that science investigations generally work the same way in different places
		Mighty Minutes MM66: Musical Junk
EXPECTATION	1.A.1.f.	Suggest things that you could do to find answers to questions raised by observing objects and/or phenomena (events such as water disappearing from the classroom aquarium or a pet's water bowl)
		<u>Mighty Minutes</u> MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM48: Feely Box MM97: Shape Hunt
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
	1.B.	Applying Evidence and Reasoning
OBJECTIVE	1.B.1.	People are more likely to believe your ideas if you can give good reasons for them
EXPECTATION	1.B.1.a.	Provide reasons for accepting or rejecting ideas examined
		Mighty Minutes
		MM08: Clap the Missing Word MM10: Words in Motion
		MM11: What Is My Job?
		MM13: Simon Says MM14: Scat Singing
		MM16: Nothing, Nothing, Something
		MM19: I Spy With My Little Eye MM29: Baa, Baa, Black Sheep
		MM29: Bda, Bda, Black Sheep MM31: What's Inside the Box?
		MM44: Two Plump Armadillos
		MM48: Feely Box MM49: A Tree My Size
		MM56: I Had a Little Nut Tree
	<u> </u>	MM61: Riddle, Riddle, What Is That?

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		MM63: Going on a Journey MM66: Musical Junk MM68: I Have a Secret MM69: The Litter Monster MM71: Recycle Song MM75: Busy Bees MM76: Describing Things MM94: Old MacDonald MM97: Shape Hunt
EXPECTATION	1.B.1.b.	Develop reasonable explanations for observation made, investigations completed, and information gained by sharing ideas and listening to others' ideas <u>Mighty Minutes</u> MM10: Words in Motion MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM48: Feely Box MM49: A Tree My Size MM61: Riddle, Riddle, What Is That? MM66: Musical Junk MM68: I Have a Secret MM76: Describing Things MM94: Old MacDonald MM97: Shape Hunt
EXPECTATION	1.B.1.c.	Explain why it is important to make some fresh observations when people give different descriptions of the same thing <u>Mighty Minutes</u> MM10: Words in Motion MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM48: Feely Box MM49: A Tree My Size MM61: Riddle, Riddle, What Is That? MM68: I Have a Secret MM76: Describing Things MM94: Old MacDonald MM97: Shape Hunt
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.C.	Communicating Scientific Information
OBJECTIVE	1.C.1.	Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question
EXPECTATION	1.C.1.a.	Describe things as accurately as possible and compare observations with those of others <u>Mighty Minutes</u> MM10: Words in Motion MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM48: Feely Box MM49: A Tree My Size MM61: Riddle, Riddle, What Is That? MM68: I Have a Secret MM76: Describing Things MM94: Old MacDonald MM97: Shape Hunt
EXPECTATION	1.C.1.b.	Describe and compare things in terms of number, shape, texture, size, weight, color, and motion

		Mighty Minutes
		MM10: Words in Motion MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM48: Feely Box MM49: A Tree My Size MM61: Riddle, Riddle, What Is That? MM68: I Have a Secret MM76: Describing Things MM94: Old MacDonald MM97: Shape Hunt
TOPIC / INDICATOR	SC.1.	SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2
INDICATOR / PROFICIENCY LEVEL	1.E.	History of Science
OBJECTIVE	1.E.1.	Recognize that everyone can do science and invent things.
EXPECTATION	1.E.1.a.	Investigate and explore science concepts. <u>Mighty Minutes</u> MM66: Musical Junk
TOPIC / INDICATOR	SC.3.	LIFE SCIENCE: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.
INDICATOR / PROFICIENCY LEVEL	3.A.	Diversity of Life
OBJECTIVE	3.A.1.	Observe a variety of familiar plants and animals to describe how they are alike and how they are different
EXPECTATION	3.A.1.a.	Gather information about how some animals are alike in the way they look and in the things they do. <u>Mighty Minutes</u> MM39: Let's Pretend MM44: Two Plump Armadillos MM94: Old MacDonald
EXPECTATION	3.A.1.b.	Gather information about how some plants are alike in the way they look and the things they do. <u>Mighty Minutes</u> MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM56: I Had a Little Nut Tree
EXPECTATION	3.A.1.d.	Identify some of the things that all animals do, such as eat, move around and explain how their features (observable parts) help them do these things. <u>Mighty Minutes</u> MM39: Let's Pretend MM44: Two Plump Armadillos MM94: Old MacDonald
TOPIC / INDICATOR	SC.3.	LIFE SCIENCE: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.
INDICATOR / PROFICIENCY LEVEL	3.C.	Genetics
OBJECTIVE	3.C.1.	Observe, describe and compare different kinds of animals and their offspring
EXPECTATION	3.C.1.b.	Describe how offspring are very much, but not exactly, like their parents and like one another

		<u>Mighty Minutes</u> MM39: Let's Pretend MM44: Two Plump Armadillos MM94: Old MacDonald
TOPIC / INDICATOR	SC.4.	CHEMISTRY: Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.
INDICATOR / PROFICIENCY LEVEL	4.A.	Structure of Matter
OBJECTIVE	4.A.1.	Use evidence from investigations to describe the observable properties of a variety of objects.
EXPECTATION	4.A.1.a.	Examine and describe a variety of familiar objects, in terms of the materials from which they are made (clay, cloth, paper, etc.). <u>Mighty Minutes</u> MM11: What Is My Job? MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM39: Let's Pretend MM48: Feely Box MM49: A Tree My Size MM61: Riddle, Riddle, What Is That? MM67: Let's Stick Together MM68: I Have a Secret MM76: Describing Things MM94: Old MacDonald MM97: Shape Hunt Based on data gathered, describe the observable properties of familiar objects (size, shape, color, and texture). <u>Mighty Minutes</u> MM11: What Is My Job? MM19: I Spy With My Little Eye MM31: What's Inside the Box?
STRAND / TOPIC /	MD.SS.	MM48: Feely Box MM61: Riddle, Riddle, What Is That? MM68: I Have a Secret MM76: Describing Things MM94: Old MacDonald MM97: Shape Hunt Social Studies
	66.0	
TOPIC / INDICATOR	SS.2.	PEOPLES OF THE NATIONS AND WORLD: (Prek – 3 Standard) Students will understand how people in Maryland, the United States, and around the world are alike and different.
INDICATOR / PROFICIENCY LEVEL	2.C.	Conflict and Compromise
OBJECTIVE	2.C.1.	Identify how groups of people interact
EXPECTATION	2.C.1.a.	Identify and demonstrate appropriate social skills, such as listening to others, settling disagreements, and taking turns that help people live, work, and play together at home and in school. <u>Mighty Minutes</u> MM78: Hello Friends
TOPIC / INDICATOR	SS.4.	ECONOMICS: (Prek – 3 Standard) Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.
INDICATOR / PROFICIENCY LEVEL	4.A.	Scarcity and Economic Decision-making
OBJECTIVE	4.A.2.	Identify that materials/resources are used to make products

EXPECTATION	4.A.2.a.	Recognize that workers do jobs in the home and school.
		Mighty Minutes MM01: The People in Your Neighborhood MM11: What Is My Job?
TOPIC / INDICATOR	SS.6.	SKILLS AND PROCESSES: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
INDICATOR / PROFICIENCY LEVEL	6.B.	Learn to Write to Communicate Social Studies Understandings
OBJECTIVE	6.B.1.	Compose oral, written, and visual presentations that express personal ideas, inform, and persuade
EXPECTATION	6.B.1.a.	Write to express social studies ideas using a variety of forms. <u>Mighty Minutes</u> MM45: I'm a Sturdy Oak Tree
STRAND / TOPIC / STANDARD	MD.FA-M.	Fine Arts - Music
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.1.	Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment
EXPECTATION	1.A.1.a.	Explore a range of classroom instruments such as wood blocks, triangles, rhythm sticks, maracas, guiros, jingle bells, sand blocks, cymbals, and tambourines <u>Mighty Minutes</u> MM66: Musical Junk
EXPECTATION	1.A.1.c.	Respond to changes heard in music: fast/slow, loud/soft (quiet), long/short, high/low <u>Mighty Minutes</u> MM66: Musical Junk
EXPECTATION	1.A.1.d.	Explore sounds in selected environments such as classroom, playground, fieldtrip, and cafeteria <u>Mighty Minutes</u> MM66: Musical Junk
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.2.	Experience performance through singing, playing instruments, and listening to performances of others
EXPECTATION	1.A.2.a.	Sing songs that use the voice in a variety of ways <u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM03: Purple Pants MM06: This Is the Way MM08: Clap the Missing Word MM100: La, La, La MM11: What Is My Job? MM14: Scat Singing MM20: I Can Make a Circle

		MM23: Hi-Ho, the Derry-O MM24: Dinky Do MM29: Baa, Baa, Black Sheep MM30: Bounce, Bounce, Bounce MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM52: Walk Around the Shapes
		MM53: Three Rowdy Children MM54: The Green Grass Grows MM58: A-Hunting We Will Go MM60: The Name Dance MM64: Paper Towel Rap MM66: Musical Junk MM69: The Litter Monster MM70: The Kids Go Marching In MM71: Recycle Song MM72: My Body Jumps MM77: Hello Bingo MM78: Hello Friends MM81: Humpty Dumpty MM83: Let's Make a Cake MM84: Let's Make Letters MM89: We Like Clapping MM91: Move to the Beat MM93: Oh, Dear! What Can the Matter Be? MM94: Old MacDonald
		MM96: The Old Man MM99: Let's All Follow
EXPECTATION	1.A.2.b.	Listen to examples of adult male voices, adult female voices, and children's voices <u>Mighty Minutes</u> MM66: Musical Junk
EXPECTATION	1.A.2.c.	Wait and listen before imitating rhythmic and melodic patterns Mighty Minutes MM66: Musical Junk
EXPECTATION	1.A.2.d.	Explore steady beat through singing, speaking, and playing classroom instruments <u>Mighty Minutes</u> MM66: Musical Junk
TOPIC / INDICATOR	FA-M.1.	PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.
INDICATOR / PROFICIENCY LEVEL	1.A.	Perceiving and Responding
OBJECTIVE	1.A.3.	Respond to music through movement
EXPECTATION	1.A.3.a.	Express music through movement, developing the concept of personal space ("bubble space") <u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
EXPECTATION	1.A.3.b.	Respond to steady beat through locomotor and body movement <u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave

		MM67: Let's Stick Together
EXPECTATION	1.A.3.c.	
EXPECTATION	1.A.3.c.	Listen for simple directions or verbal cues in singing games Mighty Minutes MM01: The People in Your Neighborhood MM03: Purple Pants MM06: This Is the Way MM08: Clap the Missing Word MM100: La, La, La MM11: What Is My Job? MM14: Scat Singing MM20: I Can Make a Circle MM23: Hi-Ho, the Derry-O MM24: Dinky Do MM29: Baa, Baa, Black Sheep MM30: Bounce, Bounce, Bounce MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM58: A-Hunting We Will Go MM60: The Name Dance MM66: Musical Junk MM69: The Litter Monster MM71: Recycle Song MM72: My Body Jumps MM77: Hello Friends MM61: Humpty Dumpty MM83: Let's Make Letters MM84: Let's Make Letters MM83: We Like Clapping MM93: Oh, Dear! What Can the Matter Be? MM94: Old MacDonald MM96: The Old Man MM99: Me9: An Information Andia Mather Andia Andia Andia MM99: The Old Man MM99: The Vis Andia Manghille Solution Andia MM99: The Old Man MM99: The Vis All Follow
EXPECTATION	1.A.3.d.	Explore a variety of locomotor and nonlocomotor movements to show meter <u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.1.	Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression
EXPECTATION	2.B.1.a.	Explore music used in daily living <u>Mighty Minutes</u> MM66: Musical Junk
EXPECTATION	2.B.1.b.	Sing songs representative of different activities, holidays, and

		economic o veriety of world outputs
		seasons in a variety of world cultures 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 MM53: Three Rowdy Children 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 MM71: Recycle Song MM71: Recycle Song MM72: My Body Jumps MM77: Hello Bingo MM73: Hello Friends MM84: Let's Make Letters MM84: Let's Make Letters MM84: Let's Make Letters MM89: We Like Clapping MM91: Move to the Beat
		MM94: Old MacDonald
		MM96: The Old Man MM99: Let's All Follow
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.2.	Become acquainted with the roles of music in the lives of people
EXPECTATION	2.B.2.a.	Explore a rich repertoire of music representing its roles in the lives of people, such as lullabies <u>Mighty Minutes</u> MM01: The People in Your Neighborhood MM03: Purple Pants MM06: This Is the Way MM08: Clap the Missing Word MM100: La, La, La MM11: What Is My Job? MM14: Scat Singing MM20: I Can Make a Circle MM23: Hi-Ho, the Derry-O MM24: Dinky Do MM29: Baa, Baa, Black Sheep MM30: Bounce, Bounce, Bounce

		MM38: Spatial Patterns
		MM39: Let's Pretend
		MM40: Clap a Friend's Name
		MM43: Bouncing Big Brown Balls
		MM45: I'm a Sturdy Oak Tree
		MM52: Walk Around the Shapes MM53: Three Rowdy Children
		MM55. The Green Grass Grows
		MM58: A-Hunting We Will Go
		MM60: The Name Dance
		MM64: Paper Towel Rap
		MM66: Musical Junk
		MM69: The Litter Monster
		MM70: The Kids Go Marching In
		MM71: Recycle Song MM72: My Body Jumps
		MM77: Hello Bingo
		MM78: Hello Friends
		MM81: Humpty Dumpty
		MM83: Let's Make a Cake
		MM84: Let's Make Letters
		MM89: We Like Clapping MM91: Move to the Beat
		MM91: Move to the Beat MM93: Oh, Dear! What Can the Matter Be?
		MM93: Old MacDonald
		MM94: The Old Man
		MM99: Let's All Follow
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will
		demonstrate an understanding of music as an essential aspect of
		history and human experience.
INDICATOR / PROFICIENCY	2.B.	Historical, Cultural, and Social Context
LEVEL		
OBJECTIVE	2.B.3.	Explore the relationship of music to dance, theatre, the visual arts,
EXPECTATION	2 8 2 0	and other disciplines
EXPECTATION	2.B.3.a.	Explore creative expression through music, dance, creative dramatics, and the visual arts
		uramatics, and the visual arts
		Mighty Minutes
		MM01: The People in Your Neighborhood
		MM03: Purple Pants
		MM06: This Is the Way
		MM08: Clap the Missing Word
		MM100: La, La, La MM10: Words in Motion
		MM10: Words in Motion MM11: What Is My Job?
		MM11: What is my bob? MM14: Scat Singing
		MM20: I Can Make a Circle
		MM23: Hi-Ho, the Derry-O
		MM24: Dinky Do
		MM29: Baa, Baa, Black Sheep
		MM30: Bounce, Bounce, Bounce
		MM34: The Wave
		MM34: The Wave MM38: Spatial Patterns
		MM34: The Wave MM38: Spatial Patterns MM39: Let's Pretend
		MM34: The Wave MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name
		MM34: The Wave MM38: Spatial Patterns MM39: Let's Pretend
		MM34: The Wave MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM52: Walk Around the Shapes
		MM34: The Wave MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM52: Walk Around the Shapes MM53: Three Rowdy Children
		MM34: The Wave MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows
		MM34: The Wave MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM58: A-Hunting We Will Go
		MM34: The Wave MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM58: A-Hunting We Will Go MM60: The Name Dance
		MM34: The Wave MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM58: A-Hunting We Will Go

		MM67: Let's Stick Together MM69: The Litter Monster MM70: The Kids Go Marching In MM71: Recycle Song MM72: My Body Jumps MM77: Hello Bingo MM78: Hello Friends MM81: Humpty Dumpty MM83: Let's Make a Cake MM84: Let's Make Letters MM89: We Like Clapping MM91: Move to the Beat MM93: Oh, Dear! What Can the Matter Be? MM94: Old MacDonald MM96: The Old Man MM99: Let's All Follow
TOPIC / INDICATOR	FA-M.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.4.	Develop knowledge of a wide variety of styles and genres through the study of music history
EXPECTATION	2.B.4.a.	Listen to two versions of the same piece and identify them as same or different, such as a vocal version and a strictly instrumental version <u>Mighty Minutes</u>
TOPIC / INDICATOR	FA-M.3.	MM66: Musical Junk CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize musical ideas and sounds creatively.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Develop confidence in the ability to improvise music through experimentation with sound
EXPECTATION	3.C.1.a.	Experiment with sound patterns through exploration of classroom instruments <u>Mighty Minutes</u> MM66: Musical Junk
TOPIC / INDICATOR	FA-M.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize musical ideas and sounds creatively.
INDICATOR / PROFICIENCY LEVEL	3.D.	Aesthetics and Criticism
OBJECTIVE	3.D.1.	Express preferences about selected musical compositions
EXPECTATION	3.D.1.a.	Verbalize or use visual representation for at least one reason for musical experience <u>Mighty Minutes</u> MM66: Musical Junk
STRAND / TOPIC / STANDARD	MD.FA-V.	Fine Arts - Visual Arts
TOPIC / INDICATOR	FA-V.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education

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

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

EXPECTATION	3.C.1.a.	Explore art media, processes, and techniques
		<u>Mighty Minutes</u> MM64: Paper Towel Rap
EXPECTATION	3.C.1.b.	Manipulate art media, materials and tools safely
		<u>Mighty Minutes</u> MM64: Paper Towel Rap
EXPECTATION	3.C.1.c.	Create artworks that explore the uses of color, line, and shape, to express ideas
		Mighty Minutes MM64: Paper Towel Rap
TOPIC / INDICATOR	FA-V.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.2.	Investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know, and feel
EXPECTATION	3.C.2.a.	Explore ways images communicate ideas
		<u>Mighty Minutes</u> MM64: Paper Towel Rap
EXPECTATION	3.C.2.b.	Identify color, line, and shape in artworks
		<u>Mighty Minutes</u> MM64: Paper Towel Rap
TOPIC / INDICATOR	FA-V.4.	AESTHETICS AND CRITICISM: Students will demonstrate the ability to identify, analyze, and apply criteria for making visual aesthetic judgments.
INDICATOR / PROFICIENCY LEVEL	4.D.	Criticism and Aesthetics
OBJECTIVE	4.D.1.	Develop and apply criteria to evaluate personally created artworks and the artworks of others
EXPECTATION	4.D.1.a.	Observe and respond to selected artworks
		<u>Mighty Minutes</u> MM59: Clap the Beat MM97: Shape Hunt
STRAND / TOPIC / STANDARD	MD.FA-T.	Fine Arts - Theatre
TOPIC / INDICATOR	FA-T.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetics Education
OBJECTIVE	1.A.1.	Describe ways that theatre depicts themes and stories
EXPECTATION	1.A.1.a.	Listen to and perform nursery rhymes, finger plays, and popular books and other media
		<u>Mighty Minutes</u> MM64: Paper Towel Rap MM90: Little Miss Muffet
EXPECTATION	1.A.1.b.	Explore themes and ideas about people and events through improvisational play
		Mighty Minutes

		MM10: Words in Motion MM11: What Is My Job? MM12: Ticky Ricky MM16: Nothing, Nothing, Something MM17: Leaping Sounds MM20: Bounce, Bounce, Bounce MM30: Bounce, Bounce, Bounce MM31: Walk the Line MM34: The Wave MM35: My Name, Too! MM36: Body Patterns MM37: Little Ball MM38: Spatial Patterns MM37: Little Ball MM38: Spatial Patterns MM37: Little Ball MM38: Come Play With Me MM41: The Imaginary Ball MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM45: I'm a Sturdy Oak Tree MM57: Find the Letter Sound 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 MM77: The Kids Go Marching In MM77: My Body Jumps MM77: Ac You Ready? MM77: Jack in the Box MM77: Here Is the Beehive MM77: Here Is the Beehive MM87: Let's Make a Cake MM88: 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: Shape Hunt MM99: Let's All Follow
TOPIC / INDICATOR	FA-T.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetics Education
OBJECTIVE	1.A.2.	Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances
EXPECTATION	1.A.2.a.	Explore expressive qualities in dance, music, theatre, and visual arts
		<u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
TOPIC / INDICATOR	FA-T.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: The students

		will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic texts, and other literature of the theatre.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Contexts
OBJECTIVE	2.B.1.	Express a range of responses to a variety of stimuli
EXPECTATION	2.B.1.b.	Sing and move to a variety of traditional children's songs from a variety of cultures Mighty Minutes MM01: The People in Your Neighborhood MM03: Purple Pants MM06: This Is the Way MM08: Clap the Missing Word MM10: Words in Motion MM11: What Is My Job? MM14: Scat Singing MM20: I Can Make a Circle MM23: Hi-Ho, the Derry-O MM24: Dinky Do MM25: Baa, Baa, Black Sheep MM38: Spatial Patterns MM38: Spatial Patterns MM38: Spatial Patterns MM38: Bounce, Bounce, Bounce MM44: 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 MM66: Musical Junk MM67: Let's Stick Together MM70: The Kids Go Marching In MM71: Recycle Song MM72: Hello Bingo MM72: Hello Friends MM77: Hello Bingo MM7
TOPIC / INDICATOR	FA-T.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Use a variety of theatrical elements to communicate ideas and feelings
EXPECTATION	3.C.1.b.	Use sound effects, costumes, and properties to enhance the quality of dramatic activities Mighty Minutes

		MM40. Words in Mation
		MM10: Words in Motion MM11: What Is My Job?
		MM11: What is my 300? MM12: Ticky Ricky
		MM12: Nothing, Nothing, Something
		MM17: Leaping Sounds
		MM25: Freeze
		MM30: Bounce, Bounce, Bounce
		MM30: Bounce, Bounce, Bounce
		MM32: Wark the Ene
		MM35: My Name. Too!
		MM36: Body Patterns
		MM30: Dody Fatterns MM37: Little Ball
		MM38: Spatial Patterns
		MM30: Opatial Fatterns 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
EVDECTATION	3.C.1.c.	
EXPECTATION	3.6.1.C.	Explore the expressive qualities of a variety of locomotor and non-
		locomotor movements
		Mighty Minutos
		Mighty Minutes MM10: Words in Motion
		MM34: The Wave
		MM67: Let's Stick Together
EXPECTATION	3.C.1.d.	Improvise roles and behaviors associated with a variety of animals
		and professions
		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 MM37: Little Ball MM40: Clap a Friend's Name MM41: The Imaginary Ball MM42: Come Play With Me MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM51: High in the Tree MM53: Three Rowdy Children MM57: Find the Letter Sound MM58: A-Hunting We Will Go MM59: Clap the Beat MM60: The Name Dance MM63: Going on a Journey MM65: People Patterns MM67: Let's Stick Together MM72: My Body Jumps MM73: Are You Ready? MM74: Jack in the Box MM75: Busy Bees MM78: Hello Friends MM79: Here Is the Beehive MM83: Let's Make a Cake MM84: Let's Make Letters MM66: Listening Story MM77: One, Two, Buckle My Shoe MM89: We Like Clapping MM90: Little Miss Muffet MM91: Move to the Beat MM90: The Vol Reat MM90: Little Miss Muffet MM91: Move to the Beat MM90: Little Miss Muffet MM91: Shape Hunt MM97: Shape Hunt MM99: Let's All Follow
STRAND / TOPIC / STANDARD	MD.FA-D.	Fine Arts - Dance
TOPIC / INDICATOR	FA-D.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, perform, and respond to dance.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.1.	Demonstrate knowledge of how elements of dance are used to communicate meaning
EXPECTATION	1.A.1.a.	Demonstrate selected locomotor and non-locomotor movements that communicate ideas, thoughts, and feelings <u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
EXPECTATION	1.A.1.b.	Combine selected characteristics of the elements of dance, such as body parts and positions; shapes, levels, energy, fast and slow, and

	1	use concerv stimuli to grapte mevement
		use sensory stimuli to create movement
		Mighty Minutes
		MM10: Words in Motion MM34: The Wave
		MM034: The Wave MM67: Let's Stick Together
TOPIC / INDICATOR	FA-D.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION:
		Students will demonstrate the ability to perceive, perform, and
		respond to dance.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.2.	Demonstrate kinesthetic awareness and technical proficiency in dance movement
EXPECTATION	1.A.2.a.	Explore locomotor and non-locomotor movements using kinesthetic awareness
		Mighty Minutes
		MM10: Words in Motion
		MM34: The Wave
		MM67: Let's Stick Together
EXPECTATION	1.A.2.b.	Respond to prompts related to timing while executing locomotor and non-locomotor movements
		Mighty Minutes
		MM10: Words in Motion
		MM34: The Wave
	4 4 0 -	MM67: Let's Stick Together
EXPECTATION	1.A.2.c.	Perform and name selected dance movements
		<u>Mighty Minutes</u> MM10: Words in Motion
		MM10: Words in Motion MM34: The Wave
		MM67: Let's Stick Together
EXPECTATION	1.A.2.d.	Reproduce movement demonstrated by the teacher
		Mighty Minutes
		MM10: Words in Motion
		MM34: The Wave MM67: Let's Stick Together
TOPIC / INDICATOR	FA-D.1.	PERCEIVING AND RESPONDING - AESTHETIC EDUCATION:
TOTIC/INDICATOR	1 A-D.1.	Students will demonstrate the ability to perceive, perform, and
		respond to dance.
INDICATOR / PROFICIENCY LEVEL	1.A.	Aesthetic Education
OBJECTIVE	1.A.3.	Respond to dance through observation, experience, and analysis
EXPECTATION	1.A.3.a.	Apply the language of dance to observed movement
		Mighty Minutes
		MM10: Words in Motion
		MM34: The Wave MM67: Let's Stick Together
	1.A.3.b.	
EXPECTATION	1.A.3.D.	Explore the uses of dance movements
		Mighty Minutes
		MM10: Words in Motion MM34: The Wave
		MM34: The wave MM67: Let's Stick Together
TOPIC / INDICATOR	FA-D.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will
		demonstrate an understanding of dance as an essential aspect of
		history and human experience.
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INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.1.	Demonstrate knowledge of dances from a variety of cultures
EXPECTATION	2.B.1.a.	View dances from other cultures <u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
EXPECTATION	2.B.1.b.	Perform selected traditional dances from various cultures <u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
TOPIC / INDICATOR	FA-D.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.2.	Relate dance to history, society and personal experience
EXPECTATION	2.B.2.a.	View and discuss selected contemporary and representative dance styles from other times and places and label them as old or new <u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
EXPECTATION	2.B.2.b.	Create movements that express specific moods <u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
TOPIC / INDICATOR	FA-D.2.	HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.
INDICATOR / PROFICIENCY LEVEL	2.B.	Historical, Cultural, and Social Context
OBJECTIVE	2.B.3.	Demonstrate understanding of the relationships between and among dance and other content areas
EXPECTATION	2.B.3.a.	Explore ways line and shape are used in dance and other content areas <u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
TOPIC / INDICATOR	FA-D.3.	CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to create and perform dance.
INDICATOR / PROFICIENCY LEVEL	3.C.	Creative Expression and Production
OBJECTIVE	3.C.1.	Develop the ability to improvise dance
EXPECTATION	3.C.1.a.	Improvise movements to communicate ideas and concepts in response to a variety of stimuli <u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together

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

INDICATOR / PROFICIENCY LEVEL	4.D.	Aesthetic Criticism
OBJECTIVE	4.D.1.	Identify and apply criteria to evaluate choreography and performance
EXPECTATION	4.D.1.a.	Recognize and describe locomotor and non-locomotor movements in dance performances <u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
EXPECTATION	4.D.1.b.	Recognize selected characteristics of the elements of dance in performances, such as body parts and positions, shapes and levels, and tempo in performances <u>Mighty Minutes</u> MM10: Words in Motion MM34: The Wave MM67: Let's Stick Together
STRAND / TOPIC / STANDARD	MD.PE.	Physical Education
TOPIC / INDICATOR	PE.1.	SKILLFULNESS: Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combing skills effectively in skill themes, and applying skills.
INDICATOR / PROFICIENCY LEVEL	1.A.	Fundamental Movement
OBJECTIVE	1.A.1.	Show fundamental movement skills
EXPECTATION	1.A.1.a.	Use general spatial awareness and self space awareness in physical activity <u>Mighty Minutes</u> MM10: Words in Motion MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM34: The Wave MM48: Feely Box MM49: A Tree My Size MM67: Let's Stick Together MM68: I Have a Secret MM75: Busy Bees MM76: Describing Things
EXPECTATION	1.A.1.b.	Demonstrate locomotor skills including walking, jogging, running, galloping, hopping, and jumping <u>Mighty Minutes</u> MM08: Clap the Missing Word MM10: Words in Motion MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM34: The Wave MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey MM67: Let's Stick Together
EXPECTATION	1.A.1.c.	Demonstrate non-locomotive skills of bending and stretching <u>Mighty Minutes</u> MM08: Clap the Missing Word MM10: Words in Motion MM13: Simon Says

		MM14: Scat Singing
		MM29: Baa, Baa, Black Sheep MM34: The Wave
		MM34: The wave MM44: Two Plump Armadillos
		MM56: I Had a Little Nut Tree
		MM63: Going on a Journey
		MM67: Let's Stick Together
TOPIC / INDICATOR	PE.1.	SKILLFULNESS: Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combing skills effectively in skill themes, and applying skills.
INDICATOR / PROFICIENCY LEVEL	1.B.	Creative Movement
OBJECTIVE	1.B.1.	Show creative movement skills
EXPECTATION	1.B.1.b.	Demonstrate spatial concepts of big, small, tall, and short in a variety of movement patterns
		Mighty Minutes
		MM10: Words in Motion MM19: I Spy With My Little Eye
		MM31: What's Inside the Box?
		MM34: The Wave
		MM48: Feely Box
		MM49: A Tree My Size MM67: Let's Stick Together
		MM68: I Have a Secret
		MM75: Busy Bees
		MM76: Describing Things
TOPIC / INDICATOR	PE.2.	BIOMECHANICAL PRINCIPLES: Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.
INDICATOR / PROFICIENCY LEVEL	2.A.	Effects on Objects
OBJECTIVE	2.A.1.	Identify ways that people and objects move
EXPECTATION	2.A.1.a.	Show how a body moves fast and slow
		Mighty Minutes
		MM10: Words in Motion
		MM19: I Spy With My Little Eye MM31: What's Inside the Box?
		MM34: The Wave
		MM48: Feely Box
		MM49: A Tree My Size MM67: Let's Stick Together
		MM68: I Have a Secret
		MM75: Busy Bees
		MM76: Describing Things
EXPECTATION	2.A.1.b.	Show how to move a body forward, backward, and sideways in open space
		Mighty Minutes
		MM10: Words in Motion
		MM19: I Spy With My Little Eye
		MM31: What's Inside the Box? MM34: The Wave
		MM34: Feely Box
		MM49: A Tree My Size
		MM67: Let's Stick Together
		MM68: I Have a Secret MM75: Busy Bees
		MM75: Dusy bees MM76: Describing Things
TOPIC / INDICATOR	PE.3.	MOTOR LEARNING PRINCIPLES: Students will demonstrate the

		ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.
INDICATOR / PROFICIENCY LEVEL	3.A.	Appropriate Practices
OBJECTIVE	3.A.1.	Recognize that skills will develop over time with appropriate practice and use of the correct cues.
EXPECTATION	3.A.1.a.	Show basic motor skills, using imitation, as a means for motor skill improvement 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
TOPIC / INDICATOR	PE.3.	MOTOR LEARNING PRINCIPLES: Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.
INDICATOR / PROFICIENCY LEVEL	3.B.	Corrective Feedback
OBJECTIVE	3.B.1.	Identify the importance of corrective feedback on performance
	3.B.1.a.	Use verbal and visual cues to improve skill performance <u>Mighty Minutes</u> MM08: Clap the Missing Word MM10: Words in Motion MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM34: The Wave MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey MM67: Let's Stick Together
TOPIC / INDICATOR	PE.6.	SOCIAL PSYCHOLOGICAL PRINCIPLES: Students will demonstrate the ability to use skills essential for developing self- efficacy, fostering a sense of community, and working effectively with others in physical activity settings.
INDICATOR / PROFICIENCY LEVEL	6.A.	Safety in Physical Activity
OBJECTIVE	6.A.1.	Demonstrate safety in physical activity settings
EXPECTATION	6.A.1.a.	Use person and general space safely in a physical activity setting to avoid injury <u>Mighty Minutes</u> MM10: Words in Motion MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM34: The Wave MM48: Feely Box MM49: A Tree My Size MM67: Let's Stick Together MM68: I Have a Secret MM75: Busy Bees MM76: Describing Things